

Rehabilitation Counseling Student Handbook

**University of Massachusetts Boston
College of Education and Human Development
Department of Counseling and School Psychology**

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Rehabilitation Counseling Student Handbook

Introduction

The Rehabilitation Counselor Education (RCE) Program at the University of Massachusetts Boston is committed to the preparation of highly qualified professionals for the field of rehabilitation counseling. Our commitment is reflected in the admission policies as well as hiring practices, to attract highly qualified students and exemplary faculty members who represent multicultural perspectives and individual diversity. The RCE Program, within a public urban university, is dedicated to the training of professionals who most likely will work with, and provide counseling and related rehabilitation activities to, individuals representing an urban and diverse population.

The RCE Program curriculum is organized to identify the potential and to facilitate the development of its students and the individuals with disabilities with whom they work. The Program intends to emphasize empathy and respect for the social foundations and cultural diversity of all persons by fostering each individual's self awareness, respect, and esteem, and through its hiring policies of faculty and recognition of multicultural students. To achieve its intended goals, the Program will offer opportunities for its students to recognize, develop and promote their own resources as a means of adapting effectively to their own environment and life conditions, which, in turn, as tools they may share with the individuals with disabilities with whom they work.

The curriculum of the RCE Program attaches particular importance to the role of adaptation in a person's life. Essential to the implementation of the Program curriculum is the integration of theory presented in classrooms and its application in practica and internship experiences. To emphasize the integration of curriculum content and other training experiences the Program provides information about the social environment, personality organization and development, professional orientation and ethics, methods of inquiry and the process of change. In addition, the Program provides opportunities for its students to develop professional skills and competencies, and to practice them in professional settings. The Program intends to prepare its students to make significant practitioner-oriented contributions to rehabilitation counseling and prepare them for further study at the doctoral level if they so desire.

Objectives of the Rehabilitation Counselor Education Program

The primary goal of the RCE Program is the preparation of professional rehabilitation counselors in generic skills for employment in state/federal, private non-profit agencies, hospitals, private companies, etc. Instruction in generic skills and knowledge in rehabilitation counseling have the following objectives:

1. Students will acquire skills in applying theories and techniques of individual, group and family counseling.
2. Students will acquire knowledge in understanding of the theoretical basis of behavior, including human growth and development.
3. Students will acquire knowledge of environmental and attitudinal barriers that persons with disabilities face, and the influence of multicultural differences and gender on persons with disabilities.
4. Students will acquire knowledge and skills of case management including how to identify and use community resources.
5. Students will acquire knowledge of independent living services.
6. Students will acquire knowledge of the history and philosophy of rehabilitation and acquire an understanding of the legislation affecting persons with disabilities including the American with Disabilities Act.
7. Students will acquire an understanding of the organizational structure of vocational rehabilitation.
8. Students will develop an understanding of the legal and ethical standards for the practice of rehabilitation counseling.
9. Students will acquire an understanding of how current and past societal events can impact on the rehabilitation process and persons with disabilities.
10. Students will acquire knowledge of career development theories as it applies to persons with disabilities.

11. Students will develop an understanding of labor market trends and occupational information.
12. Students will acquire knowledge of the medical aspects of various disabilities including functional assessments and appropriateness of various interventions.
13. Students will acquire knowledge of the psychosocial aspects of disabilities including the effects on the person with the disability, their family and social network.
14. Students will develop skills in evaluation approaches including techniques and interpretation of results. Additionally, students will acquire skills in vocational evaluation.
15. Students will acquire knowledge of job analysis, job modification and job restructuring.
16. Students will acquire skills of job development, job placement and follow-up or follow-along services.
17. Students will acquire knowledge of supported employment practices.
18. Students will acquire knowledge of rehabilitation research literature and methods of analyzing research quality in professional journals.
19. Students will acquire knowledge of statistical methods and types of research analyses.
20. Students will acquire knowledge of research designs, including survey methods and needs assessment approaches.
21. Students will acquire knowledge of issues and practices of transitions from school to work.
22. Students will acquire knowledge of state and federal entitlements for persons with disabilities.

Institutional Structure

The Rehabilitation Counseling program is part of the Counseling and School Psychology Department in the College of Education and Human Development.

The University

The University of Massachusetts Boston is one of the five campuses of the University of Massachusetts system. It was founded in 1964 to make public higher education available to the people of the Boston metropolitan area. The University has remained committed, over the years, to serving the urban community by making excellent university education truly accessible, and by being responsive to the specific needs of that community. The University currently serves over 15,000 undergraduates and graduate students, distributed among the College of Arts and Humanities, the College of Sciences, the College of Education & Human Development, the College of Nursing, the College of Public Policy, the College of Public and Community Service, and the College of Management. It has several doctoral programs including clinical psychology, education, environmental sciences, gerontology, and public policy.

The College of Education & Human Development

The College of Education and Human Development (CEHD) consists of three academic departments: Leadership in Education, Curriculum and Instruction, and Counseling and School Psychology. Included are two doctoral level programs in Higher Education Administration and Leadership in Urban Schools, and four master's level programs. Also associated with the CEHD are five centers and/or institutes, the Center for Community Inclusion, Massachusetts Field Center for Teaching and Learning, New England Resource Center for Higher Education, the Adult Literacy Center and the Institute for Teaching and Learning. Each of these centers and/or institutes is connected to an academic department within the CEHD and serves as a site for applied research and training.

The College of Education and Human Development (CEHD) generates knowledge, fosters engaged learning, promotes social justice, and empowers students, educators, other professionals, and community members through teaching, research, evaluation, and public service. The urban setting of the University of Massachusetts Boston informs – and is informed by – CEHD efforts to fulfill the academic and civic purposes of education in a diverse democracy.

This mission statement as associated core values serve as a philosophical and operational guide for all activities of the College of Education and Human Development. Core values include:

- Academic excellence applies theory and evidence-based practice to produce effective and sustainable learning and development outcomes;

- Social justice and inclusion involves equality of access and success for all students, especially those who historically have had limited educational opportunity because of education level, national origin, socio-economic status, gender, age, sexual orientation, disability, or race, ethnic, linguistic, or cultural background;
- Community engagement integrates academic knowledge with community-based knowledge to address public and policy issues, improve quality of life, and support a just and inclusive democracy.

The mission of the College of Education and Human Development is accomplished in collaboration with students, professionals, and other stakeholders through:

- offering learning environments that prepare students, educators, and other professionals to assume leadership roles in the design, development, and implementation of teaching and learning experiences that are consistent with our values;
- conducting research directed at improving educational policy and practice in school, higher education, and community settings to improve the quality of life for *all* individuals;
- disseminating materials and information to increase knowledge, improve practice, and facilitate the learning and development of all individuals in school, higher education, and community settings;
- offering technical assistance to enhance learning and skill development in community settings including schools, colleges and universities, and community-based organizations and programs at local, state, national and international levels.

Department of Counseling and School Psychology

The Department of Counseling and School Psychology prepares individuals to enter professional roles as: family therapists; mental health counselors; rehabilitation counselors; school guidance counselors; and school psychologists. The Department of Counseling and School Psychology has five master level programs in Family Therapy, Rehabilitation Counseling, Mental Health Counseling, School Psychology, and School Counseling. Four of these programs are also taught online.

Our department is housed in the College of Education and Human Development. We are unified by shared goals and a common mission. These include preparing our graduates to be thoughtful and responsive professionals, particularly in meeting the needs of those who live in urban and diverse environments. The content and experiences within our programs are systematically designed to build on the College and University mission.

The Department and our programs are committed to the preparation of highly qualified professionals who will seek to promote maximum growth and development of individuals (children, adolescents, and adults) with whom they work. This is accomplished through a carefully planned curricula which includes the following: interdisciplinary and multidisciplinary approaches; theory linked to practice; a practitioner-scientist approach; self awareness and self-exploration activities; opportunities to learn and demonstrate

respect for others; and socialization into the role of the profession. We value respect for the social foundations and cultural diversity of others and promote opportunities for students to learn how others construct their world.

We emphasize to our students to focus on the assets and coping abilities of the people with whom they work rather than focusing on deficits. Additionally, we encourage the promotion of preventative services, which maximize individual functioning. Our programs are grounded in a systematic eclectic philosophical orientation, which includes: systemic theory; social constructionism; social learning theory; and person-centered approaches.

Each program is fully committed to having students establish a professional identity by meeting state and national certification and licensure requirements. The course curricula for Programs in Family Therapy, Mental Health Counseling, Rehabilitation Counseling, and School Psychology fulfill the academic requirements for licensure by the Board of Allied Mental Health and Human Services Professions in the Commonwealth of Massachusetts.

Courses meet once a week and are offered in the late afternoon and evening in order to accommodate students with full-time jobs. Full-time students can complete the program in two years (including summers). Part-time students can progress through the program at their own pace and have six years to complete the program. Both full-time and part-time faculty are researchers, clinicians, and career professionals strongly committed to sharing their knowledge and skills with students entering counseling fields.

The primary goal of the Department of Counseling and School Psychology is to prepare highly qualified thoughtful and responsive professionals educated to serve a diverse multicultural urban population as family therapists, mental health counselors, rehabilitation counselors, school counselors, and school psychologists. The following objectives are necessary to pursue the Department goal:

1. Students will become knowledgeable and skilled practitioners through training and experiences in:
 - theories of human development
 - theories of individual and group counseling
 - theories of abnormal behavior
 - theories of psychological, educational, and vocational assessment
 - biological/physiological bases of behavior
 - dynamics of multicultural influences on individual worldviews and individual uniqueness.
 - the use of technologies in the practice of our professions, including the psychological limitations and benefits of technology.
 - systems theories and the dynamics of family relationships

2. Students will become caring, principled, and respectful professionals through training and experiences in:

- humanistic and person centered approaches
- guided practice in acquiring interpersonal skills
- ethical principles, standards of practice and respect for persons
- the actual practice of the profession through practicum and internship

3. Students will become committed agents of change for social justice through training and experiences in:

- laws and regulations governing the practice of their profession
- theories of empowerment
- theories of oppression and dominance
- theories of change
- history of the profession

4. Students will become committed reflective and critical thinkers through training and experiences in:

- reading, interpreting and using the professional research literature (becoming a practitioner-scientist).
- theories and techniques of program evaluation and assessments.
- self evaluation and self reflection activities during practical and internship experiences.
- self evaluation and feedback through a culminating experience graduate training (e.g. the Capstone).

Rehabilitation Counselor Education Faculty

Full-time faculty with primary assignment and advising responsibilities to the Rehabilitation Counseling Program are:

Ilana Lehmann, Ph.D., Southern Illinois University Carbondale, Rehabilitation Counselor Education

Research Interests: effects of legislation and labor market factors on employment rates of individuals with disabilities

Molly Tschopp, Ph.D., University of Wisconsin-Madison, Rehabilitation Psychology

Research interests: implications of chronic illness, attitudinal barriers to rehabilitation and recovery, advocacy and empowerment

Additional full-time faculty members from the Department who contribute to the functioning of the Rehabilitation Counseling Program are listed below, along with their degrees and areas of research:

Kiran Shahreen Kaur Arora, Ph.D., Syracuse University, Family Therapy

Research interests: immigrant experiences, intergenerational transmission of trauma impact of political violence on diaspora communities

Gonzalo Bacigalupe, Ed.D., University of Massachusetts Amherst, Counseling Psychology, MPH Harvard School of Public Health

Research interests: immigrant health care, family violence and trauma, intercultural family therapy, collaborative consultation, qualitative data analysis software

Alisa Beaver, Ph.D., University of Massachusetts Amherst, Counseling Psychology

Research interests: multicultural and narrative therapies; memory, trauma and coping within a social context; bilingual processing and assessment; sexuality and gender

Lisa Cosgrove, Ph.D., Duquesne University, Clinical Psychology

Research interests: public policy implications of homelessness, PTSD, bias in psychiatric diagnosis, women's health

Varda Konstam, Ph.D., Fordham University, School Psychology

Research interests: Psychological adaptation to chronic illness, forgiveness, health

Sharon Lamb, Ed.D., Harvard University, Human Development

Research interests: Gender and development, abuse and victimization, effects of media on children's development, sexualization of girls, moral psychology

Boaz Levy, Ph.D., University of Southern California, Clinical Psychology
Research interests: Substance abuse, bipolar disorder, mental health of older adults, community-based cognitive treatment strategies

Esmail Mahdavi, Ed.D., Indiana University, Counseling Psychology
Research interests: Mental health counseling, group dynamics, substance abuse

Melissa Pearrow, Ph.D., Northeastern University, Counseling and School Psychology
Research interests: Mental health services, violence prevention, student empowerment

Part-time faculty members who have been contributing on a long-standing basis to the functioning of the Rehabilitation Counseling Program include David Creasey, MD, David Hershenson, PhD, and Steve Jochim, MS.

Rehabilitation Counselor Education Curriculum

General Counselor Education Core Courses

COU 601 Research and Evaluation in Psychology
COU 605 Vocational, Educational & Psychological Assessment
COU 606 Ethical Standards and Professional Issues in Counseling
COU 608 Abnormal Psychology
COU 614 Counseling Theory and Practice I
COU 615 Counseling Theory and Practice II
COU 616 Group Counseling and Group Dynamics
COU 620 Clinical Application of Human Development
COU 622 Family Therapy Theories
COU 653 Perspectives in Cross Cultural Counseling

30 credits

Rehabilitation Counselor Education Core Courses

COU 602 Medical, Psychosocial, & Educational Aspects of Disabilities
COU 603 Foundations of Rehabilitation
COU 610 Case Management & Planning in Rehabilitation
COU 612 Vocational Rehabilitation and Placement
COU 613 Vocational Development and Career Information
COU 688 Practicum in Rehabilitation Counseling
COU 698 Internship in Rehabilitation Counseling (12 credits total)

30 credits

Total credits required: 60

Typical Plan of Study (Full Time)

First Year

| <u>Fall Term</u> | <u>Credits</u> |
|---|----------------|
| COU 601 Research and Evaluation in Psychology | 3 |
| COU 603 Foundations of Rehabilitation | 3 |
| COU 606 Ethical Standards and Professional Issues | 3 |
| COU 614 Counseling Theory and Practice I | 3 |

| <u>Spring Term</u> | <u>Credits</u> |
|--|----------------|
| COU 612 Vocational Rehabilitation & Placement | 3 |
| COU 610 Case Management & Planning in Rehabilitation | 3 |
| COU 615 Counseling Theory and Practice II | 3 |
| COU 622 Family Therapy Theories | 3 |

Summer (first year)

| | |
|--|---|
| COU 616 Group Counseling & Group Dynamics | 3 |
| COU 688 Practicum in Rehabilitation Counseling | 3 |

Second Year

| <u>Fall Term</u> | <u>Credits</u> |
|---|----------------|
| COU 608 Abnormal Psychology | 3 |
| COU 698 Internship in Rehabilitation Counseling | 6 |
| COU 620 Clinical Application of Human Development | 3 |

| <u>Spring Term</u> | <u>Credits</u> |
|--|----------------|
| COU 602 Medical, Psychosocial, & Educational Aspects of Disabilities | 3 |
| COU 698 Internship in Rehabilitation Counseling | 6 |
| COU 653 Perspectives in Cross Cultural Counseling | 3 |

Summer (second year)

| | |
|---|---|
| COU 605 Principles of Voc., Educational & Psych. Assessment | 3 |
| COU 613 Vocational Development and Career Information | 3 |

| | |
|----------------------|----|
| <u>Total Credits</u> | 60 |
|----------------------|----|

Typical Plan of Study (Part-time)

| <u>First Year</u> | | <u>Credits</u> |
|--------------------|--|----------------|
| | <u>Fall Term</u> | |
| | COU 603 Foundations of Rehabilitation | 3 |
| | COU 614 Counseling Theory and Practice I | 3 |
| | <u>Spring Term</u> | |
| | COU 610 Case Management & Planning in Rehabilitation | 3 |
| | COU 615 Counseling Theory and Practice II | 3 |
| | <u>Summer Term</u> | |
| | COU 620 Clinical Application of Human Development | 3 |
| <u>Second Year</u> | | <u>Credits</u> |
| | <u>Fall Term</u> | |
| | COU 601 Research and Evaluation in Psychology | 3 |
| | <u>Spring Term</u> | |
| | COU 602 Medical, Psychosocial, & Educational Aspects of Disabilities | 3 |
| | COU 612 Vocational Rehabilitation & Placement | 3 |
| | <u>Summer Term</u> | |
| | COU 616 Group Counseling & Group Dynamics | 3 |
| <u>Third Year</u> | | <u>Credits</u> |
| | <u>Fall Term</u> | |
| | COU 622 Family Therapy Theories | 3 |
| | COU 653 Perspectives in Cross-Cultural Counseling | 3 |

Spring Term

| | |
|--|---|
| COU 608 Abnormal Psychology | 3 |
| COU 606 Ethical Standards & Professional Practices | 3 |

Summer Term

| | |
|--|---|
| COU 688 Practicum in Rehabilitation Counseling | 3 |
|--|---|

Fourth YearFall Term

| | |
|--|---|
| COU 698 Internship in Rehabilitation Counseling | 6 |
| COU 605 Vocational, Educational, & Psych. Assessment | 3 |

Spring Term

| | |
|---|---|
| COU 613 Vocational Development and Career Information | 3 |
| COU 698 Internship in Rehabilitation Counseling | 6 |

Total Credits 60

**It is recommended that students meet with their advisor early in the program to discuss and complete a tentative plan of studies.

Course Descriptions

Courses required for rehabilitation counseling students are listed below.

**COU 601 Research and Evaluation in Psychology*

This course examines several research models and strategies with respect to their various rationales and methodologies. Relevant statistical topics are introduced conceptually, especially as they are applied in research about specific academic settings: 3 credits

**COU 602 Medical, Psychosocial, and Educational Aspects of Disabilities*

This course is designed to offer students with little or no exposure to advanced life sciences the opportunity to examine a physiological and anatomical basis of many chronic diseases they will encounter in a rehabilitation counseling setting. Students examine the etiology, progress, and potential resolution of a wide range of disorders, as well as the potential implications consequent on these disabilities: 3 credits

**COU 603 Foundations of Rehabilitation*

This course seeks to provide students with basic information about the process of rehabilitation, and its history and philosophy. Discussions also focus on the organizational structure of the rehabilitation system, the professional identity of the rehabilitation counselor, and legal and ethical issues in the practice of rehabilitation counseling: 3 credits

**COU 605 Principles of Vocational, Educational, and Psychological Assessment*

This course provides a survey of standardized tests used in assessing aptitudes, interests, and personality traits, covering technical and methodological principles and social, ethical, and legal implications of psychological testing and assessment: 3 credits

**COU 606 Ethical Standards & Professional Issues in Counseling*

The purpose of this course is to create awareness among counselors-in-training of their contribution in the therapeutic process and helping relationship. Topics include foundations for an ethical perspective; models of ethical decision-making; ethical codes of professional organizations; client rights and counselor responsibilities; ethical concerns in multicultural counseling and with special client populations; ethical issues in special modalities (i.e. group, marriage, and family counseling): 3 credits

*COU 608 Abnormal Psychology

This course provides students with information relevant to the diagnosis, etiology, and treatment of mental illness. Psychopharmacological interventions are addressed. The epistemological assumptions that ground traditional theories of psychopathology and diagnostic systems such as the DSM are discussed, and avoiding bias in psychiatric diagnosis is a major focus of this course. The following DSM categories are covered: mood disorders, anxiety disorders, psychotic disorders including schizophrenia, disorders usually first evident in childhood, and personality disorders: 3 credits

*COU 610 Case Management and Planning in Rehabilitation

This course acquaints students with case management in rehabilitation counseling and with the range of community resources available to the counselor whose goal is the effective and comprehensive rehabilitation of individuals with disabilities. Topics include case finding and case planning, service coordination, and client advocacy activities: 3 credits

*COU 612 Vocational Rehabilitation and Placement

This course seeks to provide students with information about the total vocational rehabilitation process, including follow-up services. Topics include the referral process; eligibility criteria; comprehensive (medical, psychological, vocational) assessment; vocational training, and placement: 3 credits

*COU 613 Vocational Development and Career Information

The vocational development component of the course concentrates on the theories of Roe, Holland, Ginzberg, Super, and Tiedeman. The career information component, a major emphasis, directs the student to locate and use sources of educational-vocational information. These sources will include but not be limited to the Dictionary of Occupational Titles, Occupational Outlook Handbook, Guide to Occupational Exploration, information on local labor market information and on military careers, occupation-education information, college and vocational school guides and catalogues: 3 credits

*COU 614 Counseling Theory and Practice I

The purpose of this course is to provide grounding in the commonalties of counseling techniques and practice in the use of various techniques. The course will cover the essentials of interviewing, note taking, and report writing, as well as the role of diagnosis. Tapes and role playing are required: 3 credits

*COU 615 Counseling Theory and Practice II

This course is an extension of Counseling Theory and Practice I. Major theoretical approaches (dynamic, humanistic, behavioral) are considered. The course also involves the exploration of some non-traditional approaches and the use of tape recordings, films, written records of interviews, and role playing: 3 credits

*COU 616 Group Counseling and Group Dynamics

This course provides an introduction to group dynamics that uses the group process of the class to provide experience of group membership and data for interpretation. Participation as a group member is required. Readings and lectures will build a cognitive base for evaluating experiential learning: 3 credits

*COU 620 Clinical Application of Human Development

This course provides students with a comprehensive view of the life span development from childhood through adulthood from several perspectives: 1) the interaction of age with such factors as gender, cultural background, disabilities, and other significant issues encountered at particular stages of life; 2) how individuals at specific stages of cognitive development process information and experience; and 3) a structural approach to ego development: 3 credits

*COU 622 Family Therapy Theories

This course is focused on general concepts of systems theory and on theoretical frameworks that inform family therapy. Family therapy theories and interventions and the feasibility of family therapy will be discussed within a historical context. Students will be given the opportunity to integrate family therapy theories with their experiences and perceptions of their families-of-origin. The influence of culture, race, social class, and gender on families and family therapy theories will be highlighted. Experiential exercises and videotapes of therapy sessions will be used to demonstrate the impact of family therapy theories on the client-family interactions and family therapy sessions: 3 credits

*COU 653 Perspectives in Cross-Cultural Counseling

This course addresses the role of culture in counseling and psychology by looking at history and at current issues. Discussions use an interdisciplinary framework to approach the question of counseling in multicultural society. The course seeks to contribute to both the personal and the professional development of its participants: 3 credits

*COU 688 Practicum in Rehabilitation Counseling

The purpose of the practicum is to expose the student to the field of rehabilitation counseling through actual placement in a facility where appropriate supervision is

provided. Class discussions include a review of onsite observations and experiences and discussions of current issues in the field of rehabilitation: 3 credits

***COU 698 Internship**

Students are placed as apprentice counselors in rehabilitation facilities under the direct supervision of qualified professionals. Students learn the role and responsibilities of rehabilitation counselors by taking on counseling cases. Students meet weekly on campus for a seminar to discuss issues surrounding the work experience: 2 semesters required at 6 credits each

Rehabilitation Counseling Practicum and Internship

A summary of practicum and internship information is provided below. Please see the Practicum and Internship Handbook for additional details.

Students must complete a 100 hours of practicum experience. The 100 hours will be completed in approved placements sites. Additionally, as part of the practicum experience students attend a seminar class where practicum experiences and current issues in rehabilitation counseling are discussed. Practicum hours should be documented on the appropriate form and signed by site supervisors.

The rehabilitation internship is required of all rehabilitation counseling students. It consists of supervised field experiences in rehabilitation facilities including public, nonprofit and private facilities. It is required that students complete 600 clock hours, 300 clock hours a semester, in the internship. Internship students must have completed a minimum of 18 semester credits. Prerequisites include Counseling Theory and Practice I and II, Foundations of Rehabilitation, and Practicum. It is highly recommended that they have also complete Ethical Standards & Practices, Medical & Psychosocial Aspects of Disabilities, Abnormal Psychology, and Principles of Vocational, Educational & Psych Assessment. Please examine the attached contract that will exist between you and the internship site that reviews ethics, responsibilities and requirements, professional conduct and acknowledgment. Additionally, the student intern must obtain proper insurance.

The objectives of the internship are to:

1. To acquaint the student with the roles, duties and responsibilities of a professional rehabilitation counselor.
2. Develop counseling techniques that must be acquired in actual counseling relationships.
3. Learn to integrate counseling theories acquired through coursework to actual issues confronting persons with disabilities.
4. To have the student engage and participate in the roles, duties, and responsibilities of a professional rehabilitation counselor.
5. To provide the student with experiences through which they may receive feedback from a professional rehabilitation counselor and a rehabilitation counselor educator.
6. To develop the skills of a professional rehabilitation counselor so that the student will begin to feel confident in his/her ability to function as a professional in the field of rehabilitation.
7. To have the student to begin to develop and use community resources which are relevant to the practice of rehabilitation counseling.
8. Learn to work and function as a team member with other professionals in the rehabilitation process.
9. To have the student understand the relationship and functioning of

systems, e.g. the relationship between the rehabilitation counseling staff and the administration of the agency.

Selection of Internship Site

The selection of an internship site is an important part of your education in the profession of rehabilitation counseling. Therefore, careful selection of a site is important. The following criteria have been identified which are helpful in deciding upon an internship site:

1. The organization or agency provides rehabilitation counseling services to persons with disabilities.
2. The organization or agency allows interns to actively participate in the provision of rehabilitation counseling services.
3. The organization or agency has a supervisor that is qualified (see criteria below)
4. The supervisor will commit to regular weekly supervision with the student intern.
5. The organization or agency will allow for the taping of counseling sessions (audio or video) for the purpose of feedback to the student intern at the weekly University seminar.

The selection of your placement site should take into account your desired learning experiences, e.g. what are the skills you wish to acquire and what are the types of disabilities you wish to have experience working with during the placement. You may not use your current job as your practicum and/or internship except under special circumstances. The purpose of the field placement experience is to allow you to be exposed (primarily as an observer) to rehabilitation settings and populations you have not had an opportunity to experience previously. There are several other reasons why you cannot use your current work site as a practicum and/or internship. One reason is that there is potential for confusion concerning roles and responsibilities if you are both an employee and a student at the same site—dual roles. Also, you must present yourself accurately as an internship student. A potential exception to using your work site as a practicum and/or internship may be when you work in an organization with several distinct programs. In such situations when there is minimal interaction between programs and clients served, you may complete a practicum and/or internship with the approval of your faculty advisor. In addition, you must be able to present yourself as a practicum student or intern to students and staff.

At the time of your decision for the internship site placement, you will complete an Introductory Data Form which will provide relevant information prior to your interview with a prospective agency and supervisor. This form should facilitate your acquisition of a placement site, and it includes space for identifying relevant vocational goals you have and counseling skills you would like to acquire. It is important that you work with your

academic advisor in the selection of a placement. Therefore, it is recommended that you see your academic advisor during early spring if you plan on an internship for the following fall. You will want to discuss a strategy for selecting your internship along with the appropriate steps in the process.

Internship Supervisor

In order for students to meet the academic requirements in the Commonwealth of Massachusetts for licensure as a Rehabilitation Counselor and national certification as a Rehabilitation Counselor **Practicum and/or Internship Supervisors must meet the following qualifications:**

Rehabilitation Counselor

- (a) A rehabilitation counselor currently certified as a CRC by the CRCC; or
- (b) A currently licensed rehabilitation counselor or an individual who meets the qualifications for licensure as a rehabilitation counselor by the board; or
- (c) A person who has a minimum of five years clinical experience in rehabilitation counseling and either:
 - (i) A masters degree in rehabilitation counseling or a related field; or
 - (ii) A doctorate in psychology; or
 - (iii) A medical degree with a subspecialization in psychiatry.

(Board of Allied Mental Health and Human Services Professions, Commonwealth of Massachusetts, 262 CMR)

NOTE: If the on-site supervisor does not meet the above qualifications but has a masters degree in social work or a social service related discipline. The practicum student must receive additional weekly supervision from a faculty member with a CRC.

The agency supervisor will be responsible for the student intern's orientation to the agency and daily assignment of work activities at the internship site. The supervisor must be committed to the training of the student and be responsible for making the internship a good learning experience and introduction to the field of rehabilitation. The student intern should have a reasonable number of clients and have generous opportunities to perform counseling. It is expected that the students will have opportunities to videotape or audiotape counseling sessions that will be used to provide valuable feedback to internship students in the University internship class. Additionally, the supervisor must provide regular supervision for the intern on a once a week basis and meet with the designated University faculty member at appropriate times. Finally, the supervisor will complete a student/intern evaluation at the end of each term and share the evaluation with the student intern. The supervisor should present the feedback constructively to the student intern.

Student Intern Responsibilities

The student intern will be responsible for completing 600 clock hours during the academic year, over two semesters. The number of hours per week and the start and stop dates should be negotiated with the internship supervisor. The intern is responsible for regular attendance and provision of high quality services to those receiving services. It is expected that the student intern function as closely as possible to regular employees of the agency. Additionally, students are responsible for recording clock hours at the internship site and recording supervision received from a CRC. The University does not provide professional liability to student interns. Therefore, student interns must obtain professional liability through one of the professional organizations such as the American Counseling Association or the American Psychological Association. See your advisor for information on these professional organizations.

The student will be responsible for completing an agency/supervisor evaluation at the end of the placement. This information will be used in recommending placements to future student interns.

Capstone

Students must complete a capstone project. Rehabilitation Counseling students may choose one of two options: a clinical case analysis or a research project.

Students completing the **Research Project** are expected to systematically identify a problem or issue confronting them as practitioners during their field experience, the internship (the early part of their internship). Through consultation with peers and faculty (both group and individual consultations) students will develop methods of addressing the problem identified. Students may choose to address a policy issue or conduct a small scale research study. Essential in the choice of the activity will be how the issue relates to practice as a rehabilitation counselor. Students may choose to address the identified issue through policy or research activities with focus on: interventions; adaptive technologies, systems functioning; or urban and diversity issues confronting those with disabilities.

The purpose of completing a research project is to prepare students to be practitioner-scientists. Students will develop and conduct a small research study during their internship. They must complete a literature review, a methods section, and the results of the study. Students are encouraged to share the results with the agency staff where they will have completes the internship and collected the information for the study. Students are expected to demonstrate skills of systematic interpretation of research information presented in journals and other scientific sources along with clinical experience in the practice of rehabilitation counseling.

The intent of the **Clinical Case Analysis** is to engage students in an experience which, in its comprehensiveness, brings together their entire learning experience throughout their enrollment in the Program, and reinforces their own self-efficacy and feelings of competence as a rehabilitation counselor.

*Please see the Capstone Requirements document for additional details.

Professional Organizations

We encourage students to belong to professional rehabilitation counseling organizations. There are several professional rehabilitation counseling organizations that students may join. These rehabilitation counseling organizations are divisions in larger professional organizations. Listed below are names and addresses of the organizations.

American Counseling Association
 Division- American Rehabilitation Counseling Association
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Code of Professional Ethics for Rehabilitation Counselors

The new Code of Professional Ethics for Rehabilitation Counselors, effective January 1, 2010, may be viewed at the following link:

http://www.crccertification.com/pages/crc_cerc_code_of_ethics/10.php

CRCC Recommended Citation:

Commission on Rehabilitation Counselor Certification. (2009). *Code of professional ethics for rehabilitation counselors*. Schaumburg, IL: Author.

The code is developed and administered by the Commission on Rehabilitation Counselor Certification (CRCC®) 1699 East Woodfield Road, Suite 300, Schaumburg, Illinois 60173, (847) 944-1325

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262 CMR 4.00: Requirements For Licensure As a Rehabilitation Counselor

By the [Division of Professional Licensure](#)

4.01: Licensure Requirements

(1) **Preface.** To qualify for licensure as a rehabilitation counselor, pursuant to the requirements of M.G.L. c. 112, § 165, as amended, an applicant must provide evidence satisfactory to the Board that the professional standards and education experience requirements described in 262 CMR 4.01(3) have been met by the applicant.

All licensed rehabilitation counselors are charged with having knowledge of the existence of 262 CMR and required to practice rehabilitation counseling in accordance with them.

(2) **Definitions.**

Approved Supervisor.

- (a) A rehabilitation counselor currently certified as a CRC by the CRCC;
- (b) a currently licensed rehabilitation counselor, or an individual who meets the qualifications for licensure as a rehabilitation counselor by the Board; or
- (c) a person who has a minimum of five years of clinical experience in rehabilitation counseling and either:
 - 1. a master's degree in rehabilitation counseling or a related field;
 - 2. a doctorate in psychology; or
 - 3. a medical degree with a subspecialization in psychiatry.

Board. Board of Allied Mental Health and Human Services Professions.

CRCC. The Commission on Rehabilitation Counselor Certification.

CRC. Certified Rehabilitation Counselor credential issued by the CRCC.

Full Time. 35 hours per week/48 weeks per year.

Graduate Level Course. Three credit semester or four credit quarter graduate level course.

Group Supervision. A regularly scheduled meeting of not more than six rehabilitation professionals with an approved supervisor for a period of at least one hour. "Peer" supervision will not be considered to be qualifying supervision for these purposes.

Individual Supervision. A meeting of not more than one or two rehabilitation professionals with an approved supervisor for a period of at least one hour.

Internship.

(a) A distinctly defined, post-practicum, supervised curricular experience intended to enable the rehabilitation counselor to refine and enhance basic rehabilitation counseling skills, develop more advanced rehabilitation counseling skills, and integrate professional knowledge and skills pertinent to the initial post-graduate professional experience.

(b) An internship completed after the award of a qualifying graduate degree must include a clearly defined program and schedule of services and duties to be performed by the intern. Written evaluations of the performance of the interns, as well as an evaluation of the internship experiences by the intern, must be included in post-graduate internships.

Licensure Examination. The examination for licensure as a rehabilitation counselor shall be the CRCC Certification Examination. The CRC credential/certification is not required for licensure. The licensure examination is administered two times per year by the CRCC. For information on sites, dates of administration, and fees, contact the CRCC.

Recognized Educational Institution. An educational institution licensed by the state in which it is located which meets national standards for the granting of a master's or doctoral degree. "National Standards" shall be deemed to include, but not be limited to, approval by the United States Department of Education.

Related Field. Counselor education, psychology, counseling psychology, education with a concentration in counseling or psychology, or other field determined by the Board to be a related field.

Supervised Clinical Experience. A minimum total of 200 hours of group and individual supervision in the clinical practice of rehabilitation counseling by an approved supervisor. A minimum of 100 hours of the required minimum 200 hours of supervision must be individual supervision.

(3) **Licensure Eligibility.** A candidate for licensure as a rehabilitation counselor must meet the requirements set forth in 262 CMR 4.01(3)(a) through (e).

(a) **A Master's or Doctoral Degree in Rehabilitation Counseling or a Related Field from a Recognized Educational Institution.** The graduate degree program of study must have included an internship. If an applicant's master's or doctoral degree program of study consisted of less than 48 semester hours, or, if the applicant's master's or doctoral degree program of study did not include the courses listed in 262 CMR 4.01(3)(b) and/or an internship, evidence of completion of graduate level courses and/or an internship outside of the degree program sufficient to meet the 48 semester hour, course and internship requirements, must be submitted to the Board for review and approval. An applicant who was awarded a graduate degree from a combined professional graduate

program must submit the program of study for such combined program for review and approval of such program by the Board;

(b) Successful completion of one graduate level course in each of the following content areas (Total courses required = 5):

- Job Placement/Development/Vocational Analysis/Transferable Skill Development
- Vocational Assessment and Evaluation
- Vocational and Affective Counseling
- Rehabilitation Plan Development
- Medical Aspects of Disabilities

(c) A minimum of two years full-time, post-master's degree supervised clinical experience or equivalent part-time, work experience in rehabilitation counseling in a clinic or hospital licensed by the Department of Mental Health or accredited by the Joint Commission on Accreditation of Hospitals or in an equivalent center or institute, or under the direction of an approved supervisor. Applicants who have completed a qualifying master's degree consisting of a 48 semester hour program of study which included an internship may be credited a maximum of ½ of the total number of hours of the internship experience toward the clinical experience requirement;

(d) Successful completion of a Supervised Clinical Experience; and

(e) Achievement of a passing score on the licensure examination. If an applicant is currently a CRC in good standing, a copy of the applicant's CRCC membership certificate may be submitted with the licensure application in lieu of an examination score report from the CRCC.

REGULATORY AUTHORITY

262 CMR 4.00: M.G.L. c. 112, §§ 163 through 172, c. 13, §§ 88 through 90, St. 1987 c. 521, as amended by St. 1989 c. 720 and St. 1990 c. 477.

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