

**REHABILITATION COUNSELING  
PROGRAM AND PROCEDURAL MANUAL**

**UNIVERSITY OF PITTSBURGH  
SCHOOL OF HEALTH AND REHABILITATION SCIENCES  
DEPARTMENT OF REHABILITATION SCIENCE AND  
TECHNOLOGY**

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## Introduction

This manual is designed as a resource to help you become more accustomed to the way things work at the University of Pittsburgh and within the School of Health and Rehabilitation Sciences (SHRS). It provides instructions and suggestions on how to get started here at Pitt, and is an informal supplement to the SHRS Graduate Student Handbook and the University of Pittsburgh policies. While most information was taken directly from University policies and procedures, some is based on suggestions and past experiences of both department faculty and students.

***Please be aware that some information may change or become outdated. This manual does not serve as policy for the department or the school and should not be used as such.***

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## **Rehabilitation Counseling Program Overview**

A concentration in Rehabilitation Counseling is offered within the Master of Science in Health and Rehabilitation, through the School of Health and Rehabilitation Sciences. This program prepares students to practice the profession of rehabilitation counseling. Rehabilitation counselors work collaboratively with individuals with disabilities to understand existing problems, barriers, and potential, to facilitate the individual's use of resources and services for career, personal, social, and community adjustment. Rehabilitation counselors assist individuals with disabilities to adapt to their environment, work with those environments to accommodate the needs of individuals with disabilities, and act as advocates for the full participation of individuals with disabilities in all aspects of society.

The program emphasizes assistive and rehabilitation technology, vocational rehabilitation and working with persons with cognitive disabilities. The program is a 60 credit (two years, if attended full-time) degree.

## **About University of Pittsburgh**

The University of Pittsburgh, founded in 1787, is one of oldest institutions of higher learning in the United States. The University of Pittsburgh strives to be a Leader in Education, Pioneer in Research, and Partner in Regional Development.

## **Rehabilitation Counseling Program Mission Statement**

To educate professional rehabilitation counselors to assist persons with disabilities using counseling, advocacy and assistive technology to optimize individual functioning, self-direction, participation, economic self-sufficiency, and quality of life AND to create knowledge and evidence-based practice that advances the discipline.

## **Philosophy:**

The philosophy of the program upholds the values underlying the scope of practice for rehabilitation counseling (Commission on Rehabilitation Counselor Certification [CRCC] updated in 2010), including:

1. Facilitation of independence, integration, and inclusion of people with disabilities in employment and the community,
2. Belief in the dignity and worth of all people,
3. 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,

4. Emphasis on the holistic nature of human function which is procedurally facilitated by the utilization of such techniques as interdisciplinary teamwork, counseling to assist in maintaining a holistic perspective, and a commitment to considering individuals within the context of their family systems and communities,
5. Recognition of the importance of focusing on the assets of the person, and
6. Commitment to models of service delivery that emphasize integrated, comprehensive services that are mutually planned by the consumer and the rehabilitation counselor.

### **Vision Statement:**

To be recognized as a premiere rehabilitation counseling graduate professional education program in the country based on student, alumni and faculty success, as well as consistently being ranked among the top programs in the nation by US News and World Report.

### **Rehabilitation Counseling Profession**

The CRCC explains that rehabilitation counselors assist individuals with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career and independent living goals in the most integrated settings possible. They engage in a counseling process which includes communication, goal setting, and beneficial growth or change through self-advocacy, psychological, vocational, social and behavioral interventions. Rehabilitation counselors utilize many different techniques and modalities, including assessment, diagnosis and treatment planning, counseling, case management, and advocacy to modify environmental and attitudinal barriers, provide placement-related services, and facilitate utilization of rehabilitation technology. According to the United States Department of Labor, employment of rehabilitation counselors is expected to grow by 28 percent from 2010 to 2020, faster than the average for all occupations. Demand for rehabilitation counselors is expected to grow with the increase in the elderly population and with the continued rehabilitation needs of other groups, such as veterans and people with disabilities.

### **Counseling Accreditation and Ranking**

The University of Pittsburgh rehabilitation counseling program is nationally accredited by the Council on Rehabilitation Education (CORE). This accrediting body determines the standards of quality in counselor education and evaluates program's adherence to these standards. CORE accreditation is the recognized hallmark of high quality, graduate education in counseling. The University of Pittsburgh has been accredited since 2003 and is currently accredited through 2015. Our program is also currently ranked 23<sup>rd</sup> according to U.S. News and World Report.

## Counselor Endorsement, Certification, and Licensure

### Rehabilitation Counseling Certification

The CRCC was established in 1974. The primary purpose of certification is to establish professional standards whereby persons with disabilities, related professionals, agency administrators, and the general public can evaluate the qualifications of persons practicing rehabilitation counseling and to provide assurances that professionals engaged in rehabilitation counseling will meet acceptable standards of quality in practice.

Certification is the process whereby a profession gives recognition to an individual who has fulfilled certain requirements or standards, as predetermined by that profession.

To be eligible to sit for the CRCC examination, applicants must meet all requirements in one of 11 categories. The two categories most relevant for students in the rehabilitation counseling program at the University of Pittsburgh are:

#### **Category A:**

Master's in Rehabilitation Counseling – program accredited by CORE.

- Rehabilitation counseling internship of 600 clock hours supervised by a CRC.

#### **Category G:**

Students enrolled in Master's degree program accredited by CORE with 75% of coursework completed by February 1 for March test; by June 1 for July test; by September 1 for October test.

- Rehabilitation counseling internship of 600 clock hours supervised by a CRC completed prior to graduation.
- Graduate within twelve months of the CRC application deadline date.

### Counselor Licensure

Under Chapter 48 of *The Social Workers, Marriage and Family Therapists and Professional Counselors Act* (Act 136), graduates for the University of Pittsburgh's Rehabilitation Counseling program are eligible to obtain licensure. Graduates who have successfully passed the CRCC exam and who have completed their additional supervised clinical practice hours may apply to the licensure board to become a licensed professional counselor (LPC).

### Assistive Technology Certificate

Students in the rehabilitation counseling program at the University of Pittsburgh are also eligible for a unique certification in assistive technology (AT). Students are required to take certain courses to earn the certificate. Students interested in receiving the assistive

technology certificate should notify their advisor during their first year and discuss requirements. You should obtain a graduate certification declaration from Amy Donovan, complete it with your advisor and submit the completed for to Amy Donovan for forwarding it to the SHRS registrar.

## **Advisement and Mentoring**

### **Registration**

Upon acceptance into the program, you will be assigned an advisor. The name and contact information of your advisor is listed on the bottom of your acceptance letter. Prior to the beginning of the semester, it will be your responsibility to schedule a visit to meet with your advisor. At this point you will choose your classes, complete the registration form that can be found here at the Department, have it signed by your advisor and turn it into Kellie Beach. She is located in the Dean's Office, room 4020 on the 4th floor of Forbes Tower. You are responsible for scheduling an appointment with your advisor every semester to register for classes. Registration periods can be found in the academic calendar for each year – you are responsible for knowing the registration deadlines to avoid financial penalties.

### **Curriculum Planning**

Each student must earn a minimum of 60 credits to graduate. Students should meet with their advisors during the first semester to map out the courses they intend to take through the Master's program. Each student is allotted one elective. If you wish to obtain the assistive technology certificate, you must choose an AT elective (HRS 2711: Computer Access, HRS 2915: Telerehabilitation, HRS 2723: Home and Worksite Modifications, or HRS 2724: AT Funding and Policy). Course descriptions are located in Appendix B. If you do not want to obtain the assistive technology certificate, you may take an alternative elective based upon the approval of your advisor. If you want to take additional classes, you should discuss this option with your advisor.

### **Change of Schedule and/or withdrawal from courses**

While the last date for adding and dropping courses is generally within the first two weeks of a semester, it is your responsibility to identify registration deadlines. Students who do not drop classes within the first two weeks of class may also request a monitored withdrawal.

## Faculty Accessibility

It is the goal of the faculty to be accessible to each and every student. Faculty contact information is located in the beginning of this manual. While the faculty generally try to maintain an open door policy, they may not always be able to meet with you without prior notice. If you wish to meet with a faculty member, you should email to set up an appointment time.

## Grading

Grading policies are located in every course syllabus. Grading standards may vary between instructors and/or courses.

## Transfer Credits and Testing Out

Students wishing to transfer credits from another graduate program (up to 6 credits may be accepted) should meet with their advisor to discuss which courses may transfer. In some cases, students may test out of classes and receive credit for the class. Testing out is decided on a case-by-case basis and is not guaranteed.

## Academic Calendar

Please review the University's academic calendar at <http://www.pitt.edu/calendars.html>. It is important that you know the start of the semester, and date of your first class. Also, it is extremely important that you know the final day of the semester, so that you can complete and turn in all required assignments, in order to receive a grade for the course.

## Course Schedule

The curriculum is designed to enable the student to obtain the essential knowledge, skills, and attitudes necessary to function effectively as a professional rehabilitation counselor. Most courses are 1 evening per week for 3 hours (usually either from 4:00 – 7:00 pm or 5:00 to 8:00 pm). All required courses are offered once per academic year; some electives may not be offered that frequently.

However, there are exceptions; the 'Fundamentals of Rehabilitation Engineering and Technology' class (which is usually taken the first fall) is accompanied by a lab, which has multiple sections on Fridays.

The rehabilitation counseling course descriptions are located in Appendix A. This appendix provides the list of all courses required to graduate, and the recommended order for completion. To view the specific course schedules (days and times) for all semesters, please visit: [http://www.registrar.pitt.edu/schedule\\_of\\_classes.html](http://www.registrar.pitt.edu/schedule_of_classes.html)

## **Counseling Practicum**

According to the CORE standards:

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

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

A practicum is a period of supervised practical experience involving the utilization or application of previously learned skills or theories. It is a planned learning experience and is designed to complement the didactic phase of the academic program. The purpose of the practicum is to develop new insights and to provide new experiences that will contribute to your educational development and professional growth.

## **Assistive Technology Practicum**

Practicum involves a minimum of 100 clock hours of supervised assistive technology experience including assessment, development, training, evaluation and follow-up regarding rehab technology. The AT practicum is designed to provide specific experience and supervision in the provision of assistive technology to rehabilitation consumers. Optimally, supervision should be by a certified Assistive Technology Professional (ATP).

## **Rehabilitation Counseling Internship**

According to CORE standards:

Students shall have supervised rehabilitation counseling internship activities that include a minimum of 600 hours of applied experience in an agency/program, with at least 240 hours of direct service to individuals with disabilities. Internship students should have experiences that increase their awareness and understanding of the differences in values, beliefs, and behaviors of individuals from diverse populations. This sensitivity will promote cultural competence, foster personal growth, and introduce students to counseling approaches and rehabilitation issues that affect service delivery.

An internship is a period of supervised practical experience involving the utilization or application of previously learned skills or theories. It is a planned learning experience and is designed to complement the didactic phase of the academic program. The purpose of the internship is to develop new insights and to provide new experiences that will contribute to your educational development and professional growth.

All internships must be supervised directly by a rehabilitation counseling profession who holds a current certified rehabilitation counselor (CRC) certification from CRCC.

### **Rehabilitation Counseling Competency Examination**

There are two options for meeting the program requirements for research competency: the Thesis or the Non-Thesis option. Each showcases a student's cumulative knowledge and professional growth in rehabilitation counseling through in-depth review and analysis of a specific topic related to the field of rehabilitation counseling, and therefore functions as a "comprehensive examination."

The Thesis is a data-based project comprising one or more specific aims or hypotheses which arise from a review of recent literature. The data must be analyzed and summarized appropriately. Any collection or use of human subject data for the thesis must be preceded by submission and approval of a University of Pittsburgh Institutional Review Board (IRB) protocol.

The non-thesis options include either a Scholarly Paper or a Rehabilitation Case Study. The Scholarly Paper takes the format of a literature review, program development, curriculum design, or other project as approved by members of the student's Scholarly Paper Committee. While a Scholarly Paper, unlike a thesis, does not involve formal data collection/analysis, the paper must include a conceptual problem statement and explicit description of methodology used in completing the paper.

The Rehabilitation Case Study takes the form of a paper and a clinical presentation. Each student must complete a written review of a rehabilitation population, as well as their toolkit/portfolio. Once students have submitted their written analyses, each student will be assigned a clinical case study and must present to the rehabilitation faculty for 10 minutes.

## Required Training and Modules

### RPF Modules

The Education and Certification Program in Research & Practice Fundamentals (RPF) has been designed to provide training to individuals at the University of Pittsburgh, and its affiliated institutions, who wish to participate in research activities. The RPF program also includes several modules covering Health Insurance Portability and Accountability Act (HIPAA) requirements. The following modules are required:

<b>Research Integrity</b> (Formerly RPF Module 1)	No expiration
<b>Human Subjects Research in Biomedical Science</b> (Formerly RPF Module 2A) OR <b>Social &amp; Behavioral Researcher (CITI)</b>	No expiration
<b>Conflict of Interest</b> (Formerly RPF Module 4)	No expiration
<b>HIPAA Researchers Privacy Requirements</b> (Formerly RPF Module 6)	No expiration
<b>Bloodborne Pathogen Training</b> (Formerly RPF Module 9)	Required annually
<b>Responsible Literature Searching</b> (Formerly RPF Module 11)	No expiration
<b>UPMC Information Privacy &amp; Security Awareness Training for Students, Trainees, Health Professionals &amp; Other Individuals Who Are NOT UPMC Employees</b>	Required every 3 years
<b>VAIL Tutor</b>	No expiration

**All graduate students must complete the education modules and provide documentation of completion to the department.** Each training module takes approx. 20-60 minutes to complete, and requires that a quiz/test be taken and passed with a score of 80% or better. Upon passing, you will have the option to print your certificate of completion for each module. ***These documents should be uploaded electronically in Typhon for tracking purposes.*** Keep track of the username and password you create so that you can access your account at a later date, to retrieve any certificates that you have received. The RPF modules are all conducted electronically at: <http://cme.hs.pitt.edu> and <http://www.citi.pitt.edu>

**Final deadline for completing the modules is October 1<sup>st</sup>.** Participation in research or clinical activities will require immediate completion of the relevant modules. Prior to beginning practicum or internship, additional requirements are needed. **You will NOT be allowed to begin your supervised clinical experience until every module and requirement is completed and verified by faculty.**

## Clinical Requirements

<b>Physical Examination</b>	Required annually
<b>Proof of Personal Health Insurance</b>	Required annually
<b>Tuberculin (PPD) Test</b>	Required annually
<b>CPR Certification</b>	Required every 2 years
<b>Pennsylvania Criminal Record Check</b> <a href="http://www.psp.state.pa.us">http://www.psp.state.pa.us</a>	Required annually
<b>Child Abuse Background Check</b> <a href="http://www.dpw.state.pa.us/">http://www.dpw.state.pa.us/</a>	Required annually

SHRS physical examination forms can be found at <http://www.studentaffairs.pitt.edu/shsforms>

**All Clinical Requirements are due by February 1<sup>st</sup> in the semester prior to beginning your clinical requirements. Again, you will not be permitted to begin your placement until verification of the completion of ALL requirements.**

**Some sites may have additional requirements, including:**

- Completion of a FBI Background Check or Criminal Record Check from another state
- Drug screening
- Attendance at a clinical facility orientation session
- Any other requirements as specified by the clinical facility

## Professional Behavior Module

All students will be required to attend the Professional Behavior Module lecture. This lecture is conducted on the first day of class in HRS 2733. If you miss this module, you will be required to watch the make-up video.

## Plagiarism

Students are required to take and pass an academic integrity module that focuses on appropriate documentation and plagiarism. You will need to click on the link that says "Vail Tutor". This module includes a quiz at the end of the tutorial. Upon passing, you will have the option to print your certificate of completion for each module. This should be also be turned in electronically to Stacy Eckstein and Amy Donovan. Keep a copy for yourself as well. This module is available at

[http://www.umuc.edu/cip/vail/students/students\\_vailtutor.html](http://www.umuc.edu/cip/vail/students/students_vailtutor.html)

## **Conflict of Interest**

A Conflict of Interest form must be completed yearly by all faculty, staff, and students associated with the University of Pittsburgh. Directions will be mailed out during the spring semester or every year.

## **Liability Insurance**

As part of your tuition package, each student is covered under the University of Pittsburgh's liability insurance. In some circumstances, you may be required to purchase additional liability insurance, either through a private insurance company or through the agency you may be associated with for your supervised clinical experiences.

## **Student Organizations**

The rehabilitation counseling program has two student organizations. The University of Pittsburgh Rehabilitation Counseling Student Organization is an organized support group for University of Pittsburgh rehabilitation counseling students. Rehabilitation counseling is a highly specialized practice in the counseling profession, which focuses on assessment, treatment and rehabilitation related to limitations associated with physical, emotional, mental and cognitive disabilities and/or illnesses. To that extent, rehabilitation counselors serve as therapists, service coordinators, case managers, advocates, educators, and ultimately facilitators of change. Although an understanding of counseling techniques and theories serves as a foundation for rehabilitation counselors, it is through the addition of knowledge of the human body, medicine, technology, law, politics, psychology, and sociology that rehabilitation counselors function most effectively. The purpose of the Rehabilitation Counseling Student Organization is to promote cohesion among incoming students, current students and alumni of SHRS's rehabilitation counseling program creating an optimal venue to exchange knowledge and wisdom related to rehabilitation counseling while fostering academic and social interaction among its members.

The second student organization at the University of Pittsburgh is a chapter member of the American Rehabilitation Counseling Association (ARCA), a subdivision of the American Counseling Association (ACA). The purpose of this organization is to support the mission of ARCA. ARCA is an organization of rehabilitation counselors, educators, and students who are concerned with continually improving the profession of rehabilitation counseling in its service to persons with disabilities. The ARCA student leadership may have the opportunity to attend the annual ACA Convention. This should be discussed with the faculty liaison – Dr. McCue.

Both student organizations are run simultaneously, in conjunction with one another. Meetings are arranged and run by the student governing body under the faculty

supervision of Dr. McCue. Elections occur during the spring semester. Students must be in good academic standing and entering their second year to be eligible for a leadership position.

## Conferences

Students may have opportunities to attend rehabilitation counseling conferences throughout their academic career. Departmental funding resources are limited and provided on a case-by-case basis. You should talk with your advisor.

Students may also apply for the Bruce Baker Travel Fund offered by the School of Health and Rehabilitation Sciences. Applications should be submitted three months prior to travel and can be found at:

[http://www.shrs.pitt.edu/uploadedFiles/SHRS\\_Documents/Student\\_Services/Bruce%20Baker%20Education%20Travel%20Fund.pdf](http://www.shrs.pitt.edu/uploadedFiles/SHRS_Documents/Student_Services/Bruce%20Baker%20Education%20Travel%20Fund.pdf)

## Authorship

Students submitting work completed through classes or projects in the rehabilitation counseling program must give credit to faculty members associated with the project. Students wishing to present their scholarly papers must include committee members as contributing authors. All students must submit conference proposals to their academic advisor for review prior to submitting to a conference. Guidelines for authorship credit are found in the APA Publication Manual.

## APA Style

The Rehabilitation Counseling program follows guidelines set for by the American Psychological Association (APA). Students are required to follow APA style guidelines for writing papers. Each student must obtain a copy of *American Psychological Association Publication Manual, Sixth Edition*. APA guidelines are strictly followed and students must abide by these guidelines for their courses.

## Student Code of Conduct

### Academic Integrity

Students are expected to comply with the University of Pittsburgh's policy on Academic Integrity. Any student suspected of violating this obligation during the semester will be required to participate in the procedural process, initiated at the instructor level as outlined at <http://www.pitt.edu/~provost/documnts.htm>. This may include confiscation of the examination of any individual suspected of violating the University policy.

### Academic Probation

Students are expected to maintain a 3.0 GPA and must meet this minimum standard in order to graduate. Any student whose cumulative GPA falls below a 3.0 at any point will be placed on academic probation. Students will have one additional semester to bring their GPA up to 3.0 or demonstrate progress to support an additional semester to raise their GPA. Students who fail to bring up their GPA may be dismissed from the program.

### Pitt Tuition and Billing

**Tuition:** Upon your acceptance and class registration, your tuition bill will be issued. The tuition and fees associated with each semester will vary. For a complete listing of rates, please follow this link:

<http://www.ir.pitt.edu/tuition/>

**Billing:** The University no longer has paper billing, so all statements will be issued electronically. Once you receive your student username and password, you will be able to access your financial account through [www.my.pitt.edu](http://www.my.pitt.edu) (under my communities, select student services, and then PittPAY).

**Payment:** Since there is no paper billing, the University's preferred method of payment is through PittPAY (online payment authorization). It should be noted however, that there is a 2.75% service charge when a credit or debit card is used. There is no fee if you pay using an eCheck, from an existing checking account. Online payment can be made at [www.my.pitt.edu](http://www.my.pitt.edu) (under my communities, select student services, and then PittPAY).

To read more about financial services at the University of Pittsburgh, please visit:

<http://www.bc.pitt.edu/students/>

## Applications for Graduation

Students must submit an application for graduation in the beginning of the semester they intend to graduate. Most students who enroll on a full-time basis and begin in the fall semester will graduate in August. Students can opt to walk during the April graduation ceremony in the semester prior to beginning their internship during the summer semester. You will NOT actually graduate in April and should apply for August graduation. Graduation deadlines will be communicated to you through the registrar's and dean's offices. It is your responsibility to be aware of these deadlines.

## Libraries

There are numerous library systems here on campus, including the two you will most often utilize; Hillman Library (General) and Falk Library (Health Sciences). In addition, there are many other discipline-specific libraries. Locations of these libraries can be found on your campus map. In order to check out books and journals from these libraries, it is necessary that you have your Pitt ID.

**Pitt Digital Library:** Many of the services that can be found within the actual library can also be accessed online from a remote location (<http://www.library.pitt.edu/>). The following are a list of online resources:

**PITTCat:** PITTCat is the online card catalog of the University of Pittsburgh libraries. Over 3 million titles can be found in PITTCat including books, periodical titles, microforms, dissertations, electronic resources, government documents, maps, musical scores, and audiovisual materials. For more information on PITTCat and how to use it, please visit: <http://www.library.pitt.edu/books/pittcat.html#about>

**Zoom!:** Zoom! is an online library search engine that allows you to simultaneously search any combination of the databases, electronic journals, PITTCat, and other online resources offered by the University Library System (ULS). For more information on Zoom!, please visit: <http://www.library.pitt.edu/> and click on 'what is Zoom!'.

**Databases A-Z:** This resource provides you with a description of each database and allows you to search for journal articles or books within specific databases or based on subject content. The following is a link to begin that search:  
<http://webfeat.org/>

*Note: the above services are part of the general library system, and will specifically help you with more of your educational and psychological research. For more medically oriented research, please review the following information on the Health Sciences Library System.*

**Health Sciences Library System:** Falk Library is the actual physical location for the Health Sciences Library System(HSLs), and is located in Scaife Hall (see campus map). However, similar to the general library system, many of the services that can be found within Falk Library can also be done online from a remote location (<http://www.hsls.pitt.edu/>). Links on this site allow you to access medically oriented online databases and electronic journals.

The Health Sciences Library System offers numerous useful library orientation and database searching courses free of charge: <http://www.hsls.pitt.edu/services/instruction/>

**Connecting to Online Library Resources:** All online library resources are available from any campus computer. It is also possible for any Pitt student, faculty or staff member to Off-campus access to most library databases and electronic journals. The Computing Services and Systems Development (CSSD) has deployed a secure remote access solution to permit University students, faculty, and staff to access restricted University online resources. This service is known as “SSL VPN” and allows members of the University community to access online library journals and other restricted resources from any Internet connection through an easy-to-use Web interface. Information and instructions for the SSL VPN Service are available from the CSSD website: <http://technology.pitt.edu/>

## Computer Services

**Labs:** SHRS maintains two computer labs on the 4<sup>th</sup> and 6<sup>th</sup> floor of Forbes Tower. These labs include workstations that are available to the School's students for general use when class is not in session in the lab. Students have access to some of the latest hardware and software available, including specialized statistics and medical software. Please note that this lab is restricted to SHRS students only. Information about the SHRS lab hours can be found at: <http://www.shrs.pitt.edu/support>

In addition, The University of Pittsburgh as a whole maintains 7 additional computer labs spread throughout the campus, including a 24 hour/day, 7 day/week facility located in David Lawrence Hall. For more information on the campus labs, please see: <http://technology.pitt.edu/>

**Software:** An extensive range of software and hardware support and services is available for students at the University of Pittsburgh. Also, there are numerous software packages that are free or available for a small fee (usually \$5-\$10). The software programs range from Microsoft Windows, MAC OS, statistical software packages, antivirus programs, etc. For a complete list of computing and software services and programs available, and the instructions on how to obtain them, please visit: <http://technology.pitt.edu>

**Courseweb:** Courseweb or Blackboard refers to a system used by the University and participating faculty members. This online information sharing system is designed to allow your professors to share specific course information, guidelines, lectures and supplemental materials. It is also a place where you can post discussion topics to share with your classmates, turn in assignments electronically, or view your grades. It is necessary that your professor provides you with access to Courseweb, so he/she will let you know at the beginning of the course whether or not they plan to use Courseweb. For more information on Courseweb, please visit: <http://www.cidde.pitt.edu/cw/index.htm>

## Resources

### Writing center

The Writing Center is a place for students, faculty, and staff of the University of Pittsburgh to go to work on their writing. Its services are free, and can be very beneficial to new or returning students who may not be accustomed to the demands of graduate level writing. The Center is staffed by experienced consultants who have been trained to help others with their writing. More information about the Writing Center can be found at: <http://www.english.pitt.edu/writingcenter/>

### Learning Resource Center

The Learning Resource Center (LRC) is located on the 4<sup>th</sup> floor of Forbes tower, and has been developed for the students and faculty of the School of Health and Rehabilitation Sciences. The LRC offers the following:

- computing, printing and photocopying resources
- a designated quiet study area
- meeting/workspace for students and student organizations
- treatment tables for student practice
- anatomy models
- tape viewing and duplicating stations
- two multi-media stations to create digitize text, audio and video

### Disability Resource Center

Disability Resources and Services (DRS) is a service offered to all University students who qualify. The goal of this department is to work with the student, to create equal access toward achievement of academic goals. The DRS offers such services as:

- Individualized Disability Support Service
- Interpreters/Real-time Captioning
- Learning Disability Screening
- Notification of Accommodations

- Test Proctoring Service
- Alternative Format Documents
- Assistive Technology
- Disability Shuttle
- Requesting Housing Accommodations

To find more about DRS, and the qualification criteria, please visit:

<http://www.drs.pitt.edu/services.html>

### **Office of International Services**

The Office of International Services may be beneficial to any student from outside of the United States. To find out more about these services, please see: <http://www.ois.pitt.edu/>.

### **Graduate Student Handbook**

The 'Graduate Student Handbook' for the School of Health and Rehabilitation, is a reference that can be helpful throughout your entire progression through the program. Although the Handbook is several years old, it still contains valuable information about department policies and procedures. Please see Amy in Room 5044 for a copy.

### **Additional Websites**

Rehabilitation Counseling Program: <http://www.rstrc.pitt.edu/>

- This RC departmental website includes several useful documents under Resources University of Pittsburgh: <http://www.pitt.edu>

School of Health and Rehabilitation Sciences: <http://www.shrs.pitt.edu/index2.html>

Department of Rehabilitation Science and Technology:  
<http://www.shrs.pitt.edu/rst/index.html>

## **Funding Opportunities**

### **Pre-doctoral Fellowships**

Pre-doctoral fellowships are both clinical and research employment opportunities offered through the rehabilitation counseling program. If you are interested in a possible position within the department, please contact your advisor to see if any funding is available. These positions offer a stipend, but do not support tuition or benefits. Pre-doctoral fellowships are competitive and offered as available.

There may be additional employment opportunities within the surrounding Pittsburgh rehabilitation communities. If you are interested in working within one of the rehabilitation related community agencies, again please inform your advisor of your interests and he/she will possibly be able to set you up with a contact person.

## Scholarships

Limited SHRS and Rehabilitation Science and Technology (RST) scholarships are available.

### **RST scholarships include:**

#### ***Kaufmann***

The Kaufmann scholarship is awarded to one or two rehabilitation counseling students who demonstrate outstanding academic and leadership qualities. Students are selected by the rehabilitation counseling faculty and are awarded during the annual holiday party.

### **SHRS scholarships include:**

#### ***Scholarships for Disadvantaged Students (SDS) Application***

*(Funded by the Department of Health and Human Services Health Resources and Services Administration (HRSA))*

The purpose of the Scholarships for Disadvantaged Students (SDS) grant is to provide financial assistance to students pursuing health professions in the areas of audiology, dietetics, occupational therapy, physical therapy, physician assistant, rehabilitation counseling, and speech language pathology, and who can demonstrate that they come from a disadvantaged background either environmentally or economically or who demonstrate financial need. The financial assistance may cover tuition, fees, reasonable educational expenses such as books, and reasonable living expenses incurred while in attendance at school. Award amounts vary and will be determined based on the number of qualifying applicants as well as the amount of grant money received for distribution.

Applications are usually disseminated in September of each calendar year.

### ***Merit Scholarships***

The merit scholarships comprise three awards administered under a common application process. The purpose of these scholarships is to acknowledge and aid students who demonstrate high-level scholastic achievement and financial need. Multiple scholarships are awarded per year, pending available funds; all scholarships provide the same level of support. The merit scholarships are as follows:

#### ***Anne Pascascio Scholarship***

The Anne Pascascio Endowment Fund was established in 1982 in honor of Anne Pascascio, the Founding Dean of the School of Health Related Professions, today known as the School of Health and Rehabilitation Sciences.

***UPMC Endowed Scholarship***

The UPMC Endowed Scholarship was established in 2006 from generous support provided by the University of Pittsburgh Medical Center.

***Alumni Endowed Scholarship***

The Alumni Scholarship derives from the generous donations of alumni of the School of Health and Rehabilitation Sciences.

**Eligibility:**

All full-time SHRS students are eligible to apply for a merit scholarship, whether enrolled in one of the undergraduate or graduate programs. Although supported under three endowments, an applicant is eligible for only one scholarship per year and only one scholarship, respectively, during their enrollment as an undergraduate or graduate student.

## Appendix A: Rehabilitation Counseling Faculty Interest List

<b>Faculty Mentor</b>	<b>Areas of Interest and Expertise</b>
Patty Costantini	Life Care Planning, Vocational Rehabilitation Assessment, Medical Aspects of Disability, Life Coaching, Vocational Rehabilitation Outcomes
Dr. Lewis	Program Evaluation, Cultural Matters, Assistive Technology, Knowledge Translation
Roger Little	Assistive Technology for Cognitive Rehabilitation, Computer Access, Electronic Aids For Daily Living
Dr. McCue	Telerehabilitation, Neuropsychology, Rehabilitation Psychology, Vocational Rehabilitation Outcomes, Functional and Community Based Assessment, Cognitive Assessment, Cognitive Rehabilitation
Dr. Schutte	Autism Spectrum Disorder With Adults, Cognitive Rehabilitation with Adults, Cognitive Assistive Technology, ABA, Psychiatric Disabilities and Rehabilitation, Telerehabilitation, Evidence Based Practice, Family Counseling
Dr. Seelman	Disability Culture, Science and Technology, Ethics, Disability Studies, Disability Policy
Dr. Sporer	Traumatic Brain Injury and Other Cognitive Disabilities, Cognitive Rehabilitation, Telerehabilitation, Assistive Technology for Cognitive Disabilities, Returning Veterans and Service Members, Sports and Recreation



**HRS 2739      Group and Family Counseling      3 cr.**

This course covers group dynamics and counseling theory; family dynamics and counseling theory; interdisciplinary teamwork; group leadership styles and techniques; group methods, selection criteria, and evaluation strategies; and group skills development. The emphasis is on group formats that are most typically used to support individuals with disabilities and their families, (psycho-educational groups, support groups, etc.). Specialty groups, working with groups in specific settings, and evaluating group efficacy are also addressed.

**HRS 2734      Advanced Rehabilitation Counseling      3 cr.**

Practical coursework devoted to delivery of specialized counseling services including behavior and cognitive behavior strategies, group counseling, cultural issues in counseling, and work with families and significant others. Actual counseling interviews required.

**HRS 2905      Ethical Issues in Health Care      3 cr.**

Examines a variety of complex ethical issues that confront health care practitioners as they work with clients and colleagues within the health care system and society. By analyzing actual cases, students will be able to make informed choices when faced with these issues in the workplace.

**HRS 2705      Clinical and Functional Evaluations      3 cr.**

Students will be introduced to the clinical skills needed to apply assistive technology to persons with disabilities. Specific areas of application include seating and wheeled mobility, augmentative communication, and computer access and worksite modifications. The course will include a weekend seminar, supervised clinical practices, and a case-based learning project.

**HRS 2746      Counseling Practicum      3 cr.**

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

**HRS 2748      Assistive Technology Practicum      3 cr.**

This course is designed to gain exposure and experience in applying assistive technology solutions to the needs of people with disabilities seeking to live independently in a community and be able to work productively. The student completes 100 hours of supervised assistive technology work with a qualified AT supervisor. Additionally students will be required to attend weekly group sessions and make case presentations regarding their clinical applications with assistive technology in working with people with disabilities.

**HRS 2901      Research Methodology      3 cr.**

This course introduces research concepts. Content focuses on basic concepts and terminology associated with research methodology. Through readings and discussion students understand the role of design measurement and statistics in the research process and gain the ability to interpret and evaluate published studies.

**HRS 2738      Rehabilitation of Psychiatric and Cognitive Disability      3 cr.**

Addresses information on the diagnosis and functional impairments associated with psychiatric and cognitive disabilities, (including brain injury, learning disabilities, attention deficit hyperactivity disorder, and other neurologically based disabilities that impact cognitive functioning). Students are provided with introduction to diagnostic formulation, functional assessment, and clinical interventions. Specific rehabilitation interventions that are used in vocational, academic, and independent living applications are taught.

**HRS 2723      Home and Worksite Modifications      3 cr.**

Methods, material and resources for maximizing vocational abilities using various rehabilitation technologies and worksite accommodations for individuals affected by functional limitations.

**HRS 2711      Computer Access      3 cr.**

This course surveys the hardware and software that can make personal computers accessible to persons with mobility and sensory disabilities. topics include keyboard modifications, expanded and mini keyboards, key set redefinitions, virtual keyboards, direct selection and scanning strategies, mouse emulation and an intro to the use of augmentative communication aids for computer access. Both Macintosh and Intel computers will be addressed. Course time will be equally divided between lecture/theory and hands-on set up of actual computer systems.

**HRS 2915      Telemedicine, Telerehabilitation, And E-Health**

**3 cr.**

This course provides a combination of didactic survey and applied skill development/experiential case-based learning. The curriculum includes: history of telemedicine, telehealth and telerehabilitation; survey of research findings related to telerehabilitation; guidelines for implementation of rehabilitation services using telerehabilitation technology; review of policy related to telerehabilitation; funding and reimbursement issues and strategies; privacy and security of telerehabilitation; standards for telerehabilitation; review and experience with telerehabilitation technologies including but not limited to televideo (Pots, High Bandwidth ISDN, IP Conferencing) web-based resources (e.g., email, discussion boards, instant messaging, listserv), data logging and body media, pdas and other devices (e.g., GPS), etc., and a case-based telerehabilitation trial experience.

**HRS 2724      AT Funding and Policy**

**3 cr.**

Course for students to develop knowledge and skill in the process and strategies to find and acquire assistive technology devices and services for people with disabilities as well as understand the underlying policies that govern funding. Course focus on funding sources, legislative policy, clinical assessment, documentation procedures, use of evidence, strategies for preparing letters of necessity and advocacy efforts.

**HRS 2741      Case Management**

**3 cr.**

This course provides an overview of case management practice in rehabilitation, exploring ethics, benefit systems, goal development, planning, coordination and delivery of rehabilitation services, and community resources. The intent is to prepare rehabilitation counselors to meet the standards of professional case managers or certified case managers (CCMs), whether or not they pursue that particular certification.

**HRS 2715      Medical Aspects of Disability**

**3 cr.**

The purpose of this course is to provide a basic understanding of the medical aspects of selected disabilities seen in individuals seeking rehabilitation services. The course will provide an overview of disability conditions, underlying physiology, functional and environmental impacts, and rehabilitation interventions. The course will be organized by disabling conditions. Readings, guest speakers, and case studies will be utilized. Students will be expected to participate during in-class problem solving activities centered on specific cases and disabilities.

**HRS 2735 Career Counseling and Vocational Issues 3 cr.**

The course provides the student an overview of the major approaches to conceptualizing career counseling, career development, vocational decision making, and intervening with clients who present with vocational issues. This course provides students with an understanding of career development and career counseling, particularly with persons with disabilities. Sources of occupational information and methods of career counseling, as well as the role of the career counselor are provided.

**HRS 2737 Assessment in Rehabilitation Counseling 3 cr.**

Survey course involving various assessment procedures used in rehabilitation counseling including psychometrics, functional assessment, vocational testing and vocational evaluation, and interviewing.

**HRS 2926 Scholarly Paper 3 cr.**

The scholarly paper is designed to showcase a student's cumulative knowledge and professional growth in rehabilitation counseling through in-depth review and analysis of a specific topic related to the field of rehabilitation counseling, and therefore function as a "comprehensive examination."

**HRS 2749 Internship 6 cr.**

Students shall have supervised rehabilitation counseling internship activities that include a minimum of 600 hours of applied experience in an agency/program, with at least 240 hours of direct service to individuals with disabilities. Internship students should have experiences that increase their awareness and understanding of the differences in values, beliefs, and behaviors of individuals from diverse populations. This sensitivity will promote cultural competence, foster personal growth, and introduce students to counseling approaches and rehabilitation issues that affect service delivery. The internship activities shall include the following: orientation to program components, policies and procedures, introduction to staff and their role and function, identification of the expectations for interns, confidentiality and due process procedures, risk assessment, and the Code of Professional Ethics for Rehabilitation Counselors; observation of all aspects of rehabilitation counseling services, as practiced by the agency or organization, including diverse populations; work assignments, performing the task required of an employed rehabilitation counselor at the agency or organization; and reporting, including all required academic reports as well as logs, weekly progress reviews, and summaries of activities.

## Appendix C: Acronym and Abbreviations List

ABI	Acquired Brain Injury
ALS	Amyotrophic Lateral Sclerosis
APA	American Psychological Association American Psychiatric Association
ASD	Autism Spectrum Disorder
AT	Assistive Technology
ATP	Assistive Technology Professional
CBT	Cognitive Behavioral Therapy
CDC	Centers for Disease Control
CORE	Council on Rehabilitation Education
CP	Cerebral Palsy
CRCC	Commission on Rehabilitation Counselor Certification
CSEP	Cognitive Skills Enhancement Program
CVA	Cerebral Vascular Accident
DM	Diabetes Mellitus
DSM-IV-TR	Diagnostic and Statistical Manual 4 <sup>th</sup> Edition – Text Revision
HGAC	Hiram G. Andrews Center
IRB	Institutional Review Board
LPC	Licensed Professional Counselor
LRC	Learning Resource Center
MDD	Major Depressive Disorder
MS	Multiple Sclerosis
OA	Osteoarthritis
OVR	Office of Vocational Rehabilitation
PD	Parkinson's Disease
PTSD	Posttraumatic Stress Disorder
RA	Rheumatoid Arthritis
REBT	Rational Emotive Behavior Therapy
RERC	Rehabilitation Engineering Research Center
RST	Department of Rehabilitation Science and Technology
SB	Spina Bifida
SCI	Spinal Cord Injury
SHRS	School of Health and Rehabilitation Sciences
SLD	Specific Learning Disability
TBI	Traumatic Brain Injury
TR	Telerehabilitation
WAIS	Wechsler Adult Intelligence Scale