CLINICAL REHABILITATION AND MENTAL HEALTH COUNSELING

PROGRAM MANUAL

UNIVERSITY OF PITTSBURGH
SCHOOL OF HEALTH AND REHABILITATION SCIENCES
DEPARTMENT OF REHABILITATION SCIENCE AND TECHNOLOGY
DIVISION OF COMMUNITY HEALTH SCIENCES

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INTRODUCTION

This manual is designed as a resource to help students become 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 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Please be aware that some information may change or become outdated.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, division, or the school and should not be used as such.
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CLINICAL REHABILITATION AND MENTAL HEALTH COUNSELING PROGRAM

OVERVIEW

The Master’s in Clinical Rehabilitation and Mental Health Counseling (CRMHC) program is housed within the School of Health and Rehabilitation Sciences. This program prepares students to practice as professional counselors in a variety of clinical settings. Clinical Rehabilitation and Mental Health Counselors are uniquely qualified to work with individuals with a broad spectrum of disabilities and challenges, including those who are experiencing mental and behavioral health concerns. These 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. They also 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 is a 60-credit degree (five terms, if attended full-time) and is fully accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP) through October 2023.

The CRMHC program requires a significant commitment of time and energy from its students. We recognize that students may need to work during their studies, but due to the demands of the program (class time, study and preparation time, and requirements for scheduling advising, scheduling simulated taping), students are cautioned that their primary priority must be their studies to be successful in meeting the demands of graduate clinical education.

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.

COUNSELING PROGRAM MISSION STATEMENT

The mission of the CRMHC program is to improve individual and community mental health and rehabilitation outcomes through the clinical education and training of outstanding professional counselors. Our program integrates counseling, clinical services, research, and advocacy with a strengths-based, empowerment focus.
PHILOSOPHY
The Clinical Rehabilitation & Mental Health Counseling program is a comprehensive clinical counseling program that incorporates a rehabilitation perspective to enable individuals to achieve their highest potential through goal setting, identification of and targeting obstacles to goal attainment, and trans-theoretical, evidence-based counseling interventions.

The Pitt Counseling program upholds the values underlying the scope of practice for mental health counseling (American Counseling Association, 2011) and clinical rehabilitation (Commission on Rehabilitation Counselor Certification 2010), including:

1. **Diversity, Inclusion & Equality**: Facilitation of independence, integration, and inclusion of people with disabilities in employment and the community;
2. **Empowerment & Social Justice**: Belief in the dignity and worth of all people, and a commitment to every person’s right to control and direct their pursuit of high-quality mental health and wellness. Support for accommodations 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;
3. **A Holistic Perspective of the Individual**: Emphasis on the holistic nature of human function and a commitment to considering individuals within the context of their family systems and communities;
4. **Strengths Based Focus**: Recognition of the importance of focusing on the assets of the person;
5. **Scientific-based Practice & Knowledge**: Grounding our training and practice in evidence-based methodologies and practices;
6. **Ethics**: Dedication to training students in best practices for maintaining ethical behavior that are aligned with our values through communication, advocacy and action; and
7. **Collaborative Professional and Community Relationships**: Commitment to models of service delivery that emphasize integrated, comprehensive services that are mutually planned by the consumer and the counselor.

VISION STATEMENT
The vision of the CRMHC program is to be widely recognized as an ethical, culturally competent, and evidence-based clinical counseling program that prepares students who will make significant contributions to enhance the mental health and well-being of our community.

DIVERSITY STATEMENT
The CRMHC program is committed to creating and supporting an equitable learning and working environment that values diversity and human dignity. We are committed to fostering a culture of
inclusion in which diversity can thrive for all students, faculty, and guests in the counseling program and the community at large.

**Counseling Accreditation**

The University of Pittsburgh CRMHC program is nationally accredited by CACREP. This accrediting body determines the standards of quality in counselor education and evaluates program’s adherence to these standards. CACREP accreditation is the recognized hallmark of high quality, graduate education in professional counseling. The University of Pittsburgh has been accredited by CACREP since 2015.

**Counselor Endorsement, Certification, and Licensure**

**Certification**

**Certified Rehabilitation Counselor (CRC)**

The Commission on Rehabilitation Counselor Certification (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 Clinical Rehabilitation and Mental Health Counseling program at the University of Pittsburgh are:

**Category A:**
- Successfully complete the CRMHC Master's degree

Master's in Clinical Rehabilitation Counseling – program accredited by CACREP.
- Rehabilitation counseling internship of 600 clock hours supervised by a CRC.

**Category G:**
Students enrolled in Master's degree program accredited by CACREP with 75% of coursework completed by February 1 for March test; by June 1 for July test; by September 1 for October test.
- Counseling internship of 600 clock hours supervised by a CRC completed prior to graduation.
- Graduate within twelve months of the CRC application deadline date.
**NATIONAL CERTIFIED COUNSELOR (NCC)**

The National Board for Certified Counselors (NBCC) administers for National Counselor Examination (NCE) for Certification and Licensure and leads to the NCC designation. The NCE is a requirement for licensure in many states.

In order to obtain the NCC designation, students must meet the following requirements:

- Successfully complete the CRMHC master’s degree.
- Supervision
  - Document at least 100 hours of counseling supervision.
- Work Experience
  - Document having completed at least 3,000 hours of counseling work experience.
- Examination Requirement
  - Obtain a passing score on the NCE.

NBCC has designated our Counseling program as an approved counselor education program to allow students to take the examination in April of the last term. The program coordinator will request the names of students interested in sitting for the NCE at the beginning of student’s fourth semester of the program. The coordinator will submit the names of interested students to NBCC who will then contact students directly to initiate the exam registration process.

**COUNSELOR LICENSURE**

To protect public safety, states establish licensure standards for health and human services professionals. Professional counselors are required by law in every state, the District of Columbia, and Puerto Rico to be licensed in order to legally practice as a professional counselor. Licensure laws establish minimum standards in the areas of education, examination, and experience. Each state has established a board responsible for issuing licenses, handling consumer and ethical complaints regarding counselors’ practice, and issuing and enforcing such regulations as are necessary in overseeing the profession. Licensure requirements vary by state.

In Pennsylvania, the PA State Board of Social Workers, Marriage and Family Therapists and Professional Counselors oversees licensure (website: [www.dos.pa.gov/](http://www.dos.pa.gov/), contact: St-socialwork@state.pa.us). The credential title is: Licensed Professional Counselor (LPC). Educational requirements are successful completion of a planned program of 60 semester hours of graduate coursework in counseling; graduates of the University of Pittsburgh’s CRMHC program meet this requirement.

Experiential requirements are 2 years/3,000 hours of supervised clinical experience. Applicants must pass a certifying exam, both the CRC and NCE qualify.
Please note that because licensure laws vary by state, some states may have requirements for licensure that vary from the curriculum of the CRMHC program. Students should be aware of the licensure requirements during their tenure in the CRMHC program of the state they hope to practice in to give them the opportunity to add coursework required for the particular state in which they plan to obtain licensure and practice.

**STUDENT CODE OF CONDUCT**

**ACADEMIC INTEGRITY**

Students are expected to comply with the University of Pittsburgh’s policy on Academic Integrity. Students will complete an Academic Integrity module during their first term in the program. 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 [https://www.provost.pitt.edu/faculty/academic-integrity-freedom/academic-integrity-guidelines](https://www.provost.pitt.edu/faculty/academic-integrity-freedom/academic-integrity-guidelines). This may include confiscation of the examination of any individual suspected of violating the University policy.

**ACADEMIC PROBATION**

Graduate students who have completed at least 9 credits and whose cumulative GPA falls below a 3.000 will be placed on academic probation and/or suspension and will receive written notification of this status. At this point it is the student’s responsibility to meet with his or her advisor.

To be removed from academic probation, the student will need to achieve a cumulative GPA of 3.000 within his or her next two terms of study. Failure to do so may subject the student to recommendation for immediate dismissal from the program by the Department Chair, in collaboration with the Associate Dean of Graduate Studies.

Students who fail to demonstrate progress toward meeting graduation requirements in a timely manner may be placed on academic probation or recommended for dismissal from the program by the Department Chair, in collaboration with the Associate Dean of Graduate Studies. SHRS reserves the right to terminate a student at any time for academic or other reasons.

**SHRS LEAVE OF ABSENCE POLICY**

Under special conditions, graduate students may be granted one leave of absence. A maximum leave of two years may be granted to doctoral students or one year to master’s students. Students must submit all requests for a Leave of Absence in writing to the Associate Dean of Graduate Studies. The Associate Dean must approve the length and rationale for the leave of
absence. If approved, the time of the leave shall not count against the total time allowed for the
degree (statute of Limitations) being sought by the student.

To request of leave of absence, in conjunction with their faculty advisor, students must complete
the Request for Leave of Absence from a Graduate Degree form and submit it to Student Services
on the 4th floor of Forbes Tower.

Note: If the reason for a students’ leave is medical in nature, a formal note from a doctor must be
included with this form.

Counseling Program Social Media Policy

Social media is rapidly expanding and new platforms are created every day. Professional
organizations and ethical codes are often outdated given the rapid expansion of social media. It is
essential that student and faculty remain aware and vigilant regarding the social media ethical
challenges facing counselors, clients, and students.

Students are responsible for maintaining a professional social media presence related to any
counseling or counseling education activities. Some students may find it helpful to create
separate professional and personal social media accounts.

We recommend that students consider the following prior to posting or transmitting on social
media:

• Consider the audience and potential impact of the post prior to transmission.
• Assume anything that posted or transmitted on social media can be made or viewed by
  the public.
• An electronic post or transmission is often traceable, without an opportunity for removal.
• Employers often search social media to learn more about applicants prior to interviews or
  offered employment.
• Clients often search social media to learn more about their counselor. Proximity based
  apps and social media pose new challenges to maintaining professional boundaries
  between counselor and client.

The following rules apply to all students in the CRMHC program:

• Do not friend or communicate with clients via social media.
• Do not mention or identify practicum or internship site on social media. An exception to
  this is LinkedIn professional networking site.
• Read, review, and follow the social media policy of the practicum or internship placement.
• Do not post or transmit any information or reference about the work with clients.
• Do not post clinical encounters, clinical experiences, or feelings that pertain to working
  with clients.
• Students are not permitted to reference the University of Pittsburgh or the CRMHC program in personal media postings without approval from faculty and the SHRS Director of Communication.

Please note that boundaries on social media are no longer as simple as not ‘friending’ a client, professor, or colleague on Facebook. For example, all contacts in your phone book can read your posts on Venmo without being friends on the app. Faculty are not permitted to explicitly search out students’ social media postings, profiles, or transmissions. However, it is possible that faculty will inadvertently view students’ social media postings, profiles, or transmissions. It is possible that faculty will have to act on any concerning social media content. It is difficult to predict the latest ethical problem or boundary that will arise with social media. Therefore, please remain aware and consult with faculty or supervisors on these important issues.

It is important to note that any violation of the social medial policy may result in a fail for practicum or internship. Each violation will be evaluated on a case-by-case basis and may also result in dismissal from the program.

**STUDENT CONDUCT VIOLATIONS**

If a student feel there has been a violation of the [University of Pittsburgh Code of Conduct](#), students may file a complaint through the [Office of Student Conduct](#) (412-648-7910).

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**ADVISEMENT AND MENTORING**

**REGISTRATION**

Students are assigned a faculty advisor prior to beginning courses. It is the student’s responsibility to schedule an appointment with their advisor every semester to register for courses. Registration periods can be found in the academic calendar for each year; students 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 will meet with their advisors during the first semester of COUN 2765: Clinical Counseling Mentorship to map out the courses they intend to take through the Master’s program. Students will complete a Plan of Study, to be filed in the Registrar/Student Service Director’s office, during new student orientation.
CHANGE OF SCHEDULE AND/OR WITHDRAWAL FROM COURSES

The last date for adding and dropping courses is generally within the first two weeks of a semester. It is the student’s responsibility to identify registration deadlines. Students who do not drop classes within the first two weeks of class may also be eligible for a monitored withdrawal.

FACULTY ACCESSIBILITY

It is the goal of the faculty to be fully accessible to all students. Faculty contact information can be found at 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 students without prior notice. If a student wishes to meet with a faculty member, they should email to set up an appointment time. First year students are required to meet a minimum of two times per semester with their advisor as part of COUN 2765: Clinical Counseling Mentorship. Second year students are required to meet two times per semester with their advisor as part of Clinical Counseling Capstone.

GRADING

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

GRADE DISPUTES

The student and the professor should meet to resolve a grade dispute. If no resolution is agreed upon, the student and the professor should meet with the Program Director. The Program Director reviews the student dispute and may request independent review by other program faculty. The Program Director will put in writing his/her resolution to the dispute. The student has the option to contest the Program Director’s resolution with Department Chair and/or with the Associate Dean of Graduate Studies. Either the Department Chair or The Associate Dean of Graduate Studies has the option to interview the student, the professor, and the Program Director.

TRANSFER CREDITS AND TESTING OUT

Students wishing to transfer credits from another graduate program (up to 20 credits may be accepted) should meet with their advisor to discuss which courses may transfer. Transfer credits will not be accepted for courses in which a grade lower than B (GPA = 3.00) or its equivalent has been received. Discussion may also involve the instructor of the program course to be replaced by the transfer course, to ensure that the transferred course meets the standards of the CRMHC course.

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. The University registrar charges a nominal fee. Students interested in testing out of a course, should contact their academic advisor.
As with course transfers, this discussion will ultimately involve the instructor of the course to be tested out.

**SELF-CARE AND PERSONAL WELLNESS**

According to the American Counseling Association (ACA) Code of Ethics: “...Counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities” (p. 8). Adequate self-care practices are essential for optimal functioning when facing the challenges and stressors of both professional training and clinical work. The CRMHC program aims to actively promote a culture of self-care among faculty, staff, and students. Direct training self-care practices and development of a self-care plan will be provided during students’ first semester of study. Effective implementation of self-care plans will be evaluated throughout students’ time in the program. Additional resources offered by SHRS, the University, and external to the University, will be shared.

**STUDENT MONITORING**

**STUDENT EVALUATIONS**

Student evaluations are completed each semester the student is enrolled in the program through faculty reviews and self-evaluations. Faculty, as a group, formally evaluate student performance in three areas:

1) Academic Performance
2) Professional Behavior
3) Clinical Skills

Students will receive feedback from their advisor regarding their evaluation. If the faculty determines that there is a problem or a potential problem in any area, students may be obligated to participate in a remediation plan designed to provide additional instruction and guidance in the area deemed deficient to ensure that students meet the program’s minimum acceptable standards. A copy of the evaluation form is included in Appendix B.

Student evaluations are completed by compiling and reviewing information on professional behavior, academic performance, and clinical skills from a variety of information sources. Faculty may take employment performance into consideration while completing student evaluations each term. Faculty will not directly solicit feedback from students’ employers but will act on external feedback if employers initiate contact with faculty regarding any problems or concerns with current students, or if faculty are directly aware of student employment performance (e.g., faculty member as supervisor of a CRMHC pre-doctoral fellow).
Students will also complete the Counseling Self-Estimate Inventory three times throughout the program: once at the beginning of the first term and then again after completion of both practicum and internship.

**Student Remediation**

Based upon faculty evaluation, a remediation plan may be initiated with students at any point during their academic career in the CRMHC program. If it is determined a remediation plan is needed, the student will meet with the counseling faculty (usually their advisor; students may also be required to meet with faculty whose expertise falls within the area of deficiency) to map out an individualized plan to provide instruction and guidance in that area to remedy the deficiency. Remediation plans may be targeted to professional behavior, academic performance, and/or clinical skills. Student remediation plans will include specific standards and timelines that students must meet to continue in the program. Remediation plans are implemented to ensure that all students meet the academic, counseling and professional skills expected of all graduates from the CRMHC program. Failure to engage in, complete remediation plans or achieve standards in the designated timeline may result in repeating courses, inability to begin practicum or internship, or dismissal from the program. A copy of the remediation plan format is included in Appendix C.

**Student Dismissal**

In certain situations, students may be dismissed from the program. Some examples may include, but are not limited to, failing to maintain a 3.0 GPA (completing two consecutive terms below a 3.0), violating the University of Pittsburgh code of student conduct, violating the ACA or CRCC Code of Professional Ethics, or failing to complete a remediation plan or for failing to make adequate progress in the remediation plan (requiring another remediation plan for the same concern). Student dismissals are handled on a case-by-case basis. The program chair and a student’s academic advisor will communicate directly with the student who is in jeopardy of being dismissed.

**Academic Calendar**

Please review the University’s academic calendar at [https://www.provost.pitt.edu/students/academic-calendar](https://www.provost.pitt.edu/students/academic-calendar). It is important that students know key dates throughout the semester.

**Course Schedule**

The curriculum is designed to enable students to obtain the essential knowledge, skills, and attitudes necessary to function effectively as an entry level professional counselor. All required courses are offered once per academic year. For some courses, students will be required to
attend lab sessions or simulated clinical encounters outside of class time to meet class requirements.

The Clinical Rehabilitation and Mental Health Counseling course schedule is in Appendix A. This appendix provides the list of all courses required to graduate, and the recommended order for completion. The schedule is subject to change.

**Clinical Experiences**

Students participate in two clinical experiences, a practicum and an internship, throughout this graduate program. This professional practice provides for the application of theory and the development of counseling skills under supervision. These experiences provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of the community.

The Counseling program has a wide range of practicum and internship placements. These sites cover a wide variety of settings, including: addiction recovery centers, business and industry, K-12 schools, colleges and universities, community mental health centers, corrections facilities, hospitals and medical centers, insurance companies, psychiatric rehabilitation facilities, state rehabilitation agencies, veterans’ administration agencies, and workers’ compensation agencies. Students will work with their academic advisor to identify clinical sites.

**CACREP Standards - Practicum:**
- Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.
- Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
- Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.
- Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

**CACREP Standards - Internship:**
• After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.
• Internship students complete at least 240 clock hours of direct service.
• Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
• Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

**CLINICAL COUNSELING CAPSTONE EXAMINATION**

Students are required to pass a clinical competency (capstone) examination. The Clinical Counseling Capstone Exam focuses on student demonstration of knowledge and skills that reflect the competencies of the rehabilitation and mental health counselor. Students will be assessed on their knowledge and skills accumulated through coursework and clinical experiences. The examination requires students to synthesize and apply advanced concepts into clinical practice.

The examination includes two steps: a written document and oral clinical defense. The oral clinical defense implements a case study approach. Students are provided real and/or simulated clients to demonstrate their knowledge and skills. Students are expected to utilize evidence-based practice to analyze and synthesize case materials for case conceptualization and develop appropriate and realistic intervention plans. Students are expected to apply appropriate counseling techniques included in their intervention plan via role-play simulations. Successful completion is required for the student to demonstrate mastery of graduate study and must be successfully completed before a student can progress to internship.

**APPLICATION FOR GRADUATION**

To graduate from the CRMHC program, students must complete all required courses agreed upon in the academic plan of study. All required courses must be passed with a minimum grade of C or better. Students who receive a grade below a C in a required course must repeat that course and attain a grade of C or better to graduate.

Students must submit a formal application for graduation to the Dean’s Office in the beginning of the semester they intend to graduate. Students who enroll on a full-time basis and opt to complete the program in five terms will graduate in April. Students who choose to complete the program in six terms will graduate in August. All students can walk during the April recognition day ceremony, including students that begin their internship during the summer semester.
Graduation deadlines will be communicated through the registrar's and dean's offices. It is the student's responsibility to be aware of these deadlines.
**Required Training and Modules**

**RPF Modules**
The Education and Certification Program in Research & Practice Fundamentals (RPF) is 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:

<table>
<thead>
<tr>
<th>Module</th>
<th>Link</th>
<th>Required Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Pittsburgh CITI Access Portal</td>
<td><a href="http://www.citi.pitt.edu">http://www.citi.pitt.edu</a></td>
<td></td>
</tr>
<tr>
<td>Social &amp; Behavioral Research (Human Subjects Protection) (CITI)</td>
<td></td>
<td>Required every 3 years</td>
</tr>
<tr>
<td>Social &amp; Behavioral Responsible Conduct of Research (CITI)</td>
<td></td>
<td>Required every 3 years</td>
</tr>
<tr>
<td>Conflict of Interest (CITI)</td>
<td></td>
<td>Required every 3 years</td>
</tr>
<tr>
<td>Internet-based Studies in Education and Research</td>
<td><a href="https://cme.hs.pitt.edu/">https://cme.hs.pitt.edu/</a></td>
<td></td>
</tr>
<tr>
<td>University of Pittsburgh HIPAA Privacy &amp; Security Awareness</td>
<td></td>
<td>No expiration</td>
</tr>
<tr>
<td>Bloodborne Pathogen Training (Formerly RPF Module 9)</td>
<td></td>
<td>Required annually</td>
</tr>
<tr>
<td>Responsible Literature Searching</td>
<td></td>
<td>No expiration</td>
</tr>
<tr>
<td>UPMC Information Privacy &amp; Security Awareness Training for Students, Trainees, Health Professionals &amp; Other Individuals Who Are NOT UPMC Employees</td>
<td></td>
<td>Required every 3 years</td>
</tr>
<tr>
<td>Interactive Academic Integrity Tutorial</td>
<td><a href="http://www.umuc.edu/students/academic-integrity/vail-tutorial.cfm">http://www.umuc.edu/students/academic-integrity/vail-tutorial.cfm</a></td>
<td>No expiration</td>
</tr>
<tr>
<td>Title IX Training</td>
<td><a href="https://www.diversity.pitt.edu/education-and-training">https://www.diversity.pitt.edu/education-and-training</a></td>
<td></td>
</tr>
</tbody>
</table>

All graduate students must complete the education modules and provide documentation of completion to the department. Each training module takes approximately 20-60 minutes to complete and requires that a quiz/test be taken and passed with a score of 80% or better. Upon passing, students will have the option to print certificates of completion for each module. 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](http://cme.hs.pitt.edu) and [http://www.citi.pitt.edu](http://www.citi.pitt.edu)

**Final deadline for completing all modules is October 1st. Students must submit a certificate of completion for each module in Tevera.** Keep a copy of all completion certificates for your records. Participation in research or clinical activities will require immediate completion of the relevant modules. Prior to beginning practicum or internship, additional requirements are needed. **Students will NOT be allowed to begin supervised**

Counseling Program Manual 2020 21
Clinical experience until every module and requirement is completed and verified by faculty.

CLINICAL REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Requirement Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Examination &amp; Immunization Records*</td>
<td>Required prior to first placement and may be required annually</td>
</tr>
<tr>
<td>Proof of Personal Health Insurance</td>
<td>Required prior to first placement and may be required annually</td>
</tr>
<tr>
<td>Tuberculin (PPD) Test</td>
<td>Required prior to first placement and may be required annually</td>
</tr>
<tr>
<td>Agreement to Participate in Clinical Education</td>
<td>Required prior to first placement and may be required annually</td>
</tr>
<tr>
<td>CPR &amp; First Aid Certification</td>
<td>Valid for 2 years from certification date</td>
</tr>
<tr>
<td>Pennsylvania Criminal Record Check - $22 Fee**</td>
<td>Required prior to first placement and may be required annually</td>
</tr>
<tr>
<td><a href="https://epatch.state.pa.us/Home.jsp">https://epatch.state.pa.us/Home.jsp</a></td>
<td></td>
</tr>
<tr>
<td>Child Abuse Background Check - $15 Fee**</td>
<td>Required prior to first placement and may be required annually</td>
</tr>
<tr>
<td><a href="https://www.compass.state.pa.us/cwis/public/home">https://www.compass.state.pa.us/cwis/public/home</a></td>
<td></td>
</tr>
<tr>
<td>FBI Background Check - $23 Fee**</td>
<td>Required prior to first placement and may be required annually</td>
</tr>
<tr>
<td><a href="https://uenroll.identogo.com/">https://uenroll.identogo.com/</a></td>
<td></td>
</tr>
</tbody>
</table>

* Please note that students who are not immunized will not be able to participate in clinical education.
* Fees are subject to change. Students are required to submit background check results in Exxat Approve by March 15, 2021.

Submission of SHRS health forms, CPR certification, government-issued photo ID, and proof of personal health insurance must be completed in Exxat Approve by March 15, 2021.

SHRS Health Forms must be completed and submitted by March 15, 2021. Be sure to make a copy of the form for your records prior to submission. Students will not be permitted to begin clinical placements until verification of the completion of ALL requirements.

Some sites may have additional requirements, including:

- Completion of a 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

All students will be required to attend a class on professional behavior conducted in COUN 2765: Clinical Counseling Mentorship. If a student misses this class, they will be required to meet with their advisor to make up the material.

PLAGIARISM

Students are required to take and pass an academic integrity module that focuses on appropriate documentation and plagiarism. This module includes a quiz at the end of the tutorial. Upon passing, students will have the option to print your certificate of completion. Turn in the certificate of completion to Olivia Phillips through Tevera. Keep a copy. 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

All faculty, staff, and students associated with the University of Pittsburgh must complete a Conflict of Interest disclosure form each year. Directions will be e-mailed out during the spring semester for every year. This is required of ALL students of the University of Pittsburgh.

LIABILITY INSURANCE

As part of the tuition package, each student is covered under the University of Pittsburgh’s liability insurance. In some circumstances, students 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.

PROFESSIONAL ORGANIZATIONS

Students are encouraged to join professional counseling organizations while they are enrolled in the program. There are many benefits in joining professional organizations at a student level.

AMERICAN COUNSELING ASSOCIATION

The American Counseling Association (ACA) is the world’s largest association representing professional counselors in various practice settings. All master’s level students receive liability insurance as a part of membership to ACA for coverage while performing counselling services related to the curriculum (practicum and internship). Current student membership is $96 for the year.

Through ACA, students can also join the American Rehabilitation Counseling Association (ARCA). ARCA is the premiere organization for counselors who identify as rehabilitation counselors as a part of their training and practice. Student membership is currently $15 for the year.
**Pennsylvania Counseling Association**
The Pennsylvania Counseling Association (PCA) is a state branch of the Washington, DC-based American Counseling Association (ACA). The Pennsylvania Counseling Association serves and represents Pennsylvania’s professional counselors by providing leadership and professional development. The purpose of the association is to enhance human development throughout the life span and to promote professional counseling. The Pennsylvania Counseling Association is an organization of professional counselors who value a collegial community, continuous learning, service to others, visionary leadership, and a commitment to professional ethics and standards of practice. Student membership is currently $49 for the year.

**Greater Pittsburgh Counseling Association**
The Greater Pittsburgh Counseling Association is a Southwest PA regional branch of the Pennsylvania Counseling Association. The GPCA strives to promote professionalism in counseling along with the development of new and seasoned counselors. Student membership is currently $5 for the year.

**Student Organization**
The Clinical Rehabilitation and Mental Health Counseling program has one student organization. The Counseling Student Association (CSA) at the University of Pittsburgh is an organized support group for University of Pittsburgh Counseling students. CSA is to be a support group for University of Pittsburgh students interested in the field of rehabilitation and mental health counseling, and to promote the profession of rehabilitation and mental health counseling in academic, clinical and community service, and research settings. CSA works to promote the field of rehabilitation and mental health counseling by holding networking events for members, volunteering in the community, and organizing events that educate the public about various topics in the field of rehabilitation and mental health counseling.

**Conferences**
Students may have opportunities to attend professional counseling or rehabilitation counseling conferences throughout their academic career. Departmental funding resources are limited and provided on a case-by-case basis.

Students may also apply for travel funds offered by the (1) School of Health and Rehabilitation Sciences and (2) Counseling Student Association (CSA) at the University of Pittsburgh. SHRS applications should be submitted three months prior to travel and can be found at: [http://www.shrs.pitt.edu/current-students/travel-grants](http://www.shrs.pitt.edu/current-students/travel-grants). Students should contact student board members to apply for travel funds offered through the CSA.
**Authorship**

Students submitting work completed through classes or projects in the Clinical Rehabilitation and Mental Health Counseling program must give credit to faculty members associated with the project. **All students must submit conference proposals to their academic advisor for review prior to submitting to a conference.** Authorship and order of authors must be formally agreed upon in advance of submission. Guidelines for authorship credit are found in the APA Publication Manual.

**APA Style**

The Clinical Rehabilitation and Mental Health Counseling program follows guidelines set by the American Psychological Association (APA). Students are required to follow APA style guidelines for all written submissions, unless explicitly instructed otherwise. APA guidelines are strictly followed and students must abide by these guidelines for their courses. Note that this includes formatting, use of tables and figures, language usage, etc., not just reference citations.

**PITT Tuition and Billing**

**Tuition**

Upon acceptance and class registration, the University will issue a tuition bill. 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/](http://www.ir.pitt.edu/tuition/). The full-time per academic year rate covers the fall and spring semesters only.

**Summer tuition is not included in the full-time per academic year tuition rates. Applicable Summer tuition for practicum will be billed at the part-time, per credit rate during the summer term. Mandatory fees will apply to the summer term as well.**

**Billing**

All statements for tuition and billing will be issued electronically. Once students receive their student username and password, they will be able to access their financial account through [www.my.pitt.edu](http://www.my.pitt.edu) (under my resources, select PittPAY).

**Payment**

The University’s preferred method of payment is through PittPAY (online payment authorization). There is no fee if students pay using an eCheck from an existing checking account. It should be noted however, that there is a 2.75% service charge when a credit or debit card is used. Online payment can be made at [www.my.pitt.edu](http://www.my.pitt.edu) (under my resources, select PittPAY).
To read more about financial services at the University of Pittsburgh, please visit:
http://www.bc.pitt.edu/students/

LIBRARIES

There are numerous library systems here on campus, including the two students 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 the campus map. In order to check out books and journals from these libraries, students must have their 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. You can access PITTCat through this link: http://pittcat.pitt.edu/
- **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://www.library.pitt.edu/db/

*Note: The above services are part of the general library system and will specifically help students with more of their 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 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 students 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: https://www.hsls.pitt.edu/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 access to most library databases and electronic journals off campus. 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: https://www.technology.pitt.edu/

COMPUTER SERVICES

COMPUTER LABS
SHRS maintains a computer lab on the 4th floor of Forbes Tower. This lab includes workstations that are available to SHRS students for general use. 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: https://www.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: https://www.technology.pitt.edu/

CANVAS
The University’s learning management system transitioned to Canvas from CourseWeb (Blackboard Learn) effective summer, 2020. Canvas was selected as the best platform for advancing the University’s teaching and learning mission following an extensive evaluation in 2019. Canvas is designed to allow professors to share specific course information, guidelines, lectures and supplemental materials. It is also a place where students can post discussion topics to share with classmates, turn in assignments electronically, or view grades. Canvas offers 24/7/365 support for all Pitt faculty, student, and staff. Canvas can be accessed here: www.canvas.pitt.edu
TEVERA CLINICAL TRACKING SOFTWARE
Students will pay a one-time $156 fee for accessing Tevera, the clinical tracking software used by the CRMHC program. This software will be used throughout the length of the program in clinical courses, practicum, and internship placements. Students will need to register for Tevera in September of their first term. Tevera can be accessed here: pitt.tevera.app.

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.writingcenter.pitt.edu

LEARNING RESOURCE CENTER
The Learning Resource Center (LRC) is located on the 4th 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. 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

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and DRS, 140 William Pitt Union, (412) 648-7890/(412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

OFFICE OF INTERNATIONAL SERVICES
International students must maintain contact with the Office of International Services during their course of study. Students are responsible to complete all deadlines with the OIS. Faculty advisors may be a support to international students during this process but will not monitor these deadlines for students. To find out more about these services, please see: http://www.ois.pitt.edu/.

SHRS GRADUATE STUDENT HANDBOOK
The ‘Graduate Student Handbook’ for the School of Health and Rehabilitation, is a reference that can be helpful throughout the entire progression through the program. The Graduate Handbook can be accessed at: http://www.shrs.pitt.edu/current-students/student-handbooks.

ADDITIONAL WEBSITES
University of Pittsburgh: http://www.pitt.edu
School of Health and Rehabilitation Sciences: http://www.shrs.pitt.edu/
Department of Rehabilitation Science and Technology: http://www.shrs.pitt.edu/rst

FUNDING OPPORTUNITIES

PRE-DOCTORAL FELLOWSHIPS
Pre-doctoral fellowships are both clinical and research employment opportunities offered through the Clinical Rehabilitation and Mental Health Counseling program. If students 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 and mental health communities. If students are interested in working within one of the related community agencies, please inform your advisor of your interests and he/she will possibly be able to set you up with a contact person.
**Scholarships**

**CRMHC Scholarships**

*Nancy L. Oyler Student Award in Counseling*

Established to honor the memory of Nancy L. Oyler who best exemplified an enduring commitment to excellence of the Rehabilitation Counseling profession in service to persons with disabilities, the Nancy L. Oyler Student Award is designed to support and encourage graduate level training and clinical excellence in Rehabilitation Counseling.

**Project CRESTS**

The Pitt Counseling Program will be offering eight scholarships that will fund scholars’ coursework at 100% tuition from 2020 through 2024. These scholarships are made possible through Project Certified Rehabilitation Counselors and Educators Supporting Transition Success (CRESTS), a US Department of Education training grant. All scholars will participate in inter-disciplinary coursework and enrichment experiences with an emphasis on supporting students who are blind and visually impaired as they transition from secondary education settings resulting in improved career outcomes and quality of life.

**RST Scholarships**

*Kaufmann*

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

**SHRS Scholarships**

For the most up-to-date information about scholarships, please see the SHRS Scholarships & Funding website: [https://www.shrs.pitt.edu/current-students/scholarships-funding](https://www.shrs.pitt.edu/current-students/scholarships-funding)

**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, Clinical Rehabilitation and Mental Health 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 Pascasio, 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: CLINICAL REHABILITATION AND MENTAL HEALTH COUNSELING

### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Scheduled Day</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Fall Term – Year 1 (14)</strong></td>
<td></td>
</tr>
<tr>
<td>COUN 2742</td>
<td>Monday 8:30-11:30am</td>
<td>Legal, Ethical, and Professional Issues in Counseling</td>
<td>3</td>
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<tr>
<td>COUN 2731</td>
<td>Monday 12:30-2:30pm</td>
<td>Foundations of Rehabilitation and Mental Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 2730</td>
<td>Monday 4-6pm</td>
<td>Cultural Considerations in Counseling</td>
<td>2</td>
</tr>
<tr>
<td>COUN 2744</td>
<td>Wednesday 9am-12pm</td>
<td>Evidence Based Practice in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 2765</td>
<td>Wednesday 1-2pm</td>
<td>Clinical Counseling Mentorship</td>
<td>0</td>
</tr>
<tr>
<td>COUN 2738</td>
<td>Wednesday 2-5pm</td>
<td>Diagnosis and Treatment of Cognitive and Mental Health Disorders</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Spring Term – Year 1 (14)</strong></td>
<td></td>
</tr>
<tr>
<td>COUN 2734</td>
<td>Monday 9am-12pm</td>
<td>Counseling Theories and Techniques</td>
<td>3</td>
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<tr>
<td>COUN 2739</td>
<td>Monday 1-4pm</td>
<td>Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 2736</td>
<td>Monday 4-6 pm</td>
<td>Crisis Counseling, Risk Management and Disaster Preparedness</td>
<td>2</td>
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<tr>
<td>COUN 2733</td>
<td>Wednesday 9a-12pm</td>
<td>Counseling Skills and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>COUN 2737</td>
<td>Wednesday 1-4pm</td>
<td>Clinical, Diagnostic and Functional Assessment in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 2765</td>
<td>Wednesday 4-5pm</td>
<td>Clinical Counseling Mentorship</td>
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<td><strong>Summer Session – Year 1 (3)</strong></td>
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<tr>
<td>COUN 2765</td>
<td>Thursday TBD</td>
<td>Clinical Counseling Mentorship</td>
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<tr>
<td>COUN 2746</td>
<td>Thursday TBD</td>
<td>Counseling Practicum</td>
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<td><strong>Fall Term – Year 2 (15)</strong></td>
<td></td>
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<tr>
<td>COUN 2740</td>
<td>Tuesday 9am-12 pm</td>
<td>Clinical Applications in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 2749</td>
<td>Tuesday 1-2:30 pm</td>
<td>Counseling Internship</td>
<td>3</td>
</tr>
<tr>
<td>COUN 2716</td>
<td>Tuesday 3:00-5:00 pm</td>
<td>Medical &amp; Psychosocial Aspects of Disability</td>
<td>2</td>
</tr>
<tr>
<td>Course Code</td>
<td>Day and Time</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
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<td>Thursday 12-3 pm</td>
<td>Case Conceptualization and Treatment Planning</td>
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<td>COUN 2732</td>
<td>Thursday 5-8 pm</td>
<td>Human Development</td>
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<td>COUN 2760</td>
<td>TBD</td>
<td>Clinical Counseling Capstone</td>
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**Spring Term – Year 2 (15)**

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<th>Credits</th>
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<td>COUN 2743</td>
<td>Tuesday 9a-12p</td>
<td>Families and Couples Counseling</td>
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<td>COUN 2749</td>
<td>Tuesday 1-2:30 pm</td>
<td>Counseling Internship</td>
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<td>COUN 2723</td>
<td>Tuesday 3-5 pm</td>
<td>Assistive Technology</td>
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<td>COUN 2726</td>
<td>Thursday 12-3pm</td>
<td>Substance Abuse &amp; Addictions Counseling</td>
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<td>COUN 2724</td>
<td>Thursday 5-8 pm</td>
<td>Career Counseling &amp; Vocational Issues</td>
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<td>COUN 2761</td>
<td>TBD</td>
<td>Clinical Counseling Capstone Exam</td>
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APPENDIX B: STUDENT EVALUATION

Student Evaluation

Student:  Click or tap here to enter text.

Advisor:  Click or tap here to enter text.

Date of Evaluation:  Click or tap here to enter text.

Academic Skills:
☐ Exceeds Expectations
☐ Meets Expectations
☐ Near Expectations
☐ Below Expectations

Notes:
Click or tap here to enter text.

Professionalism:
☐ Exceeds Expectations
☐ Meets Expectations
☐ Near Expectations
☐ Below Expectations

Notes:
Click or tap here to enter text.

Clinical Skills:
☐ Exceeds Expectations
☐ Meets Expectations
☐ Near Expectations
☐ Below Expectations

Notes:
Click or tap here to enter text.

Strengths:
Click or tap here to enter text.
Areas for Growth:
Click or tap here to enter text.

Remediation Plan?
☐ Yes
☐ No

"I have read and understood the content and terms of this evaluation."

__________________________________________________________
Student Signature                        Date

__________________________________________________________
Advisor Signature                        Date
Appendix C: Remediation Plan Format

Individualized Remediation Plan

Rationale:
CACREP Standards require that programs have a student retention policy that addresses remediation procedures. This individualized remediation plan is a result of a collaborative decision of the CRMHC faculty. The purpose of this plan is to provide detailed observations of student performance deficits and to identify remedial goals, links goals to evaluation criteria, outlines specific steps to achieve goals, and identify a timeline. Documentation of remediation progress will be kept by the faculty advisor. There are consequences for incomplete success and relapse, which may include dismissal from the program.

Student:
Advisor:
Date of Plan:

Student Strengths
Student has demonstrated strengths in the below areas:

Student Deficiencies Areas of Remediation
Student has demonstrated deficiencies in the below areas:

Areas of Remediation
Goal 1
Goal:
Plan:
Monitoring:
  • Timeline:

---------------------------------------------------------------------------------------------------------------------
"I have read and understood the content and terms of this remediation plan. I understand what is expected of me and what I need to accomplish in order to successfully complete it."

---------------------------------------------------------------
Student Signature  Date

---------------------------------------------------------------
Advisor Signature  Date
### APPENDIX D: ACRONYM AND ABBREVIATIONS LIST

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>ABI</td>
<td>Acquired Brain Injury</td>
</tr>
<tr>
<td>ALS</td>
<td>Amyotrophic Lateral Sclerosis</td>
</tr>
<tr>
<td>APA</td>
<td>American Psychological Association</td>
</tr>
<tr>
<td></td>
<td>American Psychiatric Association</td>
</tr>
<tr>
<td>ASD</td>
<td>Autism Spectrum Disorder</td>
</tr>
<tr>
<td>AT</td>
<td>Assistive Technology</td>
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<tr>
<td>ATP</td>
<td>Assistive Technology Professional</td>
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<tr>
<td>CACREP</td>
<td>Council for Accreditation of Counseling and Related Educational Programs</td>
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<tr>
<td>CBT</td>
<td>Cognitive Behavioral Therapy</td>
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<tr>
<td>CDC</td>
<td>Centers for Disease Control</td>
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<tr>
<td>CP</td>
<td>Cerebral Palsy</td>
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<tr>
<td>CRCC</td>
<td>Commission on Rehabilitation Counselor Certification</td>
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<td>CRMHC</td>
<td>Clinical Rehabilitation and Mental Health Counseling</td>
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<tr>
<td>CSEP</td>
<td>Cognitive Skills Enhancement Program</td>
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<td>CVA</td>
<td>Cerebral Vascular Accident</td>
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<tr>
<td>DM</td>
<td>Diabetes Mellitus</td>
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<tr>
<td>DSM-5</td>
<td>Diagnostic and Statistical Manual 5th Edition</td>
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<tr>
<td>HGAC</td>
<td>Hiram G. Andrews Center</td>
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<tr>
<td>IRB</td>
<td>Institutional Review Board</td>
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<tr>
<td>LPC</td>
<td>Licensed Professional Counselor</td>
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<td>LRC</td>
<td>Learning Resource Center</td>
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<td>MDD</td>
<td>Major Depressive Disorder</td>
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<td>MS</td>
<td>Multiple Sclerosis</td>
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<td>NBCC</td>
<td>National Board for Certified Counselors</td>
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<tr>
<td>NCC</td>
<td>National Certified Counselor</td>
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<td>NCE</td>
<td>National Counselor Examination for Certification and Licensure</td>
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<td>OA</td>
<td>Osteoarthritis</td>
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<td>OVR</td>
<td>Office of Vocational Rehabilitation</td>
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<td>PD</td>
<td>Parkinson's Disease</td>
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<td></td>
<td>Personality Disorder</td>
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<td>PTSD</td>
<td>Posttraumatic Stress Disorder</td>
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<td>RA</td>
<td>Rheumatoid Arthritis</td>
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<tr>
<td>REBT</td>
<td>Rational Emotive Behavior Therapy</td>
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<tr>
<td>RERC</td>
<td>Rehabilitation Engineering Research Center</td>
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<td>RST</td>
<td>Department of Rehabilitation Science and Technology</td>
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<td>SB</td>
<td>Spina Bifida</td>
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<td>SCI</td>
<td>Spinal Cord Injury</td>
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<td>SHRS</td>
<td>School of Health and Rehabilitation Sciences</td>
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<td>SLD</td>
<td>Specific Learning Disability</td>
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<td>TBI</td>
<td>Traumatic Brain Injury</td>
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<td>TR</td>
<td>Telerehabilitation</td>
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<td>WAIS</td>
<td>Wechsler Adult Intelligence Scale</td>
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