

**Utah State University
Rehabilitation Counseling
Student Handbook**



**Rehabilitation Counseling Program
Department of Special Education & Rehabilitation Counseling
Utah State University
2865 Old Main Hill
Logan, UT 84322-2865**

Dear Student:

Congratulations on your acceptance in the Masters of Rehabilitation Counseling program at Utah State University! We want to extend to you our warmest welcome and look forward to working with you over the course of your program of study. We appreciate your expressed interest in working with people with disabilities and helping them achieve their “personal, career, and independent living goals” (Commission for Rehabilitation Counselor Certification [CRCC], Scope of Practice Statement, <https://www.crccertification.com/crc-crcc-scope-of-practice>).

Since 1991, our program has prepared students to assist individuals with disabilities in achieving their goals. We are pleased that you have chosen Utah State University to further your education and we look forward to working with. We hope your time in the program is reflective of personal growth and development. This personal journey in which you embark upon will allow opportunities for self-discovery and the acquisition of specific knowledge and skills necessary to become a certified rehabilitation counselor. While the successful completion of this program is an important first step in your journey, we also wish to impart the importance of recognizing this learning as a life-long journey that does not end at graduation.

As a faculty and staff, we are eager to play our small role in your education. Additionally, we hope that through your engagement with professional associations and in talking with colleagues from various practice settings, you find that you have joined a strong community of professionals actively engaged in advocacy and service delivery that enhances the lives of people with disabilities. Graduate school, and particularly the design and structure of this program, can be a wonderful opportunity to make acquaintances who will enrich your personal and professional life.

We invite you to read the following pages very closely. This student handbook contains important information about the Master’s in Rehabilitation Counseling program here at Utah State University and will be a good resource for you throughout your time in our program. We are asking you to sign and return the following page as evidence that you have thoroughly read this handbook. You will then be responsible for the information contained herein, as well as adhering to the guidelines and policies outlined. We encourage you to download a copy of this document as it outlines what we will do as a program to fulfill our obligations to you as counselor educators. We also hope to foster an environment that is open and receptive to feedback. As such, if you have any ideas or recommendations on how to make this student handbook more user friendly, we welcome them fully. Please send them to Kris Wengreen (kris.wengreen@usu.edu).

Again, we want to extend our warmest welcome to you as you embark on this educational journey. We are excited to learn and grow with you and we are happy you have chosen to pursue your education with us.

Warm regards,
The Rehabilitation Counseling Program Faculty and Staff

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STUDENT RESPONSIBILITY FORM

This guide has been developed to assist graduate students in the Rehabilitation Counseling program to understand the steps and program requirements which must be met as they proceed through the program. It is impossible, however, to address or anticipate every question concerning the program. Therefore, it is mandatory that students read and understand the policies and procedures outlined in the USU General Catalog (<https://catalog.usu.edu>).

I understand that I am responsible for the information presented in the Master of Rehabilitation Counseling Graduate Program Handbook.

I will review these materials carefully; if I have questions concerning any information provided in the student handbook, I will ask for clarification in the program orientation held prior to the fall semester of each year, in REH 6000 Professional Seminar I, in REH 6100 Foundations of Rehabilitation Counseling, with a faculty member during recognized office hours, or with my direct faculty advisor at a mutually agreed upon time.

Signing this document indicates that I have read the handbook and agree to abide by the policies and procedures outlined herein.

I have downloaded a copy of the Master of Rehabilitation Counseling Graduate Program Handbook and understand that I am responsible for the information presented therein.

Signature

Date

Printed Name

(The signed form will be filed in your student record)

Distribution:

Original: Department Student Record

Master of Rehabilitation Counseling Graduate Program Handbook

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PART I: PROGRAM OVERVIEW

The University

Since its founding in 1888, Utah State University has evolved from a small-town college tucked away in the Northern Utah mountains to a thriving research university respected around the world. Students can choose from an array of academic and social opportunities at a university known throughout the world for its intellectual and technological leadership.

The setting. USU is just minutes from two mountain ranges and within a half-day's drive of six national parks, including Yellowstone and Arches. It provides big-school opportunities with a small-school feel, and all for a great value.

In fact, USU is the **#7 public university in the** western United States according to the *Washington Monthly* (2020).

USU Mission Statement: The mission of Utah State University is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery and engagement.

The College

The Rehabilitation Counseling program is part of the Emma Eccles Jones College of Education. The Emma Eccles Jones College of Education and Human Services provides preparation programs for prospective teachers, for counselors and other professional personnel in education, and for professionals in the human services area and in corporate settings. See <http://www.cehs.usu.edu/>.

The Department

The Rehabilitation counseling program is located in the Department of Special Education and Rehabilitation. The department offers undergraduate degrees in special education, master's degrees in Rehabilitation counseling and Special education, and a doctoral program in Disability Disciplines (Special Education, Applied Behavior analysis, Rehabilitation Counseling, disability Studies, Speech-Language Pathology, Pathokinesiology, Audiology).

Special Education & Rehabilitation Departmental Philosophy

Vision Statement

Through high quality professional preparation, research, advocacy, and innovative programming, we will lead in building inclusive communities and environments where equal opportunity and the equitable distribution of resources for people with disabilities and their families is the norm, not the exception.

Mission Statement

People with disabilities make meaningful contributions to our communities and to society. However, we recognize that people with disabilities and their families are historically ignored, marginalized and excluded. Therefore, our mission is to prepare high quality professionals; identify, implement, and disseminate evidence-based practices; and conduct research and outreach in collaboration with community partners. Our work is critical to ensure the full inclusion of people with disabilities across educational, independent living, and employment domains.

The core values that drive our mission include the conviction that all people have the right to:

- Respect: valued interactions and communication
- Wellness: positive relationships and meaningful partnerships
- Inclusion: meaningful participation in education, employment, and community
- Self-determination: opportunities to develop knowledge, skills and strengths to support self-advocacy and informed choices.

Rehabilitation Counseling Program Philosophy

Philosophy is the underlying foundation of all we do. The Rehabilitation Counseling Education Program at Utah State University is based on a scientist-practitioner framework which incorporates continuous improvement, life-long learning, and knowledge generation through research, teaching, and service. The faculty and staff strive for the highest levels of integrity, excellence, and innovation to promote equity, inclusion, and full community access for all individuals. Aligned with the purposes of the Rehabilitation Act of 1973 as amended in the Workforce Innovation and Opportunity Act (2014), the philosophy that underlies the Rehabilitation Counseling Education Program is explicitly described next.

Equity and Inclusion

Although there may be various causes, the personal and social impacts of disability are grounded in social and political structures. The sociopolitical context of disability creates and supports positive and negative connotations in situations when working, learning, socializing, and living. The applications of social justice principles are relevant across the scope of practice of rehabilitation counselors to address the sociopolitical influences on equity and inclusion. Rehabilitation counselors address the social and political definitions, beliefs, and barriers that exist related to disability. We encourage our students and practitioners to engage in Applied Social Justice. By this we mean that we not only work with clients, but also with families, employers, and communities to reduce the sociopolitical barriers that prohibit or reduce equity, inclusion, and full community access for all individuals. We contend that all advocacy efforts should include persons with disabilities as full partners in the process. Essentially, we advocate “with”, not “for” those we serve.

Employment and Career

We believe that community-based employment is critical for full inclusion in society as working is an expected and fundamental activity for all working-aged individuals. Work is associated with well-being, therefore working is therapeutic. Results-based rehabilitation counselors’ use ecological and discovery assessment processes with individuals, and their families, to inform, prepare, plan, and secure long-term employment and career advancement, and as a result, other therapeutic gains are accelerated. Rehabilitation counselors build and maintain community-based partnerships that are necessary for workplace inclusion and career development.

Resilience and Person-Centeredness

Resilience is the ability to thrive and achieve in the midst of life challenges and difficult experiences. Individual resilience increases and strengthens as self-determination skills are developed and personal goals are achieved. Rehabilitation counselors facilitate individual resilience by using an ecological and discovery assessment processes for informed choice, supported decision-making, and to purposefully identify support needs and match supports using the therapeutic working alliance. Rehabilitation counseling delivered from a person-first and person-driven framework, and in collaboration with families, employers, policy makers/leaders, educators, and other community members, is necessary to promote self-determination and to reduce and/or remove sociopolitical barriers to achievement.

FACULTY & STAFF PROFILES

Listed alphabetically

Dr. Michael Gerald, Ph.D., CRC, CMCH-Utah
Dr. Gerald

Dr. Trenton Landon, Ph.D., CRC

Dr. Landon is an assistant professor in rehabilitation counseling at Utah State University in the Department of Special Education and Rehabilitation Counseling. Dr. Landon graduated from Michigan State University with his Ph.D. in Rehabilitation Counselor Education in 2016. Prior to Michigan State, Dr. Landon worked for seven years as a rehabilitation counselor in a state agency. During his time with the state agency, Dr. Landon was assigned a general caseload, but also had the opportunity to work with transition age youth from three different high schools, participate in the mental health and drug courts programs, and served as the agency liaison to a state psychiatric hospital. His research interests include the professional development of counselors, clinical supervision, ethics and ethical decision-making, rural rehabilitation, and social inclusion of individuals with disabilities.

Dr. Michelle McKnight, Ph.D., CRC, LPC-Idaho

Michelle Lizotte is an assistant professor for both the Rehabilitation Counseling and Professional School Counseling programs. She holds a MS in Rehabilitation Counseling from Georgia State University and a Ph.D. in Rehabilitation Counselor Education from Michigan State University. Dr. Lizotte has worked for the state VR system in both Colorado and Michigan. Her research interests relate to the postsecondary and employment experiences of individuals with autism spectrum disorders as well as inclusive postsecondary education programs in general.

Dr. Kathleen (Kat) Oertle, Ph.D., CRC, LVRC-Utah

Dr. Oertle is an assistant professor in rehabilitation counseling at Utah State University in the department of special education and rehabilitation counseling. She has extensive interdisciplinary training and experience in special education and rehabilitation counseling among other disciplines. Dr. Oertle has been a contributor on research projects since 1983 when her research training began at the University of Illinois at Urbana-Champaign (UIUC). In addition to Dr. Oertle's doctoral education, she completed postdoctoral training with the Office of Community College Research and Leadership (OCCRL) focused on participatory action and mixed methods research. Working as the research scientist for the Graduate College at UIUC, Dr. Oertle conducted quantitative, qualitative, and mix methods research to improve diversity, promote persistence, and increase completion. In addition, Dr. Oertle has over 16 years of experience as a program evaluator. Dr. Oertle's research focus is transition planning, services, and collaboration to increase the employment rates of people with disabilities. Nationally, she has developed relationships with pre-service and in-service special educators, career and technical educators, and rehabilitation professionals and with individuals with disabilities and their families. Since 2014, Dr. Oertle has been awarded more than \$4 million in external funding including \$3 million in RSA long terms training

grants, two of which were written with Dr. Tim Riesen and support the specialized *Certificates of Graduate of Studies* in areas of high priority which are Transition Services and Employment Services for People with Significant Disabilities.

Dr. Brian Phillips, Ph.D., CRC

Brian Phillips is an assistant professor in the Department of Special Education and Rehabilitation at Utah State University. He holds a MS in Rehabilitation Counseling from Utah State University and a Ph.D. from Michigan State University and has several years of experience supporting individuals with disabilities in their employment goals. Dr. Phillip's research interests include the assessment, influence, and improvement of workplace social effectiveness for people with disabilities.

Tracy Woolstenhulme, M.A., CRC

Mrs. Woolstenhulme is a Clinical Instructor and Practicum/Internship Coordinator in the Special Education and Rehabilitation Department at Utah State University. Mrs. Woolstenhulme provides university instruction, supervision, and support to students completing the practicum/internship experience in the Rehabilitation Counseling Master's Program. Her course instruction has focused on counseling skill development and applying counseling theory to the rehabilitation process. Mrs. Woolstenhulme graduated from Utah State University with a bachelor's degree in sociology and social work, and a master's degree in rehabilitation counseling. Mrs. Woolstenhulme has 22 years of experience working as a Certified Rehabilitation Counselor. In addition to her position at Utah State University, Mrs. Woolstenhulme's experience includes; program management with a private non-profit rehabilitation training program, work as a state vocational rehabilitation counselor, and employment as an assistive technology coordinator for a center for independent living.

Kris Wengreen

Mrs. Wengreen the Program Coordinator and Academic Advisor of the Utah State University Rehabilitation Counseling Master's program. Mrs. Wengreen has been an Academic Advisor for more than 17 years and acts as a liaison between Rehabilitation Counseling Master's students and on-campus offices, such as the Disability Resource Center, the School of Graduate Studies, and the Office of Financial Aid. As the first and often last contact for the program, Mrs. Wengreen is critical to the success of the faculty, students, and the Rehabilitation Counseling Master's program!

Rehabilitation Counseling Program Goals & Objectives

The principle mission of the Rehabilitation Counseling program is to prepare students to be professional rehabilitation counselors. Through the preparation and training of highly qualified providers, we seek to promote quality rehabilitation services for individuals with disabilities. This is accomplished through the education of rehabilitation counselors, provision of continuing education, and through research related to rehabilitation counseling. The following objectives are components of our mission:

General Program Objectives:

- Preparation of master's level rehabilitation counselors
- Promotion of and adherence to the Code of Professional Ethics (https://www.crc certification.com/filebin/pdf/ethics/CodeOfEthics_01-01-2017.pdf)
- Advancement of the basic philosophical tenets of rehabilitation counseling, including the value and worth of all individuals, a belief in human dignity, and the right of all persons to fully participate in society.

Curricular Objectives:

Students in the USU MRC program are evaluated in the coursework through a variety of educational and pedagogical methods (e.g., quizzes, presentations, exams, professional research papers). Successful demonstration of the following key indicators allows students to progress through the program.

1. Students will develop an understanding of the history (including legislation) and overarching philosophical tenets of the rehabilitation counseling profession.
2. Students will have a fundamental belief in the *dignity and worth of all people*¹.
3. Students will have a foundational knowledge of the specific roles and functions performed by rehabilitation counselors.
4. Student will be familiar with and understand the CRCC Code of Professional Ethics and American Counseling Association (ACA) code of Professional Ethics and be able to translate this knowledge into practice.
5. Students will demonstrate a *commitment to a sense of equal justice based on a model of accommodation to provide and equalize the opportunities to participate in all rights and privileges available to all people; and a commitment to supporting persons with disabilities in advocacy activities to achieve this status and empower themselves* (CRCC, 2019).
6. Students will understand their role as a helping professional and the inherent power difference present when serving people with disabilities.
7. Students will learn about and be able to integrate theories of human growth and development into their case conceptualizations.
8. Students will understand how disability and related barriers may impact human growth and development.
9. Students will be familiar with theories of career development.
10. Students will be committed to the *facilitation of independence, integration, and inclusion of people with disabilities in employment and the community* (CRCC, 2019).
11. Students will be familiar with the major theories, theoretical positions, growing trends, and evidence based of these theories/trends within the field of counseling.
12. Students will understand that the *counseling process involves communication, goal setting, and beneficial growth or change through self-advocacy, psychological, vocational, social, and behavioral interventions* (CRCC, 2019).
13. Students will understand the theoretical foundations of group counseling and group work and be able to implement this knowledge within the group process.
14. Students will demonstrate a *commitment to considering individuals within the context of their family systems and communities* (CRCC, 2019).
15. Students will understand the use of assessments (e.g., environmental, social, and mental health) and the role of assessments in the planning process for service provision.

16. Students will demonstrate understanding of research principles, generalizations, and theories (e.g., critique and synthesize research literature, explain theories and the relevance to practice, select evidence-based practices for implementation).
17. Students will demonstrate their knowledge of ethical, legal, and cultural issues in research and program evaluation processes (e.g., discuss and identify human subjects' risks and benefits).
18. Students will demonstrate a knowledge of and fundamental belief in the ability of people with disabilities to fully engage in the community across multiple domains, including but not limited to: employment, independent living, educational, and community access.
19. Students will demonstrate "a recognition of the importance of focusing on the assets of the persons (CRCC, 2019).

The Rehabilitation Counselor Scope of Practice statement serves as guide to our faculty, staff, and students as we work to achieve this mission.

CRC/CRCC Scope of Practice (<https://www.crccertification.com/crc-crcc-scope-of-practice>)

Rehabilitation counseling is a systematic process which assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated setting possible through the application of the counseling process. The counseling process involves communication, goal setting, and beneficial growth or change through self-advocacy, psychological, vocational, social, and behavioral interventions. The specific techniques and modalities utilized within this rehabilitation counseling process may include, but are not limited to:

- *assessment and appraisal;*
- *diagnosis and treatment planning;*
- *career (vocational) counseling;*
- *individual and group counseling treatment interventions focused on facilitating adjustments to the medical and psychosocial impact of disability;*
- *case management, referral, and service coordination;*
- *program evaluation and research;*
- *interventions to remove environmental, employment, and attitudinal barriers;*
- *consultation services among multiple parties and regulatory systems;*
- *job analysis, job development, and placement services, including assistance with employment and job accommodations; and*
- *provision of consultation about and access to rehabilitation technology.*

Student Professional Objectives:

The MRC program also has professional objectives. Students will demonstrate the completion of the professional objectives by:

- *Obtaining appropriate national certification.* This is typically the certified rehabilitation counselor (CRC) designation through the Commission for Rehabilitation Counselor Certification (CRCC). In addition to the CRC, some students may wish to pursue the

nationally certified counselor (NCC) designation through the National Board for Certified Counselors (NBCC). Some states licensure boards may also require the National Certified Mental Health Counselor Exam, leading to the Certified Clinical Mental Health Counselor (CCMHC) designation.

- *CRCC Examination information:* <https://www.crccertification.com/crc-certification>
 - *NCC Examination information:* <https://www.nbcc.org/certification/ncc>
 - *CCMHC Examination information:* <https://www.nbcc.org/Certification/CCMHC>
- *Obtaining appropriate state licensure.* Licensure laws vary from state to state. It is the student's responsibility to familiarize themselves with their respective licensure laws and requirements.

This standard is evaluated based on the three components of a highly qualified rehabilitation counselor as outlined by Leahy (2012): (a) the completion of a graduate degree in rehabilitation counseling or closely related field, (b) national certification as a rehabilitation counselor (CRC), and (c) the acquisition of the appropriate state licensure (e.g., LPC, CMHC, LVRC).

** It should be noted that students with criminal backgrounds might not be able to complete the required practicum/internship process due to employer background check requirements. Students with criminal backgrounds may also not be eligible for certifications or licensure and need to determine this with the granting bodies.**

Student Professional Dispositions

In addition to the curricular and professional preparation objectives, students are evaluated for specific professional dispositions. The Rehabilitation Counseling Master's Degree program at the Utah State University utilizes both formative and summative assessments regularly to evaluate students and ensure the development of student knowledge, skills, and professional dispositions. The Council for the Accreditation of Counseling and Related Programs (CACREP) defines professional disposition as: *the commitment, characteristics, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues* (CACREP, 2016, p. 47).

Professional dispositions represent non-academic conditions essential to rehabilitation counselor development and eventual service delivery. Faculty and instructors will observe and informally evaluate students at all times within individual courses and in other program-related activities. *Formally, student self-evaluate their professional dispositions twice while in the program: (1) Prior to the start of REH 6140 Practicum, and (2) Prior to the start of REH 6175 Internship II.*

Faculty and course instructors are encouraged to provide students with feedback and suggestions for improvement if they are concerned with a student's interpersonal and/or professional behavior. If necessary, instructors will contact the student's academic advisor for more structured consultation. Within courses, students will be formally evaluated through grades and written feedback on assignments.

It should be noted, there is an inherent subjectivity to the assessment of professional dispositions, but these non-academic conditions may impair the student's ability to work with others in class, practicum, or internship settings. Faculty and staff have an inherent "gatekeeping function" (Bernard & Goodyear, 2015). This gatekeeper role ensures the appropriate entry of highly qualified professional into the rehabilitation counseling profession. As such, the faculty assesses students systemically at specific points in time throughout their program.

To continually assess professional disposition, faculty and staff meet on a monthly basis to review student progress and discuss potential concerns regarding student academic progression and/or demonstration of inappropriate professional dispositions. Students must demonstrate proficiency in each of the following areas:

- Factual knowledge (as evidenced by maintenance of a minimum GPA of 3.0)
- Generic clinical skills (as evidence by successful passing of REH 6130 and REH 6250)
- Orientation-specific technical skills (as evidenced by faculty site supervisor evaluations)
- Clinical judgement (as evidenced by faculty site supervisor evaluations)
- Interpersonal attributes (as evidenced by interactions with peers, site supervisors, clientele, faculty, and others)

These five elements are taken from the work of Overholser and Fine (1990) who delineated professional incompetence in psychology and counseling and found these five elements to be crucial components of competence. As such, impairment in any of the aforementioned areas may constitute a review by the faculty and ultimately lead to justification for removal from the program.

Professional dispositions are reflective of interpersonal attributes. As recommended by Frame & Stevens-Smith (1995), inappropriate student attributes that will be reviewed by the faculty and staff include:

- An inability to be open, flexible, positive, and cooperative
- Unwillingness to accept and use feedback
- Lack of self-awareness: Unaware of their impact on others
- Inability to deal with conflict and accept personal responsibility
- Inability to express feelings effectively and appropriately

Faculty will review students desiring to begin the practicum/internship cycle of their program each February. It is expected that students entering the practicum/internship cycle will graduate in the spring semester of the following academic year. Students will be evaluated based on the following six items (reflective of the knowledge domains and professional dispositions previously mentioned). These same six domains are the basis of the final site supervisor evaluation for REH 6175 Counseling Internship II:

1. Awareness of Self
 - a. Demonstrates awareness of own feelings and emotions
 - b. Demonstrates awareness of own strengths and limitations
 - c. Demonstrates awareness of influence on others

- d. Maintains appropriate personal & professional boundaries
- 2. Professional Appearance & Behavior
 - a. Maintains context-appropriate dress and appearance
 - b. Demonstrates honesty and integrity by adhering to ethical standards and organizational policies
 - c. Accepts responsibility for personal actions and behavior
 - d. Demonstrates flexibility and adaptability
- 3. Emotional Stability
 - a. Demonstrated ability to monitor and respond to stress
 - b. Expresses feelings effectively and appropriately
 - c. Demonstrates emotional stability & maturity
 - d. Demonstrates ability to empathize with others
- 4. Communication & Interpersonal Skills
 - a. Demonstrated ability to initiate and maintain appropriate conversation
 - b. Demonstrated ability to manage conflict
 - c. Demonstrated ability to receive and respond to critical feedback and supervision
 - d. Demonstrates adequate problem-solving skills
- 5. Respecting Others
 - a. Seeks to listen to and understand others
 - b. Perceives and honors diversity
 - c. Demonstrates a sensitivity to social justice and marginalized populations
 - d. Demonstrates an awareness of one's own privilege
- 6. Ethical Behavior
 - a. Seeks to adhere to the ACA and CRCC Codes of Professional Ethics
 - b. Demonstrated commitment to the dignity and worth of all persons.
 - c. Demonstrates the knowledge of and capacity to ensure ethical service delivery based on the principles of:
 - i. Autonomy
 - ii. Beneficence
 - iii. Fidelity
 - iv. Justice
 - v. Nonmaleficence
 - vi. Veracity

When deficiencies are found in interpersonal attributes or academic progression, a formal plan for remediation will be drafted by the faculty and student. Timelines for review will be established and clear objectives will be set. Failure to meet the criteria set forth in the remediation plan may constitute dismissal from the program.

Professional Performance Standards

Students' fulfillment of eleven Professional Performance Standards is reviewed by course instructors and supervisors during the Counseling Skills (REH 6130), Group Counseling (REH 6250), Practicum (REH 6140), and Internship (REH 6170) courses. All faculty will understand the Professional Performance Standards, and may use them as appropriate in other courses for evaluation purposes. The Standards include:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation
11. Awareness of and attention to the unique cultural and societal issues related to disability

Comprehensive Assessment Plan

The Utah State University (USU) Masters of Rehabilitation Counseling (MRC) uses both formative and summative assessments regularly to evaluate students and ensure the development of student knowledge, skills, and professional dispositions.

Presently, our program objectives are:

1. The preparation of highly qualified master's level rehabilitation counselors.
 - a. This standard is evaluated based on three components as outlined by Leahy (2012)*: (a) the completion of a graduate degree in rehabilitation counseling, (b) national certification as a rehabilitation counselor (CRC), and (c) the acquisition of the appropriate state licensure (e.g., LPC, CMHC, LVRC).

*Leahy, M.J. (2012). Qualified providers of rehabilitation counseling services. In D.R. Maki and V.M. Tarvydas (Eds.), *The professional practice of rehabilitation counseling* (pp. 193-211). New York, NY: Springer Publishing Company.
2. Promotion of the Code of Professional Ethics
 - a. Our students are introduced and expected to adhere to the tenets of both the American Counseling Association's Professional Code of Ethics, and the Commission for Rehabilitation Counselor Certification's Code of Professional Ethics.
 - b. As a program, we feel these codes are complimentary in nature. Components of aspirational ethics are also introduced.
3. Advancement of the philosophical tenets of rehabilitation, including the value and worth of all individuals, a belief in human dignity, and the right of all persons to fully participate in society.

Assessment of these objectives is based on the following measures:

1. Preparation of master's level rehabilitation counselors.
 - a. Graduation rate of 80% or higher of degree seeking students.
 - b. Program passing rate of 70% or higher on the Certified Rehabilitation Counseling Exam (data is collected from the Commission for Rehabilitation Counselor Certification).

2. Promotion of the Code of Professional Ethics
 - a. A grade of “B” or higher in REH 6240 Ethical Decision Making in Counseling
3. Advancing the philosophy of rehabilitation counseling.
 - a. A grade of “B” or higher in REH 6100 Professional Counseling Orientation
 - b. A grade of “B” or higher in REH 6120 Psychosocial Aspects of Disability

To accomplish the evaluation of student knowledge, skill, and professional dispositions as they relate to the program objectives, students will be observed and evaluated at all times by faculty and instructors within individual courses and in other program-related activities. If any concerns regarding interpersonal and professional behavior are identified, instructors are encouraged to provide students with feedback and suggestions for improvement. If necessary, instructors contact the student’s academic advisor for more structured consultation. Within courses, students will be formally evaluated through grades and written feedback on assignments.

Students are also systematically assessed by the faculty at specific points in time throughout their program. The program uses six benchmarks of student progress during the course sequence.

Benchmarks of Student Progress

Benchmark 1: Admissions

- During the admissions process the following information is gathered as part of the application procedures:
 - Student data (e.g., demographics, undergraduate GPA)
 - Personal statement of interest and purpose
 - Three professional recommendation letters
 - Individual applicant interviews with faculty members
- This information is aggregated and used to determine admission decisions. Applicants will be informed by the USU School of Graduate Studies of the faculty’s admission decision using one of the following determinations:
 - Accepted – fully accepted into the program and can enroll full-time if desired.
 - Provisional Acceptance – accepted into the program on a provisional basis and the student is limited to part time enrollment for their first two semesters. This acceptance is reviewed after the end of each semester to assess progress in terms of knowledge acquisition (KPIs) and professional dispositions. If a student successfully completes their first year of study on a part time basis, all enrollment limitations will be removed and the student is fully accepted into the program.
 - Denied – not accepted into the program.

Benchmark 2: At the End of the First Semester

- At the end of the student’s first fall semester in the program, each student will be reviewed by the faculty. A remediation plan will be developed in cases when concerns or issues are identified following the steps in the Retention, Remediation, and Dismissal Policy.
- The following information will be reviewed at this time:

- Grades: Students must maintain a GPA of 3.0 (an average of a “B” grade) in all graduate-level coursework as required by the USU School of Graduate Studies.
- Dispositional Information: Student dispositions will be evaluated by the instructor of REH 6100 Professional Counselor Orientation (or by another instructor when the student is not enrolled in REH 6100) based on their course participation and contributions. These evaluations will be combined with other faculty and staff observations or direct interactions with students in and out of the classroom.

Benchmark 3: Before Practicum - The February prior to students taking REH 6140 Counseling Practicum (typically during a student’s second or fourth semester, depending on enrollment status [i.e., part time, full time])

- Students who have completed or are presently enrolled in coursework totaling 34 or more credits and have completed the pre-requisite courses of REH 6200 Counseling Theories, REH 6130 Counseling Skill Development, and REH 6250 Group Counseling with a B or higher are eligible to apply for enrollment in the practicum/internship cycle.
- It is anticipated that when a student starts into the practicum/internship cycle, they will graduate after the following spring academic semester.
- In February of each year, the faculty will meet to review the grades, dispositions, and clinical skills demonstrated by each student.
- A remediation plan will be developed in cases when concerns or issues are identified following the steps in the Retention, Remediation, and Dismissal Policy.
- Students found to be insufficiently prepared for the practicum/internship cycle may be allowed to enroll in didactic coursework but will have to complete the conditions set forth in the remediation plan before enrolling in practicum or internship.

- **Students must have completed/be enrolled in courses totaling a minimum of 34 credits in the program prior to beginning their Practicum.**
- Courses that a student must complete/be enrolled in prior to the start of practicum include:
 - REH 6000 – Professional Seminar in Counseling (1)
 - REH 6100 – Professional Counseling Orientation (2)
 - REH 6110 – Medical Aspects of Disability (3)
 - REH 6120 – Psychosocial Aspects of Disability (3)
 - *REH 6130 – Counseling Skill Development – *prerequisite 6200* (3)
 - REH 6150 – Rehabilitation Services & Resources (3)
 - REH 6160 – Career Development, Analysis, & Placement (3)
 - REH 6180 – Rehabilitation of Persons with Clinical Mental Illness (2)
 - REH 6190 – Vocational Assessment in Rehabilitation Counseling (3)
 - REH 6200 – Theories of Counseling (3)
 - REH 6220 – Perspectives on Culture, Diversity, & Social Justice in Counseling (3)
 - REH 6240 – Ethical Decision Making in Counseling (2)
 - REH 6250 – Group Counseling – *prerequisite 6130 and 6200* (3)

Benchmarks 4 and 5: After Each Practicum and Internship Semester

- Students are evaluated by their site supervisors and course instructors on their clinical skills, professional development, and dispositions. A grade of “P” is required for REH 6150 and a grade of “B” or higher is required for REH 6170 Counseling Internship I. A remediation plan will be developed in cases when concerns or issues are identified following the steps in the Retention, Remediation, and Dismissal Policy.

Benchmark 6: At the End of the Program

- Students will be reviewed by the faculty in the final semester of their program of study (typically April of each year). Using the following information, faculty will review student progress and make a final decision regarding eligibility for graduation.
 - Evaluation of both clinical performance and dispositions by internship supervisors and instructors. Students must obtain a “B” in REH 6170 Counseling Internship I and REH 6175 Counseling internship II and achieve an average rating of 6 (meets expectations) on the final practicum/internship site supervisor evaluation form.
 - Evaluation of students’ performance across courses; an average GPA of 3.0 or higher to graduate.
 - Review of National Counseling Exam scores. In their last semester of enrollment, students are required to take and pass the national counseling exam and earn the Certified Rehabilitation Counselor (CRC). The required examination for the CRC is sponsored by Commission on Rehabilitation Counselor Certification. However, on a case-by-case basis, students may seek an exception for this requirement. If the MRC faculty approve the request for exception, students may take the examination for the National Certified Counselor (NCC) credential sponsored by the National Board for Certified Counselors. If a student fails either or both exams, a comprehensive final exam sponsored by the USU MRC program will be offered as an option. Successful completion of this exam will be used in place of the national counseling exam requirement for this benchmark.
 - Review of student dispositions by the faculty. Students must achieve an average rating of 6 or higher on each component of the disposition plan to graduate.

If a student fails to meet expectations in any of the above areas, the faculty will meet to determine the appropriate course of action, per the Retention, Remediation and Dismissal policy located in Appendix B.

Assessment of Program Outcomes

In addition to student progress, we systematically assess our program outcomes in order to ensure that the education that we are providing to students is outstanding. We do this in several ways. We assess outcomes in the eight core areas of the counseling curriculum, as well as the specialty area of rehabilitation counseling. We have developed Key Performance Indicators (KPIs) in order to assess KPIs in multiple ways over multiple points in time. Each core area has KPIs that are targeted toward one specific standard in that area. The first KPI for each standard relates to a grade on a specific assignment in a course. This data is collected from course instructors at the end of each semester. The second KPI for each standard is an item written in to the Final Practicum/Internship Site Supervisor Evaluation that is completed at the end of REH

6140 Counseling Practicum and REH 6175 Counseling Internship II. Therefore, the second KPI for each standard will be assessed a total of two times.

In addition to student progress, the USU MRC program faculty systematically assesses the program outcomes to evaluate the educational experiences and coursework alignment with accreditation standards, preparation for national certifications and licensures, and ultimately the preparation in providing high-quality service provisions for future clients with disabilities. To accomplish this, MRC faculty assess outcomes in each of the eight common core areas of the counseling curriculum, as well as the specialty area of rehabilitation counseling. The following Key Performance Indicators (KPIs) are aligned specifically from a CACREP standard in the corresponding knowledge domain, and each of the nine KPIs align with the program objectives as stated in the USU MRC mission statement.

Additionally, the KPIs are assessed at multiple points in time and across the duration of the student's program. For each of the KPIs, a course has been identified as the primary area of instruction. Assessment of the KPIs within this course is accomplished by achieving a designated grade on a specific assignment in the course as well as successful completion of the course with a grade of "B" or higher (representative of KPI 1 and KPI 2 for each of the nine areas).

The third KPI for each of the knowledge domains corresponds to a specific rating on the Final Practicum/Site Supervisor evaluation form and is assessed twice during a student's enrollment. This form is completed by a site supervisor at the end of REH 6140 Counseling Practicum and REH 6175 Counseling Internship II. An average score of six or higher on each of the domains identified on this evaluation form is required.

The fourth KPI is an external validation point and requires the student to successfully pass the required national counseling exam which is the CRC examination, or on a case-by-case basis, students may seek an exception for this requirement. If the MRC faculty approve the request for exception, students may take the NCC examination. Students are required to take the national examination in their last semester of enrollment.

The final KPI is based on feedback from MRC alumni and community partners/employers. They are asked on an annual basis (survey invitations are sent out each May) to provide feedback on the relevancy of the USU MRC coursework as applied to their current practice setting. Questions are centered on knowledge (e.g., understanding the role of a rehabilitation counselor, awareness of the inherent power differences) and application of knowledge (e.g., confidence in counseling skills). Responses are both quantitative (6-point Likert style rating; ranging from 1 = *Strongly Disagree* to 6 = *Strongly Agree*) and qualitative and are used to assess the relevancy of instruction

Assessment of Site Supervisors: The *Field Site Evaluation* form gives students an opportunity to evaluate their practicum/internship supervisor twice, at the end of REH 6140 Counseling Practicum and again at the end of REH 6175 Counseling Internship II. Their responses help the Rehabilitation Counselor Education (RCE) Program improve the practicum/internship experience. The form is returned to the university supervisor at the end of the semester. The information provided is meant to be anonymous so students can freely assess their site

supervisors, and results are not shared with the site personnel. Students are, however, encouraged to discuss their responses with their site supervisor if they choose.

Alumni Survey: The alumni survey is sent to program graduates one year after their graduation, the May following their graduation. The survey is built and housed in Qualtrics, an on-line survey platform; this allows for anonymity in student responses and they are encouraged to share their perspectives on the program, its strengths and weaknesses, and recommend areas of improvement.

Site Supervisor Survey: Site supervisors play a key role in the professional development and clinical skill development of our students. Their feedback helps us determine if coursework is adequately preparing students for their clinical experiences. This survey is sent each spring to site supervisors of internship students. The practicum/internship coordinator distributes this survey to site supervisors; the survey is built and housed in Qualtrics, an on-line survey platform. This allows for anonymity in responses and supervisors are encouraged to comment on the strengths, weaknesses, and overall skill level of students. Faculty are then able to use this information for program planning.

Employer Survey: We value input from our partners, and employers are a big part of our program. Feedback from employers on student preparation and skills helps the program faculty consider which courses/topics may need adjustments. The employer survey (housed in Qualtrics) is sent on an annual basis to 20 randomly selected employers from our Rehabilitation Service Administration Employer Payback database (built and maintained by the program coordinator). This survey is sent out each May.

NOTE: Admission into the rehabilitation counseling program *DOES NOT GUARANTEE GRADUATION*. The following non-academic conditions may result in dismissal from the program if they are viewed by the faculty and staff and found to impair the student's ability to work with others in the classroom, practicum and internship settings, and ultimately in the work setting: (1) personal concerns or evident psychopathology, (2) interpersonal relationship issues, (3) personal attitudes or value systems that conflict with effective counseling relationships, and (4) unethical behavior. In order to graduate, students must demonstrate professionalism, and a willingness to adhere to the CRCC Code of Professional Ethics and ACA Code of Professional Ethics.

Professional Associations

Students are encouraged to affiliate with professional counseling organizations. These include the American Counseling Association and its divisions, the National Rehabilitation Association and its divisions, the International Association of Rehabilitation Professionals, and others. Students are also encouraged to engage with and be active members of their state and local chapters of their chosen professional associations.

Some examples of professional associations and their publication outlets include:

Professional Association	Specialty Group	Title of Journal/Publication
American Counseling Association	www.counseling.org	<i>Journal of Counseling & Development</i>
ACA: Passion Based	Association for Assessment & Counseling in Education (AACE): www.theaaceonline.com	1. <i>Measurement & Evaluation in Counseling</i> 2. <i>Counseling Outcomes Research & Evaluation</i>
	Association for Adult Development & Aging (AADA) www.aadaweb.org	<i>Adultspan</i>
	Association for Creativity in Counseling (ACC) www.creativecounselor.org	<i>Journal of Creativity in Mental Health</i>
	Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling (ALGBTIC) www.algbtic.org	<i>Journal of LGBT Issues in Counseling</i>
	Association for Multicultural Counseling & Development (AMCD) www.multiculturalcounseling.org	<i>Journal of Multicultural Counseling & Development</i>
	Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC) www.aservic.org	<i>Counseling & Values</i>
	Association for Specialists in Group Work (ASGW) www.asgw.org	<i>Journal for Specialists in Group Work</i>
	Association for Humanistic Counseling (AHC) http://afhc.camp9.org	<i>Journal of Humanistic Counseling</i>
	Counselors for Social Justice (CSJ) https://counseling-csj.org/publications/	<i>Journal for Social Action in Counseling & Psychology</i>
ACA: Work Setting	American College Counseling Association (ACCA) http://www.collegecounseling.org/Journal-of-College-Counseling	<i>Journal of College Counseling</i>
	Association for Counselors and Educators in Government (ACEG)	
	Association for Counselors Education and Supervision (ACES) www.acesonline.net	<i>Counselor Education & Supervision</i>

	American Mental Health Counselors Association (AMHCA) www.amhca.org	<i>Journal of Mental Health Counseling</i>
	American Rehabilitation Counseling Association (ARCA) www.arcaweb.org	<i>Rehabilitation Counseling Bulletin</i>
	American School Counselor Association (ASCA) www.schoolcounselor.org	<i>Professional School Counseling</i>
	International Association of Addiction and Offender Counseling (IAAOC) www.iaaoc.org	<i>Journal of Addictions and Offender Counseling</i>
	International Association of Marriage and Family Counselors (IAMFC) www.iamfconline.org	<i>The Family Journal</i>
	National Career Development Association (NCDA) https://ncda.org/aws/NCDA/pt/sp/cdquarterly	<i>Career Development Quarterly</i>
	National Employment Counseling Association (NECA) www.employmentcounseling.org	<i>Journal of Employment Counseling</i>
National Rehabilitation Association	https://www.nationalrehab.org/	<i>Journal of Rehabilitation</i>
Divisions of NRA	Association of Rehabilitation Technicians and Specialists (ARTS)	
	Job Placement & Development Division (JPD) http://www.nrajpd.com/index.html	
	National Association for Independent Living (NAIL)	
	National Association of Disability Benefits Specialists https://www.nadbs.com/	
	National Association for Multicultural Rehabilitation Concerns (NAMRC) http://namrc.org/	
	National Association for Rehabilitation Leadership (NARL)	
	National Association of Service Providers in Private Rehabilitation (NASPPR)	
	National Rehabilitation Counseling Association (NRCA)	<i>Journal of Applied Rehabilitation Counseling</i>

	Rehabilitation Counselors & Educations Association (RCEA) http://rehabcea.org/	
	Rehabilitation Program Evaluation Network (RPEN)	
	Transition Specialists (TRANSIT)	
	Vocation Evaluation and Work Adjustment Association (VEWAA)	
The National Council on Rehabilitation Education	https://ncree.org/	<i>Rehabilitation Research, Policy, and Education</i>
International Association of Rehabilitation Professionals	http://www.rehabpro.org/home	<i>1. Journal of Life Care Planning The Rehabilitation Professional Index</i>
		<i>2.</i>

CACREP COMMON-CORE PROGRAM OBJECTIVES

Professional Counseling Orientation & Ethical Practice: An understanding of professional identity, professional functioning, the history and development of counseling (and its specializations), ethics, and credentialing (i.e., licensure and certification).

Students will gain an understanding of rehabilitation counseling by studying its history and associated legislation and its relationship to and position within the larger counseling field. Students will gain knowledge of professional associations (i.e., National Rehabilitation Association [NRA], National Council on Rehabilitation education [NCRE], the American Counseling Association [ACA]) and the important role they play in knowledge dissemination, continuing education, and advocacy. Students are expected to know and adhere to the ethical standards outlined in the ACA Code of Professional Ethics and Commission for Rehabilitation Counselor Certification's Code of Professional Ethics.

Social & Cultural Diversity: An understanding of diversity and disability as a specific component of diversity.

Students will understand the issues and trends in a multicultural and ever diverse society. Specifically, students will understand the potential stigma and impact associated with disability, and the way stigma can compound based on gender, racial/ethnic background, circumstances related to mental health and overall health disparities, sexual orientation, and other protected statuses. This is based off the premise that disability is the one diversity category we could all join at any given time due to changes in psychopathology, physical health, and physical conditions. As such, students will be expected to espouse a *fundamental belief in the dignity and worth of all people* (CRCC, 2017). Students will demonstrate a *commitment to a sense of equal justice based on a model of accommodation to provide and equalize the opportunities to participate in all rights and privileges available to all people; and a commitment to supporting persons with disabilities in advocacy activities to achieve this status and empower themselves* (CRCC, 2019).

Human Growth & Development: An understanding of the nature and needs of persons at all developmental levels, and the impact the presence of a disability has on the developmental stages, societal stigma, and overall adjustment to disability across the lifespan.

An understanding of human behavior and personality development is important to the counseling process. Students will learn about and be able to integrate theories of human growth and development into their case conceptualizations. Students will understand how disabilities (e.g., physical limitations, mental health, etc.) and related barriers may impact human growth and development.

Career Development: An understanding of career development, related life factors, and the impact of the presence of a disability in planning for and securing career opportunities.

Students will be familiar with theories of career development and *committed to the facilitation of independence, integration, and inclusion of people with disabilities in employment and in the community* (CRCC, 2019). Topics will also focus on the underemployment of specific populations, the impact of socioeconomic factors on career development and career choice, and assessment procedures to guide career development.

Counseling & Helping Relationships: An understating of the counseling process, the role of theory and its application, and the application of specific counseling skills in various practice settings.

Students will be familiar with the major theories, theoretical positions, growing trends, and evidence base of these theories/trends within the field of counseling. Students will understand that the *counseling process involves communication, goal setting, and beneficial growth or change through self-advocacy, psychological, vocational, social, and behavioral interventions* (CRCC, 2019).

Group Counseling & Group Work: An understanding of group development, dynamics, counseling theories and their application to group work, group counseling methods and skills, group development, and other group work approaches.

Students will understand the theoretical foundations of group counseling and group work and be able to implement this knowledge within various counseling settings. Students will gain knowledge related to specific groups (i.e., task, psychoeducational, experiential, growth) and characteristics of appropriate group leadership styles. Additionally, students will demonstrate *a commitment to considering individuals within the context of their family systems and communities* (CRCC, 2019).

Assessment & Testing: An understanding of individual and group approaches to assessment and evaluation.

Students will understand the use of assessments (e.g., environmental, social, and mental health) and the role of assessments in the planning process for service provision. Students will also learn appropriate strategies for the selection, administration, and interpretation of instruments. Students will understand the potential impact that age, gender, culture, and disability may have on the results of assessment strategies and instruments.

Research & Program Evaluation: An understanding of research, research design, methods, standards, and research ethics.

Students will demonstrate understanding of research principles, generalizations, and theories (e.g., critique and synthesize research literature, explain theories and the relevance to practice, selection of evidence-based practices for implementation). Students will demonstrate their knowledge of ethical, legal, and cultural issues in research and program evaluation processes (e.g., discuss and identify human subjects' risks and benefits).

REHABILITATION COUNSELING SPECIALIZATION

Foundations of Rehabilitation Counseling: Rehabilitation counseling is one of the oldest counseling specializations. It has a rich history tied to legislation and the civil rights advancement of people with disabilities. Rehabilitation counseling requires knowledge of counseling theories, human growth and development, and career development and how these theories are applied appropriately to people with disabilities (e.g., physical, mental, neurodevelopmental) to ensure social inclusion, participation, access, and universal design.

Contextual Dimensions: Students will be expected to be familiar with and understand the CRC scope of practice. Knowledge of medical aspects of disability, diagnostic procedures and criteria,

and the impact of psychosocial influences (including cultural beliefs and values) and their implications for employment and quality of life for people with disabilities. Crisis and trauma and the unique impact these have on people with disabilities will also be examined. This knowledge will help you as a student (and future practitioner) develop conceptualization skills necessary for holistic service delivery.

Practice: A key component of rehabilitation counseling service delivery and practice is a knowledge of evidence-based practices (EBP). These practices have been empirically shown to enhance employment outcomes for people with disabilities. While a discussion of EBP occurs in many courses, students will learn methods for the ethical assessment and evaluation, and then be able to identify appropriate EBP for each individual they serve. Additionally, students will learn techniques to enhance self-advocacy skills for people with disabilities and how to identify community resources to better enhance the full integration and inclusion of people with disabilities in society.

Program of Study
Utah State University
Department of Special Education & Rehabilitation
Coursework Outline – Master’s Degree in Rehabilitation Counseling

Counseling Profession (5 credits)

Title: REH 6000 Professional Seminar I (1 credit)

Title: REH 6100 Foundations of Rehabilitation Counseling (2 credits)

Title: REH 6240 Ethical Decision Making in Counseling (2 credits)

Medical Aspects of Disability (9 credits)

Title: REH 6110 Medical Aspects of Disability (3 credits)

Title: REH 6180 Psychiatric Rehabilitation (2 credits)

Title: REH 6320 The Diagnostic and Statistical Manual and Mental Health Assessment in Counseling (2 credits)

Counseling Theories and Skills (17 credits)

Title: REH 6130 Rehabilitation Counseling Skill Development (3 credits)***

Title: REH 6200 Theories of Counseling (3 credits)

Title: REH 6250 Group Counseling Theories and Processes (3 credits)***

Title: REH 6260 Human Growth & Development in Rehabilitation (3 credits)

Title: REH 6190 Assessment in Rehabilitation Counseling (3 credits)

Title: REH 6210 Advanced Assessment in Rehabilitation Counseling (2 credits)

Employment & Community Resources (9 credits)

Title: REH 6150 Rehabilitation Services and Resources (3 credits)

Title: REH 6160 Career Development, Analysis, and Placement (3 credits)

Title: REH 6500 Fundamental Skills in Transition (3 credits)

Research (3 credits)

Title: REH 6230 Introduction to Research in Rehabilitation Counseling (3 credits)

Diversity Component (6 credits)

Title: REH 6120 Psychosocial Aspects of Disability (3 credits)

Title: REH 6220 Perspectives on Culture, Diversity, & Social Justice in Rehabilitation Counseling (3 credits)

Clinical Practice (12 Credits)

Title: REH 6140 Counseling Practicum (3 credits)***

Title: REH 6170 Internship I (4 credits)***

Title: REH 6175 Internship II (5 credits)***

Electives:

Must choose from one of the following:

Title: REH 6350 Treatment Approaches for Addiction Disorders (2 credits)

Title: REH 6570 Collaboration in Transition (3 credits)

Optional Elective

Title: REH 6900 Independent Study (1 Credit): Provided as needed.

Total # of credits required for MRC: 61*

*If REH 6570 is taken instead of REH 6350, then the total number of credits earned is 62.

Program of Study – Master’s Degree in Rehabilitation Counseling

The following programs of study are broken down by approximations of Full Time Enrollment (2-year program), ½ Time Enrollment (approximately 32 months), and ¼ Time Enrollment (approximately 44 months).

Full Time Course Load

(11-14 credits/semester, 4-6 courses/semester across 5 semesters)

1st Fall semester (11 credits)

- *REH 6000 – Professional Seminar I (1)
- *REH 6100 – Foundations of Rehabilitation Counseling (2)
- *REH 6110 – Medical Aspects of Disability (3)
- *REH 6160 – Career Development, Analysis, & Placement (3)
- REH 6240 – Ethical Decision Making in Counseling (2)

1st Spring semester (13 credits)

- *REH 6050 – Professional Seminar II (1)
- REH 6120 – Psychosocial Aspects of Disability (3)
- REH 6150 – Rehabilitation Services & Resources (3)
- *REH 6190 – Assessment in Rehabilitation Counseling (3)
- *REH 6200 – Theories of Counseling (3)

1st Summer (14 credits)

- *REH 6130 – Rehabilitation Counseling Skills Development – *prerequisite 6200* (3)
- *REH 6140 – Practicum – *prerequisites 6110, 6130, 6190, 6200* (3)
- REH 6210 – Advanced Assessment – *prerequisite 6190* (2)
- REH 6220 – Perspectives on Culture, Diversity, & Social Justice in Rehabilitation Counseling (3)
- *REH 6250 – Group Counseling Theories & Processes – *prerequisite 6200* (3)

2nd Fall (13 credits)

- *REH 6170 – Internship I (4) – *prerequisites 6140, 6250, and successful completion of 32 credits within the program*
- REH 6230 – Introduction to Research in Rehabilitation Counseling (3)
- REH 6260 – Human Growth & Development in Rehabilitation (3)
- REH 6500 – Fundamental Skills in Transition (3 credits)

2nd Spring (11 credits)

- REH 6175 – Internship II – *prerequisite 6170* (5)
- REH 6180 – Psychiatric Rehabilitation (2)
- REH 6320 – The Diagnostic & Statistical Manual & Mental Health Assessment in Counseling (2)

1 of these:

- REH 6350 – Treatment Approaches for Substance Abuse Disorders (2)
- REH 6570 – Collaboration in Transition (3 credits)

*These courses would need to be taken in this sequence to meet future prerequisite requirements.

½ -Time Course load

(6-10 credits/semester, 2-4 courses/semester)

8 semesters, 32 months

1st Fall semester (8 credits)

*REH 6000 – Professional Seminar I (1)

*REH 6100 – Foundations of Rehabilitation Counseling (2)

REH 6110 – Medical Aspects of Disability (3)

REH 6240 – Ethical Decision Making in Counseling (2)

1st Spring semester (10 credits)

*REH 6050 – Professional Seminar II (1)

REH 6120 – Psychosocial Aspects of Disability (3)

REH 6150 – Rehabilitation Services & Resources (3)

*REH 6200 – Theories of Counseling (3)

1st Summer (6 credits)

REH 6130 – Rehabilitation Counseling Skill Development – *prerequisite 6200* (3)

REH 6220 – Perspectives on Culture, Diversity, & Social Justice in Rehabilitation Counseling (3)

2nd Fall (9 credits)

*REH 6160 – Career Development, Analysis, and Placement (3)

REH 6260 – Human Growth & Development in Rehabilitation (3)

REH – 6500 Fundamental Skills in Transition (3 credits)

2nd Spring (7 credits)

REH 6180 – Psychiatric Rehabilitation (2)

*REH 6190 – Assessment in Rehabilitation Counseling (3)

Choose one of these:

REH 6350 – Treatment Approaches for Substance Abuse Disorders (2)

REH 6570 – Collaboration in Transition (3 credits)

2nd Summer (8 credits)

REH 6250 – Group Counseling Theories & Processes – *prerequisite 6200* (3)

REH 6210 – Advanced Assessment – *prerequisite 6190* (2)

*REH 6140 – Practicum – *prerequisites 6110, 6130, 6190, 6200* (3)

3rd Fall (7 credits)

*REH 6170 – Internship I – *prerequisites 6140, 6250, 32 credits* (4)

REH 6230 – Introduction to Research in Rehabilitation Counseling (3)

3rd Spring (7 credits)

REH 6175 – Internship II – *prerequisite 6170* (5)

REH 6320 – The Diagnostic & Statistical Manual & Mental Health Assessment in Counseling (2)

*These courses would need to be taken in this sequence to meet future prerequisite requirements.

¼ Time Course load

(3-8 credits/semester, 2-3 courses/semester)

11 semesters, 44 months

1st Fall semester (6 credits)

*REH 6000 – Professional Seminar I (1)

*REH 6100 – Foundations of Rehabilitation Counseling (2)

REH 6110 – Medical Aspects of Disability (3)

1st Spring semester (7 credits)

*REH 6050 – Professional Seminar II (1)

REH 6120 – Psychosocial Aspects of Disability (3)

*REH 6200 – Theories of Counseling (3)

1st Summer (3 credits)

REH 6220 – Perspectives on Culture, Diversity, & Social Justice in Rehabilitation Counseling (3)

2nd Fall (5 credits)

*REH 6160 – Career Development, Analysis, & Placement (3)

REH 6240 – Ethical Decision Making in Counseling (2)

2nd Spring (6 credits)

REH 6150 – Rehabilitation Resources & Services (3)

*REH 6190 – Assessment in Rehabilitation Counseling (3)

2nd Summer (5 credits)

REH 6210 – Advanced Assessment – *prerequisite 6190* (2)

REH 6130 – Rehabilitation Counseling Skill Development – *prerequisite 6200* (3)

3rd Fall (6 credits)

REH 6230 – Introduction to Research in Rehabilitation Counseling (3)

REH 6260 – Human Growth & Development in Rehabilitation (3)

3rd Spring (4 credits)

REH 6180 – Psychiatric Rehabilitation (2)

REH 6320 – The Diagnostic & Statistical Manual & Mental Health Assessment in Counseling (2)

3rd Summer (6 credits)

REH 6250 – Group Counseling Theories & Processes – *prerequisite 6200* (3)

*REH 6140 – Practicum – *prerequisites 6110, 6130, 6190, 6200* (3)

4th Fall (7 credits)

*REH 6170 – Internship I – *prerequisites 6140, 6250, 32 credits* (4)

REH – 6500 Fundamental Skills in Transition (3 credits)

4th Spring (7 credits)

REH 6175 – Internship II – *prerequisite 6170* (5)

Choose one of these:

REH 6350 – Treatment Approaches for Substance Abuse Disorders (2)

REH 6570 – Collaboration in Transition (3 credits)

*These courses would need to be taken in this sequence to meet future prerequisite requirements.

University Resources

Canvas

Canvas is a learning management system, or in other words, a platform for hosting course content, delivering online quizzes, accepting online assignment submissions, disseminating grades and feedback, and more. All USU students, faculty, and staff have access to Canvas and can login to Canvas at canvas.usu.edu. For help, you can speak with someone at CIDI or access Instructure's 24/7 Canvas Help Desk at (435) 797-9506. Please note that this service is only for Faculty and TA's. Please direct students to the IT Service Desk at 435-797-HELP (4357).

Banner

USU Access (Banner) is used by Students, Faculty and Staff to manage their personal information (registration, unofficial transcripts, student demographics, grades, etc.).

Library

<https://library.usu.edu/>

Regional Campuses and Online Library Services: You can access all of the library databases, e-journals, and e-books from home or anywhere with an Internet connection. To access library resources from the USU Library website, a research guide, or your Canvas course, you will be prompted to enter your **A number and Access (banner) password**. <http://libguides.usu.edu/rc>

Additionally, our program has a designated librarian for your support. Her name is Teagan Eastman, and she can be reached at (435) 797 – 5368 or via email at: teagan.eastman@usu.edu

Transcripts

Official transcripts can be requested in three ways: Online, by mail, or in person. See <http://www.usu.edu/registrar/records/transcripts>.

Mental Health Support

On-Campus: Counseling and Psychological Services (CAPS) provides confidential mental health services to students on the Logan campus. By offering you a full range of counseling services in a friendly environment, we strive to help you achieve your personal, relational, and academic goals while at USU. You might desire to have empathic support and genuine feedback for a difficult situation, learn useful self-management skills, improve your relationships, or resolve new or long-standing problem situations. Services include consultation, workshops, groups, individual and couples counseling, as well as crisis/emergency interventions. Other services provided are psychoeducational assessments and outreach, i.e. informational presentations about student mental health issues. Services are free of charge for qualified students.

Distance: CAPS has a liaison to help provide mental health services to distance education (DE) students. Justin Barker will be the single point of contact for students' mental health needs. His contact information is below:

- Justin Barker (Justin.barker@usu.edu)
 - Is the DE liaison for CAPS
 - **Provides single point of contact for DE students' mental health needs.**
 - Consulting, referral, and therapy via video conferencing
 - Referrals to providers throughout the State of Utah
 - Initial consultation and help with referral to out-of-state students
 - Recorded and live workshops on common topics such as sleep, stress/anxiety, depression, etc.

Disability Services

The mission of the USU Disability Resource Center (DRC) is to facilitate equal access to all university programs, services, and activities by collaborating with the university community, promoting principles of Universal Design, celebrating disability as a natural aspect of diversity, and coordinating reasonable accommodations. <http://www.usu.edu/drc/>

Financial Aid

The Financial Aid Office can help make a degree financially possible for every qualified USU student. However, federal financial aid is just one part of a payment strategy that should include money saved by the family and student for attending school as well as scholarships and waivers. Grants, student loans, parent loans, and work-study funds are offered to students who qualify to help increase access to higher education. <http://www.usu.edu/finaid/>.

Technical Support

The IT Service Desk is fully equipped to handle any IT support request you have. Please let us know how we can best serve you as we strive to provide world-class IT support.

Phone: 435-797-HELP (4357)

Toll Free: 1-877-878-8325

CIO's Office: 435-797-1134

Email: servicedesk@usu.edu

Veteran's services

The Veterans Resource Office will provide support for current and former service members and their families as they pursue their academic, career, and personal goals at Utah State University. This will be accomplished through education and outreach, utilizing all resources available within and outside of the university. <https://www.usu.edu/registrar/veterans/>

Phone: 435-797-7886 or 435-797-8397

Email: veteransresources@usu.edu

University and Program Admissions

Admissions

Deadlines

- **Fall semester:** April 15th
- **Spring semester:** October 15th

Applications must be complete by the above dates in order to be reviewed by the committee.

Application Instructions

1. Complete the online application: <http://rgs.usu.edu/graduateschool/admissions>
2. Pay the \$55 fee
3. Take an entrance examination. We will accept the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE). Have your scores sent to Utah State University.
4. Non-USU students, provide your official transcripts.
5. Supply emails of three references. The graduate school will send a form to each recommender to fill out and return. Do not have paper letters sent to the graduate school.
6. International Students. TOEFL or IELTS scores required.
7. Statement of Purpose. You must detail your specific reasons for wanting to attend graduate school, and also list and describe experiences and qualifications that you believe prepared you for advanced study. Statements of Purpose are considered a vital element of the selection process and are carefully reviewed. Statements characterized by clear organization, attention to requested information, and mechanical accuracy allow selection committee readers to better evaluate your request for graduate training.

Minimum Requirements

- Bachelor's degree (all majors accepted);
- Grade point average of 3.0 on the last 60 credits of college work;
- Percentile scores of 40 or higher on the MAT or GRE; and
- Excellent recommendations for graduate study from people well acquainted with your academic and/or professional experience or potential

Tuition

Distance Course tuition: \$432/credit hour. No non-resident tuition assessed for distance students out of Utah.

On-campus tuition see: <https://www.usu.edu/budget/pdfs/2018-19-USU-tuition-fee-schedule.pdf>

RSA Scholarships

The Utah State University Rehab counseling program has been awarded several RSA training grants from the U.S. Department of Education Office of Special Education and Rehabilitative Services – Rehabilitation Services Administration (RSA). The grant includes student scholarships that pay all tuition and fees. Upon graduation, recipients of the scholarships will, in

return, agree to work two years for every year they receive a scholarship at a state vocational rehabilitation or related rehabilitation agency (payback is pro-rated for part-time students).

- Application

To apply, please contact Kris Wengreen (kris.wengreen@usu.edu, 435-797-3246).

- Scholarship Grade Requirements & Retaking of Courses

Students must receive a C grade or better in all coursework. If a student needs to retake a course because of a grade of C or lower, the scholarship will not cover the course the 2nd time. The student will be required to pay tuition for that course out-of-pocket.

- One-semester Scholarships

If students only complete one semester of coursework, they will not qualify to receive the RSA scholarship. RSA will not allow students to repay the scholarship by working if funding was for one semester only. Students would need to repay the dollar amount of the scholarship to RSA.

Distance Education Technology

Online Classroom

Distance Courses are accessed through an online conferencing website called Adobe Connect. To enter the online classroom, enter as a guest and type your name in the box. No software needs to be downloaded, although students may be required to update certain programs on their individual computers (Flash, Java, etc.).

Internet Requirements

Students must have a high-speed internet connection to participate in distance coursework. Students should not plan to attend courses in a public place where there is Wi-Fi. It is the student's responsibility to have a working internet connection.

Computer Requirements

All students are required to have functioning equipment. Having functioning equipment is critical for participation. It is your responsibility to have working equipment. Mobile devices may not work properly in class, and all features may not be available.

Students must have an updated computer (see specific requirements below), internet browser, webcam, speakers, and microphone.

For Assistance: If you need assistance with the technology or you are having problems during class (e.g., mic, sound, picture, etc.), contact the USU Service Desk at 877-878-8325 or 435-797-4357 (797-help) or servicedesk@usu.edu or Adobe Connect at 1-800-42-ADOBE. NOTE: The USU Service Desk can walk you through, and diagnose, most issues.

Windows

- 1.4 GHz Intel Pentium 4 or faster processor (or equivalent)
- Windows 10, 8.1 (32-bit/64-bit), Windows 7 (32-bit/64-bit)
- 512 MB of RAM (1 GB recommended)
- Microsoft Internet Explorer 11 or later, Windows Edge browser, Mozilla Firefox, and Google Chrome

- For HTML Client - Google Chrome (v66.0 or above), Mozilla Firefox (v55.0 or above) and Edge (EdgeHTML v16 or above)

Mac OS

- 1.83 GHz Intel Core Duo or faster processor
- 512 MB RAM (1 GB recommended)
- Mac OS X 10.11, 10.12 and 10.13
- Mozilla Firefox, Apple Safari, Google Chrome
- For HTML Client - Google Chrome (v66.0 & above), Apple Safari (v11.0 & above) and Mozilla Firefox (v55.0 & above)

Mobile

- The Adobe Connect app for iOS and Android requires Adobe Connect Server version 8.2 or later
- Some features may not be enabled in all Adobe Connect meetings if one is using an Adobe Connect Server older than version 9.4.2 (required for Custom pods)
- Google Android 4.4 or later
- Apple iOS: iOS 8.1.2 or later

Additional Technology Related Requirements

Bandwidth: 512 Kbps for participants, meeting attendees, and end users of Adobe Connect applications.

Connection: DSL/cable (wired connection recommended) for Adobe Connect presenters, administrators, trainers, and event and meeting hosts.

Adobe Connect account management by Meeting Hosts, Event or Webinar Managers, Virtual Classroom Managers, and Administrators requires Adobe Flash Player 13 or higher.

Course Descriptions

For Course Descriptions, see the University Catalog at: <http://catalog.usu.edu>

Certification

Students in the USU MRC program are required to sit for and pass the Certified Rehabilitation Counselor (CRC) exam as part of their program of study. On a case-by-case basis, students may seek an exception for this requirement, and instead take the National Counseling Examination (NCC) exam. These exams are typically taken in the last semester of enrollment.

Certified Rehabilitation Counselor (CRC)

After completing 75% of their coursework or upon graduation from the USU MRC program, students will be eligible to sit for the Certified Rehabilitation Counselor (CRC) exam. CRC Certification is a national certification (<https://www.crccertification.com>).

- *CRC Examination information:* <https://www.crccertification.com/crc-certification>

National Certified Counselor (NCC)

National Certified Counselors are board certified counselors who off the highest standards of practice because they have met stringent education, examination, supervision, experience and ethical requirements. <https://www.nbcc.org/Certification/NCC>

- *NCC Examination information:* <https://www.nbcc.org/certification/ncc>

In addition to successful completion of the national counselor exam and acquiring the NCC certification, some states require an additional test for mental health licensure. The national clinical mental health counselor exam may be a requirement in your state. It is incumbent upon you the student to become aware of your state's licensure requirements.

- *CCMHC Examination information:* <https://www.nbcc.org/Certification/CCMHC>

Licensure and Credentialing

As a program, we recommend you sit for and pass the Certified Rehabilitation Counselor exam. This is a required credential for a majority of rehabilitation counseling practice settings and denotes competency in working with people with disabilities. Applicants are advised on how to pursue this certification in their internship. Graduates are also eligible for the National Counselor Exam through the National Board for Counselor Certification. We will work with you to ensure your application to national certification exams are complete. You may ask faculty for letters of recommendation for employment if you so choose, but faculty are under no obligation to provide such a letter.

Licensed Vocational Rehabilitation Counselor (Utah) LVRC

Requirements: <https://dopl.utah.gov/voc/>

- Official transcripts documenting completion of a master's degree in rehab counseling or a related field.
- Verification of experience documenting 4,000 hours of disability related work experience under the supervision of a licensed as a vocational rehabilitation counselor.
- Copy of your Certified Rehabilitation Counselor Examination results administered by the Commission on Rehabilitation Counselor Certificate.

Clinical Mental Health Counselor (Utah) CMHC

As this is a rehabilitation counseling program, students wishing to pursue the CMHC designation should work closely with the graduate program coordinator and faculty. This does not guarantee approval from the state licensing board. Students will be required to familiarize themselves with the licensure requirements and meet all guidelines. Faculty are presently working with DOPL and the CMHC board to clarify this further.

Requirements: <https://dopl.utah.gov/cmhc/>

Students must have a master's degree in Mental Health Counseling program or equivalent field (Rehabilitation Counseling).

- Submit OFFICIAL transcripts that identify the degree earned and date conferred.
- Submit Course descriptions or syllabus for EACH course
- Complete and submit the EDUCATIONAL COURSE REQUIREMENTS pages (see https://dopl.utah.gov/cmhc/cmhc_educational_requirements.pdf).

In order to be licensed as a Clinical Mental Health Counselor in Utah, applicants must pass the National Clinical Mental Health Counselor Exam (NCMHCE) administered by the National Board for Certified Counselors (NBCC). Applicants should submit an official score report of passing the NCMHCE with their license application. The Associate Clinical Mental Health Counselor license is granted to students as provisional license after successful completion of their graduate degree and 1,000 supervised hours of internship. To progress to the full Clinical Mental Health Counselor license, students will need to complete an additional 4,000 hours of supervised work experience (supervisor must meet certain guidelines, and distance supervision requires CMHC Board approval prior to beginning) and pass both the NBCC and NCMHCE exams.

NOTE: Licensure requirements are continually being updated and adjusted. For additional licensing information, see <https://dopl.utah.gov/cmhc/>.

Mental Health Counselor Licensing (outside of Utah)

Licensing requirements vary across each state. Upon completion of your graduate degree with USU, you may qualify for licensure in your respective state. However, students outside of Utah are responsible for learning their own licensure/certification requirements specific to their state.

Practicum/Internship

The purpose of the practicum is to enable the student to apply the counseling skills learned in a variety of real-life settings with appropriate supervision and feedback. Under direct supervision, students provide rehabilitation counseling services to individuals with disabilities in a rehabilitation counseling setting.

Practicum: students receive minimum of 100 hours of firsthand experience working with persons with disabilities in rehabilitation agency or facility. (Summer semester)

Internship I: Students complete a minimum of 300 clock hours, with approximately 40 percent of their time spent providing direct services to individuals with disabilities. (Fall semester)

Internship II: Students continue their supervised experience providing rehabilitation counseling services to individuals with disabilities in a rehabilitation counseling setting. They complete a minimum of 300 clock hours, with approximately 40 percent of their time spent providing direct services to individuals with disabilities. In this course, the addition of a psychoeducational, supervised group counseling experience is added to build on and expand the counseling skills developed in Internship I. (Spring semester)

*****STUDENTS INTERESTED IN PURSUING MENTAL HEALTH LICENSURE WILL WANT TO BE SURE THEY ARE MEETING THE REQUIRED NUMBER OF INTERNSHIP HOURS AS DESIGNATED BY THEIR STATE LICENSURE BOARD AS THIS CAN (AND OFTEN DOES) EXCEED THE 600 HOURS REQUIRED BY THE USU MRC PROGRAM.**

Practicum (REH 6140)

Practicum will be offered during the Summer semester and is designed to be taken after the student has completed the following courses:

- Medical Aspects of Disability (REH 6110)
- Theories of Counseling (REH 6200)
- Assessment in Rehabilitation Counseling (REH 6190)
- Rehab Counseling Skill Development (REH 6130)

Internship I and II (REH 6170 and REH 6175)

Internship will be offered during the Fall and Spring semesters and will be taken after the Practicum course (REH 6140). **In addition** to the Practicum prerequisite courses listed above students must also complete the Group Counseling Theories and Process course (REH 6250) and have a minimum of 32 credit hours completed prior to beginning internship. Students will be required to register for and complete both semesters of internship.

Practicum/Internship Orientation

A one-hour Practicum/Internship Orientation will be held each Spring to provide detailed information regarding the practicum and internship experience and answer questions. Students are required to attend this meeting the semester prior to enrolling in practicum.

Application Deadlines

Students should be thinking about where they would like to complete a practicum/internship experience and keep the following application deadlines in mind.

Semester Taking Practicum/Internship	Activity Due Date	Activity
Summer (Pr)	February 15	Contact Tracy Woolstenhulme to review most appropriate practicum/internship options.
Fall (In)	May 15	
Spring (In)	September 15	
Summer (Pr)	March 15	Meet and interview with potential site supervisors prior to finalizing the selection.
Fall (In)	June 15	
Spring (In)	October 15	

Summer (Pr)	April 15	Complete and submit Practicum/Internship Application, including Learning Objectives and Code of Ethics Assignment.
Fall (In)	July 15	
Spring (In)	November 15	

*Students must complete a minimum of 10 hours per week during the practicum experience and 20 hours per week during the internship experience.

*Students must have a web cam and microphone for use during the practicum/internship classes.

*Students will also be responsible for sending in video recordings during both the practicum and internship experience.

Liability Insurance

All students engaging in an approved clinical educational experience with the Rehabilitation Counseling Program at Utah State University are covered by the university liability policy. In accordance with CACREP (Council for Accreditation of Counseling and Related Educational Programs) standards, all students are required to have individual liability insurance while participating in both practicum and internship. This is required for all students regardless of employment situation or agency liability insurance coverage. Students are provided with several options for purchasing individual liability insurance. Proof of insurance must be submitted to the MRC Practicum/Internship Supervisor prior to beginning of both practicum and internship experiences. Student members of the American Counseling Association (ACA) also have liability insurance coverage included as part of their membership.

Graduation

Requirements

Graduate students do not apply for graduation similar to undergraduate students. The semester that the student plans to graduate, the program advisor will send notification to the graduate school that the student will graduate that semester. The graduate school will send an email to the student with the required graduation forms and fees. An approved Program of Study form must be on file. The program advisor will submit a letter of completion to the graduate school at the completion of the final coursework.

Candidates for master's degrees should already have completed all paperwork for the appropriate degree. Rehabilitation Counseling students are Plan C students. Students should visit the Graduate School website for Commencement Deadlines

<http://rgs.usu.edu/graduateschool/commencement-deadlines/>. This will help identify the deadlines and necessary steps required for students to participate in commencement and have their name appear in the printed commencement program. Students should also visit the Semester Deadlines <http://rgs.usu.edu/graduateschool/degree/deadlines/> to identify the deadlines and necessary steps required for degree completion and have their degree posted to their transcript. If further clarification is required, please email gradcommencement@usu.edu.

Commencement Ceremonies

The main commencement ceremony is typically held the first week of May in the Dee Glen Smith Spectrum on the University Main Campus in Logan, Utah.

Candidates for master's and doctoral degrees will be hooded in their respective college's commencement ceremony or at a separate college hooding ceremony.

Students who have completed degree requirements for fall and spring of the academic year may participate in commencement. Students who will complete all degree requirements at the end of summer semester may make a request to participate in commencement.

Academic Regalia

Participants in the ceremony should wear authorized caps and gowns. Commencement apparel is available to buy from the USU Campus Store. For further information contact the USU Campus Store at 1-800-662-3950 or 435-797-3950.

Candidates for degrees wear the black mortarboard with a tassel that is a color distinctive of the degree being received. Please wear the prescribed academic costume that corresponds to your degree. Each part of the regalia has a traditional meaning specific to your major field, Utah State University, and higher education. Candidates for master's degrees will carry the hood over the left arm prior to their college convocation.

Continuous Review Procedures for the Master of Rehabilitation Counseling Graduate Program

Behavioral Expectations of Students

In addition to completing academic requirements at a graduate level, students in the RCHS program are expected to demonstrate exemplary levels of maturity, ethical judgement, professionalism, and good human relations skills in the academic and pre-professional activities they are engaged in.

1. Students are held accountable for abiding by the Utah State University Student Code of Conduct which can be found at <https://studentconduct.usu.edu/studentcode/index>
2. It is expected that all communication with program faculty, staff, professionals, and other students will be professional, respectful, and appropriate (including tone, grammar, addressing the person professionally, and will allow appropriate time for response).
3. It is expected that students will demonstrate professionalism while attending and engaging in course work. This includes attire, conversations, interactions with peers and faculty.
4. It is expected that students will demonstrate professionalism regarding attentiveness to professors, instructors, and peers in their program related coursework. Students are expected to be actively engaged in course material and participate in class. Students should not be using their cellphone or laptop for unrelated or unprofessional reasons during class as this is rude to the instructor and distracting to your peers.

- Professors/Instructors retain the right to enforce their own no cellphone/no laptop policy.
5. It is expected that students will address any concerns they have with another student or course instructor with that specific person. If you need further assistance regarding interpersonal issues please speak with your advisor.

Student Retention, Remediation, and Dismissal from the Program

1. Students must have a 3.0 grade point average (GPA) to graduate from the master's program. In the event a student fails to earn a 3.0 GPA for a given semester, the USU School of Graduate Studies will send the student a notification letter informing the student of the need to improve their grades. If the student is unable to improve their grades and maintain a 3.0 average for the fall and spring semesters immediately following the notification letter, they will then be dismissed from the program. To earn credit for a course, grades must be a "C" or better. Any grades below a "C" are not acceptable and the course will need to be retaken.
 - Criteria for the awarding of each letter grade shall be specified in the course syllabi for all courses. Grades given in all courses will reflect differences in student performance, not just meeting minimum criteria.
 - If a student is placed on academic probation by the USU School of Graduate Studies, the USU MRC program will also inform the student via email of their academic standing.
 - The student's academic advisor will work closely with the student and report progress and concerns back to the USU MRC faculty.
 - Students failing to earn a "B" or better in classes with a designated Key Performance Indicator (KPI) as required by accreditation, may require additional remediation and will work closely with their academic advisor on the noted concern.

***NOTE:** Minimum grade requirement (C or better) applies to students in a degree or certificate program, and non-degree-seeking students taking courses for CRC examination eligibility.*

2. Students must demonstrate the interpersonal skills and behavior necessary for entry-level functioning as a professional rehabilitation counselor to remain in the program. If a student is unable to acquire the necessary skills and behavior, the student will receive written notice from the faculty. Following such notification, the student will be given one additional semester to demonstrate the necessary skills and behavior. If sufficient progress is not made, the student may be terminated from the program.
3. Students must conduct themselves in an ethical and professional fashion at all times. Termination may be recommended if, in the opinion of the rehabilitation faculty, the student is found to lack qualities which are desirable within a counselor or if the student engages in improper behavior. This decision may be appealed through university

grievance procedures. The Rehabilitation Counseling Program expects students to adhere to the guidelines of the USU Honor System.

4. The rehabilitation counseling program adheres to the Code of Ethics for Certified Rehabilitation Counselors, published by the Commission on Rehabilitation Counselor Certification (CRCC), as well as the American Counseling Association Code of Ethics. Students may be terminated from the program if they violate rules or practices of the internship site.

Dismissal for Academic Dishonesty

It is expected that students' work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees for disciplinary action. Academic Honesty violations are spelled out in section VI-1 of the University Regulations Regarding Academic Integrity (Article VI of the Student Code of Conduct:

<https://studentconduct.usu.edu/studentcode/article6>). It reads:

- *Students have a responsibility to promote academic integrity at the University by not participating in or facilitating others' participation in any act of academic dishonesty and by reporting all violations or suspected violations of the Academic Integrity Standard to their instructors.*

The Honor Pledge — To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

- *Cheating: (1) using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity, including working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually”; (2) depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (3) substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; (4) acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; (5) continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity; (6) submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or (7) engaging in any form of research fraud.*
- *Falsification: altering or fabricating any information or citation in an academic exercise or activity.*
- *Plagiarism: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by*

another person or by an agency engaged in the sale of term papers or other academic materials.

Retrieved from: <https://studentconduct.usu.edu/studentcode/article6>

When a student is found to be in violation of this policy, on the first offense, the instructor of record will notify the program coordinator and the academic integrity office.

The Academic integrity violation section of the student code (Section VI-4.a) reads:

Whenever an instructor reasonably suspects that student has committed an academic integrity violation (See: <https://studentconduct.usu.edu/studentcode/article6>), the accused student shall be notified by the instructor of the violation and its consequences through the use of the Academic Integrity Violation Form (AIVF) within seven days that a violation has occurred and that a sanction is appropriate.

The instructor will work with the student and the academic integrity office regarding potential sanction and forfeiture of work. Possible sanctions include (but are not limited to): a failing grade on the assignment, a failing grade in the course, a loss of specific assignment related points, and potentially expulsion from the program (if the offense is deemed sufficiently egregious). The faculty may assign specific remedial homework to improve the student's knowledge regarding the definition of and identification of plagiarism, cheating, or falsification of work.

If a student commits an academic honesty violation of any kind ***more than once***, the student shall be referred to the academic integrity office again, and subsequently dismissed from the program.

****Not knowing or fully understanding the definition of cheating, falsification, or plagiarism shall not constitute a defensible position on the part of the student.****

Dismissal for Lack of Professional Dispositions

The relationship between personal behavior and professional competence has long been recognized in the rehabilitation counseling field. Rehabilitation counselors must be aware of the impact of their own physical, mental, and/or emotional issues on the counseling process, and the potential harmful effects these unresolved issues can have on consumer progress and outcomes.

The Revised Code of Professional Ethics for Rehabilitation Counselors states:

Section D.3.a - IMPAIRMENT. Rehabilitation counselors are alert to the signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm the client or others. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until such time it is determined that they may safely resume their work. Rehabilitation counselors assist colleagues or

supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent harm to the client. (See A.9.d.)

In addition to meeting the academic standards set forth in the Rehabilitation Counseling Program, students are expected to conduct themselves in an ethical, responsible and professional manner. They must be knowledgeable of and at all times adhere to the general standards of professional ethics and practice set forth by the Commission on Rehabilitation Counselor Certification (CRCC). The general and specific CRCC standards for ethical practice are listed on the CRCC web site at <http://www.crccertification.com/>. At the outset of their academic program, students are directed to review these standards and seek any clarification needed from their respective advisors.

The faculty expects students, as future professional rehabilitation counselors, to be concerned about other people, to be stable and psychologically well-adjusted (personally and professionally), to be capable of effective interpersonal relationships, to be able to receive feedback willingly, and to give feedback constructively. Further, students are expected to act in a manner that demonstrates fitness for a role in the counseling profession. Finally, we expect students to be committed to continued personal growth and professional development, and to demonstrate that commitment through self-reflection and responsiveness to supervision in all activities related to their degree program. The faculty believes that it is ethically imperative that counselors be willing to do in their own lives what they ask their clients to do in theirs.

For all the reasons cited above, the faculty will regularly monitor not only students' academic progress but also those personal characteristics that will affect their performance in the field. Review of all students and their progress is conducted in monthly staff meetings. For those students who are identified as having deficiencies in any areas necessary for appropriate development of professional skills, remedial plans may be developed. The purpose of this monitoring process is to ensure that all graduates of the Utah State University Rehabilitation Counseling Program possess these characteristics sufficiently that they do not interfere with their professionalism or helping capacity.

Dismissal Process

The Department of Special Education & Rehabilitation Counseling has established and strives to maintain high standards in all of its programs. In keeping with this goal, graduate students are expected to maintain: (1) high academic standards of achievement; (2) consistent and timely progress towards the completion of degree requirements; and (3) high standards of personal conduct and behavior that will reflect positively upon the Department and the psychology profession. To assist in maintaining such standards, any one or more of the factors listed below will result in a faculty committee being convened to consider dismissal of the student from the program. The recommendation of this committee will be forwarded to the Department Head for appropriate action. No dismissal will be arbitrary and students will have a full opportunity to present any extenuating circumstances. A student may be dismissed for any one or more of the following reasons.

- Possessing a grade point average less than 3.0 in USU graduate courses (matriculated or provisional) during two consecutive semesters (requirement of the USU Graduate school);
- Plagiarism, Cheating, and/or Falsification (2nd offense of any of these academic violations);
- Failing to complete the program within the timeframes described within this manual;
- Any of the following professional disposition limitations: (1) any characteristics which would, in the judgment of the faculty, make the student unsuited to engage in a career in the specialization in counseling for which he/she is preparing; (2) conduct unbecoming a professional counselor (see ACA and CRCC Code of Professional Ethics); or (3) failure to comply with departmental, college, and university regulations or procedures;
- And the general failure to continuing making adequate progress on programmatic requirements.

Procedures for Dismissing a Student from a Graduate Program in Rehabilitation Counseling
The following procedures, used by the Department of Special Education and Rehabilitation Counseling, are consistent with those outlined in USU Executive Memorandum 82-2.

1. The student will be informed in writing by the program chairperson and/or department head of the specific reason(s) for the termination decision. The reason(s) will relate to criteria outlined in the preceding section(s).
2. The student will be provided an opportunity for a departmental hearing during which the student may appeal the decision.
3. All recommendations concerning termination will be made by a departmental committee, designated by the department head, as follows:
 - for students without a supervisory committee (GSC), the committee to consider termination will consist of the Department Head, the student's program chairperson and the rehabilitation counseling faculty and staff.
4. The following sequence of events will be followed:
 - A letter will be sent to the student by the program chairperson and/or department head stating that the Department is considering program termination. The reasons for considering the program termination will be listed. The appeal process in the Department and the timelines for initiating the appeal process will be clearly identified.
 - If the student is not successful in the appeal process or chooses not to appeal within the stated timelines, a letter recommending termination from the program will be sent to the Graduate School, with a copy to the student. If the Graduate School judges that the reasons for program termination are appropriate and a due process procedure for appeals has been used by the Department, the Graduate School will inform the student that it endorses the recommendation of the Department to terminate the student from the program. The Graduate School will then inform the student of the appeal process that is available to all USU students who feel they have been unfairly treated in academic or employment matters. This appeal process operates through the Vice President for Student Services. Should the appeal to the Vice President for Student Services result in a hearing, the graduate dean will work with the Department to coordinate the presentation at the hearing. At these hearings a panel of two faculty members and one graduate

student will review information provided by the student, the Graduate School, and the Department. The panel will make a recommendation to the President of the university.

Additional Policies and Procedures

Leave of Absence Policy

Under certain conditions, a leave of absence may be granted by the Graduate School (<https://catalog.usu.edu/content.php?catoid=12&navoid=3825>) . Acceptable conditions for the granting of leaves of absence would include the following:

1. Cases of illness, required military service, and other extenuating circumstances acceptable to the Department and the Graduate School.
2. Participation in planned Extension programs, in which courses are taken as they are made available by USU, allows students a leave of absence for those semesters in which courses are not provided.
3. Participation in planned programs based primarily on summer school courses allows students a leave of absence during fall and spring semesters.

For both 2 and 3 above, students must have an approved program of study on file in the Graduate School before leaves of absence will be granted. A leave of absence will be approved for a specific period (e.g., one year). At the end of the approved leave time, it is the student's responsibility to contact the department chair and/or graduate program coordinator. Failure to make such a contact and develop an associated plan for re-engaging with his/her program will result in a recommendation to the graduate school that the student be dismissed. Additionally, failure to re-enter the program following the approved leave of absence time-period, students will be required to submit a new application to the master's program and will require full faculty review for admissions during the standard admissions time-periods.

Notice and Reactivation

Students who do not maintain "Continuous Registration" in one of the ways listed above will be notified by the Graduate School. If, after this notice, the student still fails to register, the student's department will be notified and the student's records placed in the inactive file. At the discretion of the Department, a student's file may be reactivated at a later time (but before the time limit for the degree has run out). The student will be required to pay a reactivation fee of \$30, in addition to the University's approved registration fee.

Transfer Credit

Transfer credit is defined as graduate-level credit earned by a student at another accredited institution with a graduate program. Only credit earned with a B or better grade (P grades are not accepted) and earned within the past eight years will be considered. Course work that is more than eight years old may not be used for a graduate degree ([https://catalog.usu.edu/content.php?catoid=3&navoid=254#Time Limit](https://catalog.usu.edu/content.php?catoid=3&navoid=254#Time_Limit)). No more than 12

graduate credits from another institution can be applied to the USU Master's of Rehabilitation Counseling.

Once a student has been matriculated in the graduate program, the student should meet with his/her faculty advisor or graduate program coordinator (GPC) to outline course work to be taken. If the student wishes to apply transfer graduate credit to his/her current graduate program, he/she should make this request to the advisor or GPC who, in conjunction with the program chairperson and the Department Head, will review and approve any transfer of credit as appropriate.

Title IX

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and USU Policy 339 (<https://www.usu.edu/policies/339/>) address sexual harassment in the workplace and academic setting. The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's Affirmative Action/Equal Opportunity (AA/EO) Office for available options and resources or clarification, leading to an informal resolution of the matter. Further information and forms for reporting an incident to USU can be found here: <http://aaeo.usu.edu>.

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Appendix

*Practicum and
Internship Manual*

Rehabilitation Counseling Master's Program



Department of Special Education & Rehabilitation

Utah State University

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MANUAL OVERVIEW

Rehabilitation Counseling Program Mission & Objectives

The program mission is to promote quality rehabilitation services for individuals with disabilities through the education of rehabilitation professionals, provision of rehabilitation continuing education, and through research related to rehabilitation.

Program objectives include:

- Preparation of master's level rehabilitation counselors
- Promotion of the Code of Professional Ethics
- Advancement of the basic philosophical tenets of rehabilitation, including the value and worth of all individuals, a belief in human dignity, and the right of all persons to fully participate in society.

PROGRAM DESCRIPTION

Purpose of Clinical Education

The purpose of the clinical education component of the Rehabilitation Counseling Program is to enable students the opportunity to receive supervised experience in the work place. It is often referred to as the capstone of your educational experience. In other words, this is where it all comes together into a meaningful whole. The emphasis within the supervisory process is on the utilization of theories, models, and established bodies of knowledge in the provision of rehabilitation counseling services. This means you will be expected to remember and apply the knowledge you have obtained in all of your previous courses to the specific cases reviewed during supervision. Remember the primary difference between a professional and a technician is the ability to apply theories, models, and professional knowledge in unique situations. Special focus will be given to the student's ability to formulate a case conceptualization, which is defined as the ability to consider all of the information relevant to a case and construct an accurate conceptualization of the dynamics influencing the outcome of the case.

Our hope is that you realize that the development of your clinical skills is not an event, such as completing practicum and internship, but a life long process. In that regard, we expect that you would gain experience in the basic skills of asking questions, evaluating your performance, and continually seeking to improve your ability to work with people in a professional helping relationship.

Goals of Clinical Education

Specific goals related to Practicum and Internship are listed in the section of this manual that pertains to each of those classes. However, some overarching goals for all Practicum and Internship activities are listed here:

1. Develop strong case conceptualization skills.
2. Develop quality professional behaviors.
3. Enhance ability to develop strong working alliances with consumers.
4. Develop professional problem solving and clinical reasoning skills.

Requirements Overview

The specific requirements for Practicum and Internship may differ; therefore, specific requirements are listed in the section of this manual that relates to each of those classes. However, some general requirements that are consistent across Practicum and Internship are as follows:

1. Complete required clinical hours.
2. Complete all paperwork.
3. Submit required video recorded counseling sessions and coordinating paperwork in a timely manner.
4. Participate fully in peer supervision process.
5. Engage in supervision processes, both on-site and with the Rehabilitation Counseling Program.
6. Complete all requirements in a timely manner.
7. Attend all classes.

This class is participatory in nature. That means that the value of the class is realized as you participate in the discussions and evaluation as it happens. Attendance is absolutely necessary. Watching the recorded class session at a later date eliminates your ability to participate in the peer supervision process. For this reason, attendance in Practicum and Internship will be counted toward your grade. If you miss a certain number of class sessions, then you will not pass the class. In an experiential course, it is very difficult to give credit to someone if they did not experience anything.

We are also faced with another dilemma. We rely on the submission of video recorded counseling sessions in order to engage in the peer supervision process. Therefore, we have little flexibility if video recorded sessions are late. We will set up a schedule of presentation, and expect students to follow the timelines for submitting video recorded sessions. It is our belief that managing your time and paying attention to these details are an indication of your ability to manage a complex process in a professional setting. Not attending to required details in a professional setting could get you into trouble. We expect the same level of professional behavior in these classes as you would show in a work environment.

TIMELINES

In order to accomplish all of the tasks that are required in the practicum and internship, it is important to know and follow the specific timelines. If these timelines are not followed, and paperwork appropriately filled out, it is possible that a student's graduation may be postponed.

An important part of the clinical education component is the teaching of professional behavior, which includes knowing and adhering to deadlines and timelines. The following are deadlines for activities relevant to both practicum and internship.

- **Practicum Application Deadlines:**

February 15th- Contact Practicum/Internship Coordinator (Tracy Woolstenhulme) to discuss practicum plans and review potential practicum sites.

March 15th- Follow up with Practicum/Internship Coordinator (Tracy Woolstenhulme) regarding progress on Practicum Application and selection of practicum site.

April 15th- Submit signed Practicum Application/Agreement forms for practicum experience.

- **Internship Application Deadlines:**

May 15th- Contact Practicum/Internship Coordinator (Tracy Woolstenhulme) to discuss internship plans and review potential internship sites.

June 15th- Follow up with Practicum/Internship Coordinator (Tracy Woolstenhulme) regarding progress on Internship Application and selection of internship site.

July 15th- Submit signed Internship Application/Agreement forms for Internship experience.

CREDIT HOURS

Practicum Credit Hours

Practicum is a 3 credit hour course. The practicum course is offered during the summer semester only.

Internship Credit Hours

Nine (9) credit hours of Internship must be completed to graduate. Students will register for 4 credit hours during their first internship semester and 5 credits during their second internship semester. The internship course is offered during the Fall and Spring semesters.

PEER EVALUATION

An important activity for both the Practicum and Internship is your involvement in the peer supervision process. You will be required to watch other students' video recorded sessions and provide feedback. This is important for two reasons. First, it provides feedback to the other student on what can be done to improve his or her basic skills, case conceptualization, intervention skills, etc. Secondly, and probably more important, it requires you to consider the case as if it was yours, and get practice in your own case conceptualization and intervention skills.

Historically, students have had a difficult time providing meaningful feedback to others. It requires that you pay attention, give thoughtful consideration to the case being presented, reference your own knowledge base and clinical reasoning, and provide feedback in a helpful manner. Your feedback should contribute to the clinical decision-making process. The tendency has been for students to give only complimentary feedback. While this is essential, it is equally important to give feedback that challenges the other student, and helps them extend their case conceptualization.

Additionally, the ability to give feedback, both critical and supportive, is an essential counseling skill. You need to be able to do both.

PROFESSIONAL LIABILITY INSURANCE

All students engaging in an approved clinical educational experience with the Rehabilitation Counseling Program at Utah State University are covered by the university liability policy. In accordance with CACREP (Council for Accreditation of Counseling and Related Educational Programs) standards, all students are required to have individual liability insurance while participating in both practicum and internship. This is required for all students regardless of employment situation or agency liability insurance coverage. Students are provided with several options for purchasing individual liability insurance. Proof of insurance must be submitted to the MRC Practicum/Internship Supervisor prior to beginning of both practicum and internship experiences.

PROFESSIONAL PERFORMANCE REVIEW POLICY

The relationship between personal behavior and professional competence has long been recognized in the rehabilitation counseling field. Rehabilitation counselors must be aware of the impact of their own physical, mental, and/or emotional issues on the counseling process, and the potential harmful effects these unresolved issues can have on consumer progress and outcomes.

The Revised Code of Professional Ethics for Rehabilitation Counselors states:

***Section D.3.a - IMPAIRMENT.** Rehabilitation counselors are alert to the signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm the client or others. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until such time it is determined that they may safely resume their work. Rehabilitation counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent harm to the client. (See A.9.d.)*

In addition to meeting the academic standards set forth in the Rehabilitation Counseling Program, students are expected to conduct themselves in an ethical, responsible and professional manner. They must be knowledgeable of and at all times adhere to the general standards of professional ethics and practice set forth by the Commission on Rehabilitation Counselor Certification (CRCC). The general and specific CRCC standards for ethical practice are listed on the CRCC web site at <http://www.crccertification.com/>. At the outset of their academic program, students are directed to review these standards and seek any clarification needed from their respective advisors.

The faculty expects students, as future professional rehabilitation counselors, to be concerned about other people, to be stable and psychologically well adjusted (personally and professionally), to be capable of effective interpersonal relationships, to be able to receive feedback willingly, and to give feedback constructively. Further, students are expected to act in a manner that demonstrates fitness for a role in the counseling profession. Finally, we expect students to be committed to continued personal growth and professional development, and to demonstrate that commitment through self-reflection and responsiveness to supervision in all activities related to their degree program. The faculty believes that it is ethically imperative that counselors be willing to do in their own lives what they ask their clients to do in theirs.

For all the reasons cited above, the faculty will regularly monitor not only students' academic progress but also those personal characteristics that will affect their performance in the field. The purpose of this monitoring process is to ensure that all graduates of the Utah State University Rehabilitation Counseling Program possess these characteristics sufficiently that they do not interfere with their professionalism or helping capacity.

Professional Performance Standards

Students' fulfillment of eleven Professional Performance Standards is reviewed by course instructors and supervisors during the Counseling Skill Development (REH 6130), Group Counseling (REH 6250), Practicum (REH 6140), and Internship I (REH 6170) and Internship II (6175) courses. All faculty will understand the Professional Performance Standards, and may use them as appropriate in other courses for evaluation purposes. The Standards include:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation
11. Awareness of and attention to the unique cultural and societal issues related to disability

The Professional Performance Review Process

The Professional Performance Review Process will be a mandatory component of the courses mentioned above. Additionally, faculty observing student behavior that violates the noted standards at any time during the student's matriculation in the Rehabilitation Counseling Education Program will refer the student to the Professional Performance Review Process. When such a referral is made, the faculty will complete the Professional Performance Review Evaluation Form, and a written summary of the behaviors of concern.

Each Professional Performance Standard is rated on a scale of 1 (poor) to 5 (excellent) as described in the Criteria for Professional Performance Standards Evaluation. Students receiving a rating below 3 on one or more of the Professional Performance standards will be considered deficient in professional performance and subject to the following procedure:

1. The student and the issuing professor meet to discuss the Professional Performance concern(s). The student will be presented with a Professional Performance Review Evaluation Form, on which will be listed the deficient rating(s), the issuing professor's explanation for the ratings, and descriptions of required remedial actions. Next, a specific plan and timeline for implementing the needed remedial actions will be determined. Within two working days of this meeting, the issuing professor will develop a final draft of the Semester Review Report and provide a copy to the student for review and signature. Signatures of both the issuing professor and the student will verify their understanding of the concerns, the required remedial actions, and the schedule for completing them. Both the student and issuing professor will retain copies of the signed Semester Review Report, and a copy shall be forwarded by the issuing professor to the student's academic advisor and program director.
2. If a student receives more than one Professional Performance Review Evaluation Form during his/her Program of Study or fails to show reasonable progress in resolving deficiencies previously cited, he/she will be required to meet with the Rehabilitation Counseling Education Program Director in accordance with the procedure described in #1 above. Based upon the nature of new performance concerns and/or the reasons for the student's failure to comply with previously determined remedial action plans, the Program Director will consult the full Rehabilitation Counselor Education faculty regarding the development of alternative remedial strategies and/or evaluation of the student's fitness for continuation in the Program. As in #1 above, copies of any additional or revised Semester Review Reports will be retained by the student, the issuing faculty, and the academic advisor.
3. Faculty will initiate the Professional Performance Review at any time for students who engage in illegal or unethical activities or for students whose professional performance is deemed to present an immediate threat to the well being of others. In such cases and depending upon the level of perceived threat, the combined faculty may recommend discontinuation in the Program without opportunity for student remediation.

Note: All Faculty recommendations for denial of a student's continuance in the Rehabilitation Counseling Program will be forwarded to (and will be the ultimate decision of) the Dean of the Graduate School.

4. During the remediation planning process students will be advised of their right to appeal the decisions reached during the Professional Performance Review process. Appeals can be submitted to the Department Head of the Department of Special Education and Rehabilitation Counseling.

Criteria for Professional Performance Standards Evaluation

Rev. 9/08

1. Openness to new ideas (rated from Closed [1] to Open [5])		
<ul style="list-style-type: none"> - Was dogmatic about own perspective and ideas. - Ignored or was defensive about constructive feedback. - Showed little or no evidence of incorporating constructive feedback received to change own behavior. 	<ul style="list-style-type: none"> - Was amenable to discussion of perspectives other than own. - Accepts constructive feedback without defensiveness. - Some evidence of effort to incorporate relevant feedback received to change own behavior. 	<ul style="list-style-type: none"> - Solicited others' opinions and perspectives about own work. - Invited constructive feedback, and demonstrated interest in others' perspectives. - Showed strong evidence of incorporation of feedback received to change own behavior.
2. Flexibility (rated from Inflexible [1] to Flexible [5])		
<ul style="list-style-type: none"> - Showed little or no effort to recognize changing demands in the professional & interpersonal environment. - Showed little or no effort to flex own response to changing environmental demands. - Refused to flex own response to changing environmental demands despite knowledge of the need for change. - Was intolerant of unforeseeable or necessary 	<ul style="list-style-type: none"> - Effort to recognize changing demands in the professional & interpersonal environment was evident but sometimes inaccurate. - Effort to flex own response to new environmental demands was evident but sometimes inaccurate. - Flexed own response to changing environmental 	<ul style="list-style-type: none"> - Showed accurate effort to recognize changing demands in the professional & interpersonal environment. - Showed accurate effort to flex own response to changing environmental demands. as needed. - Independently monitored the environment for changing demands and flexed own

<p>changes in established schedule or protocol.</p>	<p>demands when directed to do so.</p> <ul style="list-style-type: none"> - Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them. 	<p>response accordingly.</p> <ul style="list-style-type: none"> - Attempts to understand needs for change in established schedule or protocol to avoid resentment. - Accepted necessary changes in established schedule and attempted to discover the reasons for them.
<p>3. Cooperativeness with others (rated from Uncooperative [1] to Cooperative [5])</p>		
<ul style="list-style-type: none"> - Showed little or no engagement in collaborative activities. - Undermined goal achievement in collaborative activities. - Was unwilling to compromise in collaborative activities. 	<ul style="list-style-type: none"> - Engaged in collaborative activities but with minimum allowable input. - Accepted but rarely initiated compromise in collaborative activities. - Was concerned mainly with own part in collaborative activities. 	<ul style="list-style-type: none"> - Worked actively toward reaching consensus in collaborative activities. - Was willing to initiate compromise in order to reach group consensus. - Showed concern for group as well as individual goals in collaborative activities.
<p>4. Willingness to accept and use feedback (rated from Unwilling [1] to Willing [5])</p>		
<ul style="list-style-type: none"> - Discouraged feedback from others through defensiveness and anger. - Showed little or no evidence of incorporation of 	<ul style="list-style-type: none"> - Was generally receptive to supervisory feedback. - Showed some evidence of incorporating supervisory 	<ul style="list-style-type: none"> - Invited feedback by direct request and positive acknowledgement when received.

<p>feedback of supervisory feedback received.</p> <ul style="list-style-type: none"> – Took feedback contrary to own position as a personal affront. – Demonstrated greater willingness to give feedback than receive it. 	<p>feedback into own views and behaviors.</p> <ul style="list-style-type: none"> – Showed some defensiveness to critique through "over explanation of own actions—but without anger. – Demonstrated greater willingness to receive feedback than to give it. 	<ul style="list-style-type: none"> – Showed evidence of active incorporation of supervisory feedback received into own views and behaviors. – Demonstrated a balanced willingness to give and receive supervisory feedback.
<p>5. Awareness of own impact on others (rated from Unaware [1] to Aware [5])</p>		
<ul style="list-style-type: none"> – Words and actions reflected little or no concern for how others were impacted by them. – Ignored supervisory feedback about how words and actions were negatively impacting others. 	<ul style="list-style-type: none"> – Effort to determine how own words and actions impacted others was evident but sometimes inaccurate. – Respond as necessary to feedback regarding negative impact of own words and actions on others, but at times, with resentment. 	<ul style="list-style-type: none"> – Effort toward recognition of how own words and actions impacted others was impact on others through words and actions. – Initiates feedback from others regarding impact of own words and behaviors – Regularly incorporates feedback regarding impact of own words and behaviors to effect positive change.
<p>6. Ability to deal with conflict (rated from Unable [1] to Able [5])</p>		
<ul style="list-style-type: none"> - Was unable or unwilling to consider others' points of view. 	<ul style="list-style-type: none"> - Attempted but sometimes had difficulty grasping conflicting points of view. 	<ul style="list-style-type: none"> - Always willing and able to consider others' points of view.

<ul style="list-style-type: none"> - Showed no willingness to examine own role in a conflict. - Ignored supervisory advisement if not in agreement with own position. - Showed no effort at problem solving. - Displayed hostility when conflicts were addressed. 	<ul style="list-style-type: none"> - Would examine own role in a conflict when directed to do so. - Was responsive to supervision in a conflict if it was offered. - Participated in problem solving when directed. 	<ul style="list-style-type: none"> - Almost always willing to examine own role in a conflict. - Was consistently open to supervisory critique about own role in a conflict. - Initiated problem solving efforts in conflicts. - Actively participated in problem solving efforts.
<p>7. Ability to accept personal responsibility (rated from Unable [1] to Able [5])</p>		
<ul style="list-style-type: none"> - Refused to admit mistakes or examine own contribution to problems. - Lied, minimized or embellished the truth to extricate self from problems. - Consistently blamed others for problems without self-examination. 	<ul style="list-style-type: none"> - Was willing to examine own role in problems when informed of the need to do so. - Was accurate and honest in describing own and others roles in problems. - Might blame initially, but was open to self-examination about own role in problems 	<ul style="list-style-type: none"> - Monitored own level of responsibility in professional performance. - Invited constructive critique from others and applied it toward professional growth. - Accepted own mistakes and responded to them as opportunity for self-improvement. - Avoided blame in favor of self-examination.

8. Ability to express feelings effectively and appropriately (rated from Unable [1] to Able [5])		
<ul style="list-style-type: none"> - Showed no evidence of willingness and ability to articulate own feelings. - Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others. - Acted out negative feelings (through negative behaviors) rather than articulating them. - Expressions of feeling were inappropriate to the setting - Was resistant to discussion of feelings in supervision. 	<ul style="list-style-type: none"> - Showed some evidence of willingness and ability to articulate own feelings, but with limited range. - Showed some evidence of willingness and ability to acknowledge others' feelings- - sometimes inaccurate. - Expressions of feeling usually appropriate to the setting-- responsive to supervision when not. - Willing to discuss own feelings in supervision when directed. 	<ul style="list-style-type: none"> - Was consistently willing and able to articulate the full range of own feelings. - Showed evidence of willingness and accurate ability to acknowledge others' feelings. - Expression of own feelings was consistently appropriate to the setting. - Initiated discussion of own feeling in supervision.
9. Attention to ethical and legal considerations (rated from Inattentive [1] to Attentive [5])		
<ul style="list-style-type: none"> - Engaged in dual relationships with clients. - Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self. - Endangered the safety and the well being of clients. 	<ul style="list-style-type: none"> - Was responsive to supervision for occasional personal professional boundary confusion in verbal interactions with clients. - Was responsive to supervision for occasional insensitivity to diversity in professional interactions. 	<ul style="list-style-type: none"> - Maintained clear personal professional boundaries with clients. - Demonstrated consistent sensitivity to diversity. - Satisfactorily ensured client safety and well-being;

<ul style="list-style-type: none"> - Breached established rules for protecting client confidentiality. 	<ul style="list-style-type: none"> - Used judgment that could have put client safety and well being at risk. - Used judgment that could have put client confidentiality at risk. 	<ul style="list-style-type: none"> - Appropriately safeguarded the confidentiality of clients.
10. Initiative and motivation (rated from Poor Initiative and Motivation [1] to Good Initiative and Motivation [5])		
<ul style="list-style-type: none"> - Often missed deadlines and classes. - Rarely participated in class activities. - Often failed to meet minimal expectations in assignments. - Displayed little or no initiative and creativity in assignments. 	<ul style="list-style-type: none"> - Missed the maximum allowable classes and deadlines. - Usually participated in class activities. - Met only the minimal expectations in assigned work - Showed some initiative and creativity in assignments. 	<ul style="list-style-type: none"> - Met all attendance requirements and deadlines. - Regularly participated in class activities. - Met or exceeded expectations in assigned work. - Consistently displayed initiative and creativity in assigned work
11. Awareness of and attention to the unique cultural and societal issues related to disability (rated from Poor [1] to Good [5])		
<ul style="list-style-type: none"> - Does not use person first language. - Assumes that disability is always the primary presenting problem. - Does not acknowledge the impact of developmental tasks on the experience of disability. - Is unaware of own feelings and emotional reaction to disability. 	<ul style="list-style-type: none"> - Uses person first language the majority of the time. - Considers all developmental and case related information in formulating the case conceptualization. - Demonstrates some willingness to explore own emotions and reaction to disability. 	<ul style="list-style-type: none"> - Works actively in the advocacy of persons with disability. - Effectively integrates all case related information into the case conceptualization, including cultural, developmental, and psychosocial aspects of disability. - Readily addresses and accepts feedback on

		personal emotional reaction to disability.
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*** The Rehabilitation Counseling Faculty would like to thank the Counseling Education Program at the College of William and Mary for their significant contribution to this procedure through the sharing of their evaluation policies.*

Rehabilitation Counselor Education Program

Professional Performance Review Policy

Review Form (Rev. 9/08)

Note: Faculty issuing this notification shall rate and describe each area of concern. Copies shall be provided to the student and the student's academic advisor.

Student: _____

—

Course: _____

—

Instructor: _____

—

Course: _____ Semester: _____ Course Grade (if applicable): _____

Performance Criteria and Rating:

1. Openness to new ideas:

Open Closed

5 4 3 2 1

Changes Needed:

2. Flexibility:

Flexible					Inflexible
5	4	3	2	1	

Changes Needed:

3. Cooperativeness with others:

Cooperative					Uncooperative
5	4	3	2	1	

Changes Needed:

4. Willingness to accept and use feedback:

Willing					Unwilling
5	4	3	2		

Changes Needed:

5. Awareness of own impact on others:

Aware					Unaware
5	4	3	2	1	

COURSE POLICIES

Students with Disabilities

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, (435)797-2444 VP, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice. Their website can be found at: <https://www.usu.edu/drc/>

Grade Point Requirements

Graduate Students - All graduate students must maintain 3.0 grade point average to remain an active student in the graduate program.

Academic Honesty

It is expected that students' work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees for disciplinary action.

Notice of Academic Dishonesty

The University expects that students and faculty alike maintain the highest standards of academic honesty. For the benefit of students who may not be aware of specific standards of the University concerning academic honest, the following information is quoted from the code of Polices and Procedure for Students at Utah State University, Article V, Section 3; Violations of University Standards, Acts of Academic Dishonesty:

- A. Cheating includes intentionally: Using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity; Depending upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; and Engaging in any form of research fraud.
- B. Falsification includes the intentional and unauthorized altering or inventing of any information or citation in an academic exercise or activity.

- C. Plagiarism includes knowingly representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials

(<http://catalog.usu.edu/content.php?catoid=12&navoid=3140&hl=Integrity&returnto=search>).

Violations of the above policy will subject the offender to the University discipline procedures as outlined in Article VI, Section 1 of the Handbook. Those procedures may lead to: (a) a reprimand; (b) a grade adjustment; (c) being placed on warning or probation; (d) suspension from the University; or (e) expulsion from the University.

[Learn more about the USU student code of conduct.](#)

Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: Article VII Grievances

(<https://studentconduct.usu.edu/studentcode/article7>).

The Instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined by the University's Student Code:

PRACTICUM MANUAL

PURPOSE OF THE PRACTICUM

The purpose of the practicum is to enable the student to apply the counseling skills learned in a variety of real-life settings with appropriate supervision and feedback.

DEFINITION, GOALS, AND OBJECTIVES OF PRACTICUM

Definition

The practicum (REH 6140) is 100 clock hours per semester, 40 hours of which must be client contact hours. Client contact is defined as having a direct interaction with the client. This includes observation as well as active involvement with the client. Activities such as case notes, and other paperwork are counted toward the overall practicum hours, but are not counted as client contact hours.

Goals

The goal of the practicum experience is to provide supervised counseling experience in an applied setting appropriate to rehabilitation counseling. This allows the student to continue his/her learning process and increase counseling skills, enabling the student to provide rehabilitation services in a greater variety of professional settings.

Objectives

1. To develop greater skills in counseling as part of the rehabilitation counseling service delivery.
2. To develop or to enhance abilities to interact with clients in a greater variety of service situations.

METHODS OF INSTRUCTION

The student will learn primarily from video recording, reading, studying, and discussing counseling sessions, submitting video recorded sessions for feedback and integrating that feedback in future sessions. In addition students will receive feedback and guidance from a site supervisor and/or university practicum supervisor.

Areas of observing and participating may include:

1. Accepting referral information
2. Contacting clients
3. Counseling and guidance for clients
4. Establishing eligibility
5. Preparing a service plan
6. Arranging services to meet client needs
7. Other activities pertinent to the practicum site

Reading and studying materials may include:

8. Agency plan
9. Policy and Procedural manual
10. Manual of forms
11. New employee orientation manual
12. Confidentiality requirements
13. Other materials and information pertinent to the practicum site

EXPECTATION FOR STUDENTS

1. Students will complete Practicum Application Forms and have them approved and signed by appropriate personnel and submit them to the university practicum supervisor by application deadlines.

2. Students will read the Code of Professional Ethics for Rehabilitation Counselors and commit to following the ethical standards and principles contained in the code by signing the document and submitting a copy with their practicum application.
3. Students are expected to report as professional staff members and to conduct themselves as professionals throughout the practicum adhering to the Code of Ethics for Rehabilitation Counselors.
4. Students are expected to dress and act professionally and to call the agency if they will be late or absent.
5. Students will adhere to the work schedule and regulations of the agency. The agency holiday schedule rather than the university holiday schedule will be observed by students.
6. Students will maintain confidentiality of client information under agency guidelines.
7. Students will maintain weekly communication with university practicum supervisor, and will receive weekly supervision at the practicum site (1 hour weekly).
8. Students will present a case review in their practicum group during the assigned class period. This includes submitting a case conceptualization of the case to be reviewed on the date listed on the class schedule.
9. Students will complete a video recorded counseling session. The following guidelines must be followed in submitting the video recordings.
 - a. The counseling sessions must be at least 20 minutes in length.
 - b. There must be adequate sound. If we can't hear what is being said then the recording will not be accepted.
 - c. We must be able to see you, preferably both you and the client. Please remember that if you are sitting in front of a window, or backlighting is too bright, we won't be able to see you. Your potential discomfort with being filmed is not a reason to not film yourself in an interview.
 - d. Videos will be submitted electronically in Canvas, BOX, or on a flash drive.
 - e. Students will also submit a Counseling Skills Evaluation Rubric filled out by both the student and site supervisor, Consent to Counsel Form and Case Conceptualization with the video recording to the university practicum/internship supervisor.
10. Student-employees will maintain a weekly summary of activities experienced, progress related to learning objectives, professional development, supervision and hours spent in

the agency (100 hours are required with 40 hours spent counseling of clients). Weekly Summary Forms will be submitted in Canvas and included in a final electronic Practicum Portfolio. Site supervisors may also request copies of weekly summaries. Copies of summaries should also be kept for a personal record.

11. Students will submit a 3 page comprehensive practicum report to the university practicum supervisor before credit will be given.
12. Upon completion of the practicum, the student will complete the Practicum Student Self-Evaluation, the Field Site Evaluation of the Practicum, the Practicum Experience Time Sheet and submit them to the university practicum supervisor before credit will be given.
13. Students will attend and participate in a weekly practicum class.

EXPECTATIONS FOR AGENCIES

1. The agency provides sufficient time to supervise the student (at least 1 hour weekly).
2. The agency provides adequate facilities/equipment and materials to enable the student to function on a professional level.
3. The agency provides an atmosphere whereby the student has an opportunity to benefit from the experience of other members of the staff.
4. The agency should provide the student:
 - Orientation to the agency's program components, policies, and procedures;
 - Introduction to staff and their role and function;
 - Expectations for the practicum experience;
 - Opportunities for observation of rehabilitation service delivery (in the office/facility, conferences, and in the field) in all stages of development.

SUPERVISION OVERVIEW

Site Supervisor Requirements

The site supervisor, acting as a teacher and consultant to the student, plays a critical role in the practicum experience.

1. In accordance with CACREP standards, a site supervisor must be an individual who:
 - a minimum of a master's degree, preferably in counseling, or a related profession;
 - relevant certifications and/or licenses, (preferred CRC credential);
 - a minimum of two years of pertinent professional experience

- knowledge of the program's expectations, requirements, and evaluation procedures for students; and
 - relevant training in counseling supervision.
2. The site supervisor will be expected to set aside a minimum of a one-hour time block weekly so that the student's progress can be evaluated. In addition, the student should have informal access to the supervisor during the practicum hours as the need arises.
 3. Will complete assigned student evaluations and review progress with student.

University Practicum Supervisor

Each student will be under the direction of the university practicum supervisor in the MRC program. The university supervisor will meet with the student's site supervisor and the student during the practicum to participate in the evaluation of the student's performance and to provide feedback. The university practicum supervisor shall make regular contact (e.g., three times per semester, with one being a face to face visit via Skype/Zoom/AdobeConnect) with student site supervisors during the practicum in order to evaluate the student's progress.

INTERNSHIP MANUAL

PURPOSE

This course provides for a supervised experience in which students provide rehabilitation services in a rehabilitation facility or agency. It comprises a minimum of 600 hours work in the agency or facility. Forty percent or a minimum of 240 hours need to be spent in supplying direct services to clients with disabilities.

The internship is designed to expose students to learning situations where they may observe and model individuals performing their professional role functions. In addition, students actually participate in the rehabilitation process with gradually decreasing structure and supervision.

The goal of the internship experience is to learn and to function within a new and different aspect of the rehabilitation process and organizational structure, thus allowing students to continue to

learn and to improve their skills. This process will enable them to provide rehabilitation in a variety of settings.

OBJECTIVES

Upon completion of the internship, students shall have demonstrated the ability to:

1. Provide direct rehabilitation counseling services to clients in a structured and supervised setting.
2. Form effective relationships with rehabilitation clients, staff, supervisors, the agency/facility, and external agencies/facilities.
3. Establish and maintain effective counseling relationships.
4. Obtain pertinent diagnostic information and properly interpret the information in conceptualizing problems.
5. Formulate sound and realistic rehabilitation plans, make optimum use of available rehabilitation services, and evaluate the progress of clients in their rehabilitation plan.
6. Plan and organize their work, write reports, and maintain adequate records.
7. Perform rehabilitation counseling tasks with an appropriate level of supervision.
8. Maintain professional and ethical standards in work responsibilities and relationships.

METHODS OF INSTRUCTION

The student will learn primarily from reading, studying, observing, participating in, and discussing various problems and issues with the agency supervisor.

Reading and study materials may include:

1. Agency plan
2. Procedural manual
3. Manual of forms
4. New employee orientation manual
5. Confidentiality requirements
6. Other materials and information pertinent to the internship site.

Areas of observing and participating may include:

1. Accepting referral information
2. Contacting clients
3. Counseling and guidance for clients
4. Establishing eligibility
5. Preparing a service plan
6. Arranging services to meet client needs
7. Other activities pertinent to the internship site
8. Participate in interviews

9. Assume responsibility for arranging services for clients and developing a small caseload. These cases should be representative in terms of complexity, cultural diversity, and disability.

EXPECTATIONS FOR STUDENTS

1. Students will complete the internship application forms, have them approved and signed by appropriate personnel and submit them to the university internship supervisor by application deadlines.
2. Students will read the Code of Professional Ethics for Rehabilitation Counselors and commit to following the ethical standards and principles contained in the code by signing the document at the end of the manual and submitting a copy with their internship application.
3. The internship should be regarded as a concentrated work experience, which includes direct client contact.
4. Students are expected to report with regularity, as professional staff members and to behave as professionals throughout the internship adhering to the Code of Professional Ethics for Rehabilitation Counselors.
5. Students are expected to dress and to act professionally and to call the agency if they will be late or absent.
6. Students will maintain weekly communication with the university internship supervisor, and meet at least one hour a week with an on-site agency supervisor.
7. Students will adhere to the work schedule and regulations of the agency. The agency holiday schedule rather than the university holiday schedule will be observed by students.
8. Students will maintain confidentiality of client information under agency guidelines.
9. Students will maintain a weekly summary of activities experienced, progress on learning objectives, personal reactions, professional development and total hours worked at the agency including client contact hours. The Weekly Summary Form will be submitted to the university supervisor and every week. Site supervisors may also request a copy of the weekly summary. Copies of the summaries should be kept for personal record.
10. Attend and participate in internship classes.

Attendance Policy: If you have to miss a class, let us know ahead of time. Obviously, some things cannot be predicted. Due to the structure and requirements of the class, missing a certain number of classes may result in not passing the class.

11. Video record the assigned number of counseling sessions for evaluation by the instructors and feedback by peers. The following guidelines must be followed in submitting the video recordings, or they will be rejected, and no points will be awarded for them.
 - a. The counseling sessions must be at least 20 minutes in length.
 - b. There must be adequate sound. If we can't hear what is being said then the recording will not be accepted.

- c. We must be able to see you, preferably both you and the client. Please remember that if you are sitting in front of a window, or backlighting is too bright, we won't be able to see you. Your potential discomfort with being filmed is not a reason to not film yourself in an interview.
 - d. Videos will be submitted electronically in Canvas, BOX, or on a flash drive.
 - e. Students will also submit a Counseling Skills Evaluation Rubric filled out by both the student and site supervisor, Consent to Counsel Form and Case Conceptualization with the video recording to the university internship supervisor.
12. Students will submit a 3 page Comprehensive Internship Report to the university internship supervisor discussing the overall internship experience and progress related to learning objectives before credit will be given.
13. Complete other necessary paper work at the end of the Internship experience. This includes the Internship Student Self-Evaluation, Internship Field Site Evaluation, Internship Experience Time Sheet, and Final Comprehensive Internship Report.

EXPECTATIONS FOR AGENCIES

1. The agency provides sufficient time to supervise the student.
2. The agency provides adequate support staff, facilities/equipment, and materials to enable the student to complete the agency internship and function on a professional level.
3. The agency provides an atmosphere whereby the student has an opportunity to benefit from the experience of staff members.
4. The agency should provide the student:
 - a. orientation to the agency's program components, policies, and procedures;
 - b. introduction to staff and their role and function;
 - c. expectations for the internship experience;
 - d. opportunities for observation of rehabilitation service delivery (in the office/facility, conferences, and in the field) in all stages of development.
5. The agency provides work rules and guidelines to the student as part of the overall orientation to the agency.
6. The student's caseloads should represent a cross-section of clients. Emphasis on case assignment should focus on the student's specialty area, where possible.

SUPERVISION OVERVIEW

Site Supervisor Requirements

The site supervisor, acting as a teacher and consultant to the student, plays a critical role in the practicum experience.

1. In accordance with CACREP standards, a site supervisor must be an individual who:
 - a minimum of a master's degree, preferably in counseling, or a related profession;

- relevant certifications and/or licenses, (preferred CRC credential);
 - a minimum of two years of pertinent professional experience
 - knowledge of the program's expectations, requirements, and evaluation procedures for students; and
 - relevant training in counseling supervision.
2. The site supervisor will be expected to set aside a minimum of a one-hour time block weekly so that the student's progress can be evaluated. In addition, the student should have informal access to the supervisor during the practicum hours as the need arises.
 3. Will complete assigned student evaluations and review progress with student.

University Internship Supervisor

Each student will be under the direction of the university internship supervisor in the MRC program. The university supervisor will meet with the student's site supervisor and the student during the internship to participate in the evaluation of the student's performance and to provide feedback. The university internship supervisor shall make regular contact (e.g., three times per semester, with one being a face to face visit via Skype/Zoom/AdobeConnect) with student site supervisors during the internship in order to evaluate the student's progress.

RESOURCES

POSSIBLE PRACTICUM AND INTERNSHIP SITES

The Rehabilitation Counseling Program at Utah State University has had students placed in a wide variety of professional settings. The following is a list of professional agencies where we have had students placed.

- State Vocational Rehabilitation Agencies
- Choose to Work Programs
- Veteran's Administration: VR Counseling and Employment Units
- Division of Services for People with Disabilities
- Deseret Industries
- Disability Law Centers
- Easter Seals Society
- Goodwill Industries
- Disability Resource Centers at universities, colleges and post-secondary institutions
- LDS Employment and Resource Centers
- Independent Living Centers

- Post High Special Education Programs
- Private non-profit Vocational Rehabilitation Agencies
- Vocational Rehabilitation Service Providers
- Department of Workforce Services
- Supported Employment Agencies
- Assistive Technology Programs
- Mental Health Institutions and Agencies
- Substance Abuse Treatment Programs
- Division of Services for the Blind and Visually Impaired
- Division of Services for the Deaf and Hard of Hearing
- Hospital Vocational Rehabilitation Counseling Units
- Native American Vocational Rehabilitation Counseling Programs
- Workers Compensation Fund

PRACTICUM AND INTERNSHIP FAQs

When is the MRC Practicum/Internship Orientation held?

The MRC Pr/In Orientation is a mandatory meeting held during spring for students preparing to begin practicum and internship during the upcoming semesters.

What is the primary focus of the practicum and internship experience?

The primary focus of the practicum and internship is for students to have the opportunity to practice and improve their rehabilitation counseling skills/techniques and use of the counseling theories/models to further develop and improve their counseling strategies.

How many credits is the practicum and internship?

The practicum is 3 credits and the internship is 9 credits. The practicum course (3 credits) will be taken during summer semester. The internship course will be divided between the following fall (4 credits) and spring (5 credits) Semesters.

What constitutes direct client contact hours?

Client contact hours are defined as times when practicum students and interns are working directly with clients. For practicum students, this can include observing other professionals working with clients. Observation of clients may count for some internship situations, but must be approved by the Utah State University supervisor. “Working with clients” means engaging with clients for the purpose of accomplishing the purpose of the agency serving as the

practicum/internship site.

Examples of Approved Client Contact -

- Assessment and appraisal
- Treatment planning with the clients
- Career (vocational) counseling
- Individual and group counseling treatment interventions
- Interventions to remove environmental, employment, and attitudinal barriers
- Job analysis, job development, and placement services when the client is present

Examples of Activities Not Approved for Client Contact Hours -

- Doing Paperwork and case management
- Staff meetings (even when talking about your clients)
- Time spent in the presence of clients but not engaged in clinical work.
- Supervision Meetings

Can I do all my practicum and internship hours at the same agency?

This depends on the interests, needs and career goals of the student. If you are employed with an approved vocational rehabilitation agency which provides VR counseling to people with disabilities, you may complete all of your clinical hours at your workplace or you may want to explore other VR agencies or service providers. Employed VRC's have completed part time internships with mental health institutions, vocational evaluation units and private rehabilitation facilities. If you are new to VR and/or unemployed, you may divide your clinical hours among two or three agencies to acquire more experience and knowledge as to the functioning of the various agencies.

How should my practicum/internship learning objectives be written?

Objectives should be written in first person stating what you want to accomplish, how you are going to accomplish your objective and how you will measure your progress. Learning objectives should be meaningful to you and appropriate for the setting you are working in. This is an opportunity for you to identify areas for professional development and focus on what will help you become a more effective rehabilitation professional.

Do I need a background check before beginning my clinical experience?

Most agencies now require a background check which must be done as soon as the decision on where you are going to serve your practicum or internship is made. Usually the agency will give you direction on where and how to go to complete this procedure.

If I have other questions regarding the practicum or internship who can I contact?

Tracy Woolstenhulme, M.S., CRC, LVRC

Practicum/Internship Coordinator

tracy.woolstenhulme@usu.edu

Phone: 435-797-3295

Fax: 435-797-3572