



RST

Clinical Rehabilitation and Mental Health Counseling

Department of Rehabilitation Science and Technology

School of Health and Rehabilitation Sciences | **University of Pittsburgh**

University of Pittsburgh
5042 Forbes Tower
Pittsburgh, PA 15260

CLINICAL REHABILITATION AND MENTAL HEALTH COUNSELING

PROGRAM AND PROCEDURAL MANUAL

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

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WWW.SHRS.PITT.EDU/MSCRMHC**

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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Please be aware that some information may change or become outdated.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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CLINICAL REHABILITATION AND MENTAL HEALTH COUNSELING PROGRAM

OVERVIEW

The MS 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 a professional counselor in both rehabilitation and mental health settings. Clinical Rehabilitation and Mental Health Counselors are uniquely qualified to work with individuals with disabilities, particularly those who are experiencing psychiatric disabilities or other 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 62 credit (two years, if attended full-time) degree and is fully accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP) through October 2023.

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.

CRMHC PROGRAM MISSION STATEMENT

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 philosophy of the program upholds the values underlying the scope of practice for clinical rehabilitation and mental health 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 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.

COUNSELING ACCREDITATION AND RANKING

The University of Pittsburgh CRMHC program is nationally accredited by CORE and CACREP. These accrediting bodies determine 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 CORE since 2003 and CACREP since 2015. Our program is also currently ranked 18th according to U.S. News and World Report.

COUNSELOR ENDORSEMENT, CERTIFICATION, AND LICENSURE

REHABILITATION COUNSELOR CERTIFICATION (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 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.

- 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, you 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

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 Clinical Rehabilitation and Mental Health Counseling program are eligible to obtain licensure. Graduates who have successfully passed the CRCC examination or NCE and who have completed their additional supervised clinical practice hours may apply to the licensure board to become a licensed professional counselor (LPC) in the state of Pennsylvania. Please note, licensure requirements differ by state. In PA the CRCC examination is acceptable as the written examination for licensure, however in some states, the CRCC examination is not accepted and the NBCC examination is required.

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://provost.pitt.edu/faculty-resources/academic-integrity-freedom/academic-integrity-guidelines> . 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 to graduate. Any student whose cumulative GPA falls below a 3.0 at any point will be placed on academic probation by the Dean's Office. 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 within the designated time frame are subject to dismissal from the program.

SOCIAL MEDIA POLICY

Social media is rapidly expanding and new outlets 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 your post prior to transmission.
- Assume anything that you post or transmit 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 you prior to interviews or offered employment.
- Clients often search social media to learn more about you. Proximity based apps and social media post 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 your practicum or internship site on social media.
- Read, review, and follow the social media policy of your practicum or internship placement.
- Do not post or transmit *any* information or reference about your 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.

STUDENT CONDUCT VIOLATIONS

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

ADVISEMENT AND MENTORING

REGISTRATION

Upon acceptance into the program and prior to beginning classes, students are assigned a faculty advisor. It is the student’s responsibility to schedule an appointment with their 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 62 credits to graduate. Students will meet with their advisors during the first semester of HRS 2755 – 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. Course descriptions are in Appendix B.

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 accessible to each and every student. Faculty contact information is located 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 you without prior notice. If you wish to meet with a faculty member, you 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 HRS 2755 – Clinical Counseling Mentorship. Second year students are required to meet two times per semester with their advisor as part of HRS 2750 and 2751 – 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 6 credits may be accepted) should meet with their advisor to discuss which courses may transfer. 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. If you are interested in testing out of a course, please contact your academic advisor. As with course transfers, this discussion will ultimately involve the instructor of the course to be tested out.

STUDENT MONITORING

STUDENT EVALUATIONS

Student evaluations are completed each semester you are 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 and Accountability
- 3) Clinical Skills

You will receive feedback from your advisor regarding your evaluation. If the faculty determines that there is a problem or a potential problem in any area, you may be obligated to participate in a remediation plan designed to provide additional instruction and guidance to ensure that you meet the program's minimum acceptable standards in the specific areas of concern. A copy of the evaluation is included in Appendix C.

Student evaluations are completed by compiling and reviewing information on students' professional behavior, academic performance, and clinical skills from a variety of information sources. Faculty will 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 in the event that 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).

You will also complete the Counseling Self-Estimate Inventory three times throughout the program. Once at the beginning of your first term and then again after completion of your practicum and internship.

STUDENT REMEDIATION

You may be put on a remediation plan at any point during your academic career in the CRMHC program. If it is determined a remediation plan is needed, you will meet with the counseling faculty 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 have specific standards and timelines that students must meet in order to continue with the program. Remediation plans are not meant to be punitive; rather 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 D.

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 requiring another remediation plan for the same concern. Student dismissals are handled on a case-by-case basis. Your advisor and Dr. McCue will let you know if you are in jeopardy of being dismissed.

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. It is extremely important that you know the final day of the semester so that you can complete and turn in all required assignments 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 and mental health counselor. Most courses are 1 evening per week for 3 hours (usually either from 4:00 to 7:00 pm or 5:00 to 8:00 pm). All required courses are offered once per academic year. For some courses, you will also be required to attend lab sessions during the day to meet class requirements.

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

COUNSELING PRACTICUM

According to the CACREP standards:

Students shall have a minimum of 120 hours of supervised 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 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. Students are evaluated by both on-site and Pitt faculty supervisors when assigning grades for practicum. Students are expected to maintain professional and ethical behaviors during clinical placements.

COUNSELING INTERNSHIP

According to CACREP standards:

Students shall have supervised 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 counseling professional who holds a current certified rehabilitation counselor (CRC) certification from CRCC. Students are evaluated by both on-site and Pitt faculty supervisors when assigning grades for internship. Students are expected to maintain professional and ethical behaviors during clinical placements.

CRMHC CLINICAL COUNSELING COMPETENCY EXAMINATION

All Counseling 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 analyze and synthesize case materials for case conceptualization and then 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

In order to graduate from the CRMHC program, students must complete all required courses agreed upon in your academic plan of study. All required courses must be passed with a minimum grade of C+. You must maintain a minimum of 3.0 GPA in order 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. 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 recognition day 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.

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:

University of Pittsburgh CITI Access Portal	http://www.citi.pitt.edu
Social & Behavioral Research (Human Subjects Protection) (CITI)	Required every 3 years
Social & Behavioral Responsible Conduct of Research (CITI)	Required every 3 years
Conflict of Interest (CITI)	Required every 3 years
Internet-based Studies in Education and Research	https://cme.hs.pitt.edu/

HIPAA Researchers Privacy Requirements (Formerly RPF Module 6)	No expiration
Bloodborne Pathogen Training (Formerly RPF Module 9)	Required annually
Responsible Literature Searching (Formerly RPF Module 11)	No expiration
UPMC Information Privacy & Security Awareness Training for Students, Trainees, Health Professionals & Other Individuals Who Are NOT UPMC Employees	Required every 3 years
VAIL Tutor http://www.umuc.edu/students/academic-integrity/vail-tutorial.cfm	No expiration

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, you will have the option to print your certificate 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> and <http://www.citi.pitt.edu>

Final deadline for completing all modules is October 1st. You will need to turn in a certificate of completion for each module to Olivia Phillips (olp11@pitt.edu). 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

Physical Examination	Required annually
Proof of Personal Health Insurance	Required annually
Tuberculin (PPD) Test	Required annually
CPR Certification	Required every 2 years
Pennsylvania Criminal Record Check http://www.psp.state.pa.us	Required prior to first placement and MAY be required annually
Child Abuse Background Check http://www.dpw.state.pa.us/	Required prior to first placement and MAY be required annually

FBI Background Check http://www.pa.cogentid.com/index.htm	Required prior to first placement and MAY be required annually
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Students are required to submit proof of background checks and personal health insurance to Olivia Phillips (olp11@pitt.edu) by September 1, 2017.

Completion of CPR certification must be submitted to Olivia by January 31, 2018.

SHRS Health Forms must be completed and submitted to Olivia Phillips in a sealed envelope by January 31, 2018. The Student Health Service at the Wellness Center will keep all student health forms on file. 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 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 meet with Dr. Schein to make up the module.

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. You will need to turn in the certificate of completion to Olivia Phillips. Keep a copy for yourself as well. This module is available at http://www.umuc.edu/cip/vail/students/students_vailtutor.html

CONFLICT OF INTEREST

A Conflict of Interest disclosure form must be completed yearly by all faculty, staff, and students associated with the University of Pittsburgh. 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 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.

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 your membership to ACA for coverage while performing counselling services related to your curriculum (practicum and internship). Current student membership is \$96 for the year.

Through ACA, you 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

Student membership is currently \$49 for the year.

GREATER PITTSBURGH COUNSELING ASSOCIATION

Student membership is currently \$5 for the year.

STUDENT ORGANIZATION

The Clinical Rehabilitation and Mental Health Counseling program has two student organizations. The Pittsburgh Counseling Student Organization is an organized support group for University of Pittsburgh clinical rehabilitation and mental health counseling students. The Pitt Counseling Student Organization 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. Rehabilitation counseling is a highly specialized field of the counseling profession which focuses on assessment, treatment of and rehabilitation of limitations associated with physical, emotional, and cognitive disabilities, as well as, mental and physical illnesses. To that extent, rehabilitation counselors serve as therapists, service coordinators, case managers, advocates, educators, and ultimately facilitators of change. It is

through knowledge of the human body, medicine, technology, law, politics, psychology, and sociology that rehabilitation counselors function most effectively. Additionally, students in the Clinical Rehabilitation and Mental Health Counseling program will develop foundational counseling skills that will allow them to provide effective treatment of clients with mental health issues. As no client's symptoms exist in isolation, counselors should be prepared to work with clients that experience symptoms with both mental and physical health problems. Furthermore, the purpose is to promote cohesion between incoming students, current students and alumni of SHRS's Clinical Rehabilitation and Mental Health Counseling program creating an optimal venue to exchange knowledge and wisdom related to RST 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. Beck. 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 professional counseling or rehabilitation 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 travel funds 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/current-students/travel-grants>

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. 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.** 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 for by the American Psychological Association (APA). Students are required to follow APA style guidelines for all written submissions, unless explicitly instructed otherwise. 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. Note that this includes formatting, use of tables and figures, language usage, etc., not just reference citations.

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/>. The full-time per academic year rate covers the fall and spring semesters only. Summer tuition for practicum and internship will be billed at the part-time, per credit rate.

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 (under my resources, select 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 (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 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. 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 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 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 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: <http://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: <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: <https://www.etskb-stu.cidde.pitt.edu/>

CLINICAL TRACKING SOFTWARE

Students will pay a one-time fee for accessing clinical tracking software. This software will be used throughout the length of the program in clinical courses, practicum, and internship placements.

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. 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>

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 your 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 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 described below.

RST scholarships include:

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 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, 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: COUNSELING FACULTY INTEREST LIST

Faculty Mentor	Areas of Interest and Expertise
Dr. Beck	Mindfulness-Based Interventions, Chronic Pain Conditions, Ecological Momentary Assessment, Advanced Statistical Modeling, Autism Spectrum Disorder, and Evidence Based Practice
Patty Costantini	Life Care Planning, Vocational Rehabilitation Assessment, Medical Aspects of Disability, Life Coaching, Vocational Rehabilitation Outcomes
Roger Little	Assistive Technology for Cognitive Rehabilitation, Computer Access, Workplace Ergonomics
Dr. Kulzer	Autism Spectrum Disorder, Cognitive Rehabilitation, Telerehabilitation, Evidence Based Practice, Group Counseling, Cognitive Behavioral Therapy
Dr. McCue	Ecological Momentary Assessment, Telerehabilitation, Neuropsychology, Rehabilitation Psychology, Ecological Validity, Functional and Community Based Assessment, Cognitive Assessment, Cognitive Rehabilitation
Dr. Schein	Traumatic Brain Injury and Other Cognitive Disabilities, Cognitive Rehabilitation, Telerehabilitation, Evidence Based Practice Interventions for Counseling

HRS 2732 Human Development, Culture, and Disability Across the Lifespan 3 cr.

The course provides an in-depth study of human development from a disability and multicultural perspective. The content will cover theories of physical, cognitive, social, cultural, and emotional human development from the prenatal period through aging and death. Clinical approaches for each stage of development will be reviewed. Multi-cultural competencies, personal biases, and client preferences will be explored, tested, and applied to clinical work. Students are expected to develop knowledge of human development, disability, and culture that will inform future case conceptualization and treatment as a clinical rehabilitation mental health counselor. Application of these skills and knowledge will be evaluated through direct observation in the community.

HRS 2733 Counseling Theories and Techniques 3 cr.

This course introduces counseling theories and techniques. Students examine and explore concepts and gain understanding of fundamental skills required to be an effective helping professional. This course focuses on the theory, process, development, and acquisition of basic counseling skills such as empathy, active listening, and inquiring. Students learn the nature of the counseling process, factors affecting client change and growth, interviewing, counseling interventions, ethics, and personal and professional issues related to counseling. Theories and techniques are explored with an emphasis on multicultural considerations. Instruction includes experiential learning such as in-class role-plays and recorded counseling sessions with individualized feedback.

HRS 2734 Advanced Counseling Skills and Techniques 3 cr.

This is an experiential course where students will learn advanced counseling skills and apply them into clinical practice. The class will consist of three themes, including: (1) listening skills, building trust and rapport, and multicultural competencies; (2) development and application of counseling skills; (3) clinical documentation and progress reports. Class time will be utilized for practicing counseling techniques and styles through class activities, demonstrations, and role-plays. This course requires students to conduct, video-record, and document ongoing counseling sessions with a simulated client. Students are expected to effectively conduct 50-minute goal-directed counseling sessions with a cross-theoretical approach by the end of the course.

HRS 2735 Career and Vocational Counseling 3 cr.

This course focuses on theory and practice of career and vocational counseling. Module 1 of this course focuses on models of theories of career development and career counseling, with cultural considerations taken into account. Students learn to incorporate theory into career counseling practice. Module 2 emphasizes vocational issues including job placement, pre-placement analysis, client-readiness, job development, job modification, and employer culture and attitudes. Module 2 content includes sources of occupational data, labor market analysis, job analysis, job seeking skills, and procedures for analyzing transferable work skills. Students learn various employment alternatives including competitive employment, supported employment, self-employment, etc.

HRS 2736 Crisis Counseling, Risk Management, and Disaster Preparedness 2 cr.

The course provides guidelines and parameters for risk assessment and risk management of harm to self and/or others. Students will demonstrate proficiency in establishing risk assessment/management plans for clinical practice. Students examine research on crisis theory, resolution, and resilience. Students will learn the effects of crises, disasters, and other trauma-causing events on persons of all ages. The course examines diverse crisis situations and the assessment and treatment strategies used by counselors to assist individuals, groups, and organizations in managing and resolving crises. Students learn how people deal with crises, explore personal crisis experiences, and develop crisis intervention competency.

HRS 2737 Clinical, Diagnostic, and Functional Assessment in Counseling 3 cr.

This course is focused on the psychometric qualities, indications for use, administration and interpretation of various assessment procedures. Procedures include interview and mental status examination, psychological and neuropsychological testing, functional assessment, vocational testing and vocational evaluation, and specialized assessments such as EMA. Professional and ethical standards and the effect of culture and disability on assessment are included. Students learn to apply assessment findings to goal setting and intervention planning through a series of case studies that require interpretation of test data in the context of a client's life (as presented in the case study). Students are required to demonstrate proficiency in written and oral reporting and communicating assessment results to professionals and clients. The course includes a lab where student teams develop, norm administer and interpret naturalistic assessment tools.

HRS 2738 Diagnosis and Treatment of Cognitive and Mental Health Disorders 3 cr.

This course contains three modules: 1) DSM-5 and differential diagnosis, 2) cognitive rehabilitation, and 3) psychiatric rehabilitation. Students develop skills in diagnostic formulation and clinical intervention planning and implementation. The influence of multicultural identity in diagnosis and treatment is addressed. In Module 1, students learn about the diagnosis of cognitive, behavioral, and mental health disabilities through extensive review of the current edition of the Diagnostic and Statistical Manual and related information. In Module 2, students learn specialized counseling techniques for individuals with cognitive impairments and behavioral issues. Students demonstrate use of techniques such as external cognitive aids, metacognitive strategies, and social skills training. In Module 3, students learn interventions for mental health disorders such as psychiatric rehabilitation day programming, Assertive Community Treatment and case management, and self-help and peer-delivered services.

HRS 2739 Group Counseling (with lab) 3 cr.

In this course, students are introduced to group work, including theoretical approaches, personal and professional characteristic of an effective group leader, guidelines for forming a group, and leader and participant tasks and behaviors throughout the stages a group. Group counseling ethical, professional, and legal considerations, as well as multicultural issues are discussed throughout the course. Experiential and interactive learning is supplemented by lecture and video demonstration. Using evidence-based practice techniques, students research and evaluate a group intervention of their choice. Students develop a group proposal and demonstrate proficiency in leading a group of their choice. Participation in a 10-week experiential group is required (lab).

HRS 2740 Clinical Applications in Counseling 3 cr.

This course is divided into two modules designed to provide students with basic skills needed for 1) interviewing for intake and assessment purposes and engaging clients in a therapeutic relationship, and 2) application of evidence-based counseling using Cognitive Behavioral Therapy (CBT). The course will employ brief didactic presentations, discussion of readings, video review, and role-play. Students will have the opportunity to conduct a clinical interview and a brief course of CBT with an actor playing the role of the client. These sessions will be video recorded. Evaluation by self, peers, and instructor will occur. Student performance will be evaluated to determine competency for entry-level practice and specific detail for student remediation will be provided if needed.

HRS 2741 Case Conceptualization and Treatment Planning 3 cr.

This course presents the process of synthesizing relevant client information including client history, interview, and assessment results, along with contextual information (environmental and demand information) in order to achieve accurate case conceptualization. Students learn and demonstrate proficiency in goal setting, treatment planning, case monitoring, and measurement-based care using individual, evolving client case studies. Students explore and develop a compendium of community resources.

HRS 2742 Legal and Ethical Issues in Counseling 3 cr.

Professional ethics provide critical guidance to the provision of all services as counselors. This course will offer an in depth focus on the relevant knowledge, awareness and skills necessary to practice safely and responsibly in counseling. Students will examine a variety of complex ethical issues that confront clinical rehabilitation and mental counselors as they work with clients and colleagues within difference counseling systems. ACA and CRCC Codes of Ethics will be examined, as well as ethical decision making models that will facilitate students informed decision making when faced with ethical issues in the workplace. Clinical rehabilitation and mental health counselor standards of practice will be examined.

HRS 2743 Family and Couples Counseling 3 cr.

In this course, a broad theoretical and practical foundation for counseling couples and families is emphasized. The course includes an introduction to theories of family therapy, counseling strategies and techniques, and research in family counseling and functioning. Using a family systems approach, the course exposes students to the dynamics of contemporary family structures, living patterns, and lifestyles. Students learn the family development framework and common family issues across the family life cycle. Students are challenged to better understand their own family system and to examine some of their beliefs and values about what constitutes a family. Learning methods include readings, didactic presentations, discussions, role-playing, and case reviews.

HRS 2744 Evidence-Based Practice in Counseling 2 cr.

This course prepares students to be competent counselors that utilize evidence-based practice in their clinical practice. Students will learn to (1) understand the rationale for using evidence-based practice, (2) use guidelines for determining acceptable evidence, (3) effectively locate free access EBP articles, and (4)

create program evaluation plans. At the end of the course, students are required to make evidence-based practice recommendations for clinical case studies. Students also must effectively design a program evaluation protocol for a complex counseling intervention.

HRS 2745 Substance Abuse and Addictions Counseling 3 cr.

This course is an introduction to substance abuse counseling. The expected student outcomes of the course include: develop understanding of substance use disorders; develop evidence-based addiction counseling competencies; and increase competence in providing substance abuse evaluation, education, and treatment services. Students are introduced to the theories of etiology and intervention for alcohol and substance use, abuse, and addiction. Students explore community resources proving substance use intervention.

HRS 2746 Counseling Practicum 3 cr.

Students participate in a minimum of 100 hours of counseling practicum with at least 40 hours of direct clinical service. Students receive supervision from an assigned on-site clinical supervisor, and clinical supervision from a designated faculty clinical mentor. Practicum students increase their awareness and understanding of the differences in values, beliefs, and behaviors of individuals from diverse populations.

HRS 2749 Counseling Internship 6 cr.

Students participate in a minimum of 600 hours of counseling internship with at least 240 hours of direct clinical service. Students receive supervision from an assigned on-site clinical supervisor with requisite credentials, and clinical supervision from a faculty clinical mentor with the requisite credential and/or license. Internship students increase their awareness and understanding of the differences in values, beliefs, and behaviors of individuals from diverse populations. The internship reflects the comprehensive work experience of a clinical rehabilitation and mental health professional counselor. This course is the final preceptorship prior to the completion of the degree.

HRS 2750 Clinical Counseling Capstone 1 cr.

HRS 2751 Clinical Counseling Capstone Exam 2 cr.

These courses serve as the comprehensive examination. The courses focuses on student demonstration of knowledge and skills that reflect the competencies of the Clinical Rehabilitation and Mental Health Counselor as defined by this program. Students will be assessed on their knowledge and skills accumulated through coursework and clinical experiences. The courses require students to synthesize and apply advanced concepts into clinical practice. The courses implement a case study approach. Students are providing real and/or simulated clients to demonstrate their knowledge and skills. Students are expected to analyze and synthesize case materials for case conceptualization and then develop appropriate and realistic intervention plans. Students are expected to apply appropriate counseling techniques included in their intervention plan via role-play simulations. The courses are delivered over two terms with the first 1-credit course (Clinical Capstone I) focusing on preparation and practice. If students do not demonstrate readiness for competency evaluation, remediation will be prescribed and

deficiencies resolved prior to proceeding. The second 2-credit course will serve as their competency evaluation (Clinical Capstone II). Successful completion of this comprehensive examination is needed for the student to demonstrate mastery of graduate study in Clinical Rehabilitation and Mental Health Counseling.

HRS 2755 Clinical Counseling Mentorship

1 cr.

This course provides a structure for clinical oversight and guidance through structured student-advisor interaction over the course of the program's first year of study. The objective of the course is to facilitate the clinical application of knowledge and skills students have acquired from didactic coursework. This course involves mentoring and ongoing formal and informal evaluation to ensure that students achieve the required level of competency for clinical counseling practice.

Course Number	Scheduled Day	Course Name	Credits
<i>Fall Term – Year 1 (13)</i>			
HRS 2732	M 4-7	Human Development Across Culture and the Lifespan	3
HRS 2755	Tu 3-4	Clinical Counseling Mentorship	1
HRS 2738	Tu 4-7	Diagnosis and Rehab of Cognitive, Behavioral, & Mental Health Disabilities	3
HRS 2733	W 4-7	Counseling Theories and Techniques I	3
HRS 2731	Th 5-8	Foundations of Rehabilitation and Mental Health Counseling	3
<i>Spring Term – Year 1 (13)</i>			
HRS 2739 ¹	M 4-7	Group Counseling (with lab TBD)	3
HRS 2737	Tu 4-7	Clinical, Diagnostic and Functional Assessment in Counseling (with lab 3-4 or 7-8)	3
HRS 2742	W 4-7	Legal, Ethical & Professional Issues in Counseling	3
HRS 2734 ¹	Th 5-8	Advanced Counseling Skills & Techniques	3
HRS 2755	TBA	Clinical Counseling Mentorship	1
<i>Summer Session – Year 1 (3)</i>			
HRS 2746		Counseling Practicum	3
<i>Fall Term – Year 2 (15)</i>			
HRS 2744	M 4-6	Evidence Based Practice in Counseling	2
HRS 2715	Tu 3-6	Medical Aspects of Disability	3
HRS 2704	Tu 6-8	Fundamentals of Rehabilitation Engineering and Technology	3
HRS 2740	W 4-7	Clinical Applications in Counseling	3
HRS 2750	Th 4-5	Clinical Case Study/Capstone	1
HRS 2741	Th 5-8	Case Conceptualization and Treatment Planning	3
<i>Spring Term – Year 2 (12)</i>			
HRS 2743	M 4-7	Family and Couples Counseling	3
HRS 2735	Tu 4-7	Career Counseling & Vocational Issues	3
HRS 2745	W 4-6	Substance Abuse & Addictions Counseling	2
HRS 2736	Th 5-7	Crisis Counseling, Risk Management and Disaster Preparedness	2
HRS 2751		Clinical Counseling Capstone Exam	2
<i>Summer Term – Year 2 (6)</i>			
HRS 2749		Counseling Internship	6

APPENDIX C: STUDENT EVALUATION

Term Break Student Evaluation

Student: _____ Term: _____

Date of Evaluation: _____

Cumulative GPA: _____ Course Grades below 3.0: _____

Professional Behavior and Accountability/Ethics				Comments
Integrity/Dependability Honesty; reliability	No Problem	Potential Problem	Problem	
Attendance/Punctuality Attends classes, labs, meetings as required;	No Problem	Potential Problem	Problem	
Appearance and Personal Hygiene Clothing is appropriate, neat, clean and well maintained; good personal hygiene and grooming, appropriate body language	No Problem	Potential Problem	Problem	
Maturity and Decorum Demonstrates adult/professional level of emotional maturity; behavior consistently meets demands of setting and context	No Problem	Potential Problem	Problem	
Feedback Accepting constructive feedback in a positive manner; taking advantage of learning opportunities; gives/receives feedback from supervisors appropriately; demonstrates ability to integrate feedback into behavior	No Problem	Potential Problem	Problem	
Time Management/Organization Consistent punctuality; completing tasks and assignments on time; demonstrates the ability to plan ahead	No Problem	Potential Problem	Problem	
Faculty and Peer Relationships/Teamwork Helping and supporting other team/peer/faculty members; showing respect for all team/peer/faculty members; remaining flexible and open to change; communicating with others to resolve problems; not undermining the team/peers.	No Problem	Potential Problem	Problem	
Respect/Cooperation Being polite and considerate to others; not using derogatory or demeaning terms; collaborates with others; behaving in a manner that brings credit to the profession	No Problem	Potential Problem	Problem	
Policies and Procedures Follows program policies, procedures, and protocols	No Problem	Potential Problem	Problem	
Communications Speaking clearly; writing legibly; using correct grammar and punctuation; listening actively; adjusting communication strategies to various situations	No Problem	Potential Problem	Problem	
Confidentiality	No Problem	Potential Problem	Problem	

Does not share confidential information without consent from clients without sound legal or ethical justification				
Boundaries Avoids dual relationships; establishes appropriate boundaries with supervisors, peers, & clients	No Problem	Potential Problem	Problem	
Professional Competence Recognizes the boundaries of his/her competencies and limitations of his/her experiences; seeks supervision when needed	No Problem	Potential Problem	Problem	
Cultural Competence Respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status	No Problem	Potential Problem	Problem	
Self-Awareness Demonstrating an awareness of his/her own skill and knowledge level, awareness of beliefs, values and biases, and adequately appreciates the effect of these on his/her work	No Problem	Potential Problem	Problem	
Professional Identity Development Demonstrates accurate knowledge of counseling profession; Engages in and advocates for profession of counseling	No Problem	Potential Problem	Problem	
Engagement and Investment in Graduate Clinical Education				Comments
Self-Motivation/Initiation Taking initiative to complete assignments; taking initiative to improve and/or correct behavior; taking on and following through on tasks without constant supervision; showing enthusiasm for learning and improvement; consistently striving for excellence in client care and professional activities	No Problem	Potential Problem	Problem	
Self-Confidence Demonstrating the ability to trust personal judgment; demonstrating an awareness of strengths and limitations; exercises good personal judgment	No Problem	Potential Problem	Problem	
Clinical Skills				Comments
Client Relationships Potential to develop and maintain counseling relationships with clients	No Problem	Potential Problem	Problem	
Ability to apply basic counseling and interviewing skills Empathy and listening skills	No Problem	Potential Problem	Problem	
Analysis and Synthesis Potential to demonstrate accurate and thorough case conceptualization; synthesis, demonstrate critical thinking, client-centered problem solving	No Problem	Potential Problem	Problem	

Strengths:

Deficiencies:

APPENDIX D: 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 E: 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
CACREP	Council for Accreditation of Counseling and Related Educational Programs
CBT	Cognitive Behavioral Therapy
CDC	Centers for Disease Control
CORE	Council on Rehabilitation Education
CP	Cerebral Palsy
CRCC	Commission on Rehabilitation Counselor Certification
CRMHC	Clinical Rehabilitation and Mental Health Counseling
CSEP	Cognitive Skills Enhancement Program
CVA	Cerebral Vascular Accident
DM	Diabetes Mellitus
DSM-5	Diagnostic and Statistical Manual 5 th Edition
HGAC	Hiram G. Andrews Center
IRB	Institutional Review Board
LPC	Licensed Professional Counselor
LRC	Learning Resource Center
MDD	Major Depressive Disorder
MS	Multiple Sclerosis
NBCC	National Board for Certified Counselors
NCC	National Certified Counselor
NCE	National Counselor Examination for Certification and Licensure
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