

THE MASTER OF SCIENCE DEGREE
IN
CLINICAL REHABILITATION COUNSELING

STUDENT HANDBOOK



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Manual Overview

This manual is designed to answer many of the questions you may have about the Master of Science Degree in Clinical Rehabilitation Counseling. It is your responsibility to familiarize yourself with its contents. This manual contains information on the Program's mission and objectives, admission procedures, application for candidacy, comprehensive examination, course requirements and class sequences, practicum, and internship requirements. This handbook is intended to complement, not replace, a meeting with your advisor. Furthermore, it is also the student's responsibility to consult the online University Catalog for additional information. Please note that changes to degree programs might not be reflected immediately in this manual; therefore, students should consult their faculty advisors. The Program reserves the right to modify its requirements and will inform students of any changes. Students may also find Rehabilitative Services Program information available on the School of Rehabilitation Services and Counseling website. Further questions can be directed to your advisor or the Master of Science Program Coordinator.

NOTE TO THE STUDENT: You are about to embark upon a course of graduate study that will prepare you for a professional career assisting persons with disabilities to maximize their full capacities in all aspects of their lives. Graduate students are expected to maintain a professional demeanor throughout their graduate program as well as be familiar with the University's policies on academic dishonesty.

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STUDENT HANDBOOK

INTRODUCTION

The Master of Science (MS) degree program in Clinical Rehabilitation Counseling at The University of Texas Rio Grande Valley was established in 1997 to prepare culturally responsive rehabilitation counselors to serve the growing needs of the Rio Grande Valley, the State of Texas, and beyond. Offered through the School of Rehabilitation Services and Counseling within the College of Health Professions, the program emphasizes the integration of theory, skills, and practical application in counseling, with a focus on working with individuals with disabilities.

Students receive comprehensive training to function effectively as professional rehabilitation counselors. This includes completing a 100-hour supervised practicum (with at least 40 hours of direct client service) and a 600-hour supervised internship (including 240 hours of direct service), providing hands-on experience in clinical settings.

The MS in Clinical Rehabilitation Counseling is a 60-semester-hour program and is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), ensuring adherence to the highest standards of counselor education.

SCOPE OF PRACTICE IN CLINICAL REHABILITATION COUNSELING

The official scope of practice statement for rehabilitation counseling reads as follows: Rehabilitation counseling is a systematic process that assists individuals with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated setting possible through the application of the counseling process. The counseling process involves communication, goal setting, and behavior interventions. The specific techniques and modalities utilized within the rehabilitation counseling process may include, but are not limited to: a) assessment and appraisal; b) diagnosis and treatment planning; c) career (vocational) counseling; d) individual and group counseling treatment interventions focused on facilitating adjustments to the medical and psychosocial impact of disability; e) case management, referral, and services coordination; f) program evaluation and research; g) interventions to remove environmental, employment, and attitudinal barriers; h) consultation services among multiple parties and regulatory systems; if) job analysis, job development, and placement services, including assistance with employment and job accommodations; and j) the provision of consultation about, and access to, rehabilitation technology.

Rehabilitation counselors work in diverse settings, including Veterans Affairs vocational rehabilitation programs, VA hospitals and medical centers, public vocational rehabilitation agencies, substance abuse treatment facilities, sheltered workshops, mental health centers, public schools, and centers for independent living. They may also serve in corporate disability management programs, college and university offices for students with disabilities, private non-profit organizations, and private practices. Additional employment opportunities exist with the Social Security Administration, attorneys handling workers' compensation cases, medical insurance companies, rehabilitation programs, and job placement services.

Many rehabilitation facilities include training for a specific job. This is often one of several steps in the rehabilitation process, and occurs only after a sufficient amount of evaluation, research, and counseling has been completed to find the most suitable job for a client. Many rehabilitation counselors keep in touch with the business community to learn the types of workers needed by industry and the training required for each job. Conducting regular labor market surveys is a common responsibility for rehabilitation counselors across various work settings. In vocational rehabilitation agencies, counselors also dedicate time to promoting program services and building awareness among businesses and community leaders. In private industry,

rehabilitation counselors typically manage caseloads and assist employees coping with psychological or stress-related challenges as they navigate the often-difficult process of returning to work and adjusting to a disabling condition.

An increasing number of counselors specialize in a particular area of rehabilitation; some work almost exclusively with individuals who are blind, deaf, injured at work, have a psychiatric or intellectual disability, or have alcohol or other substance abuse disorders. The amount of time spent counseling each client varies with the severity of the problems as well as with the size of the counselor's caseload. Some rehabilitation counselors are responsible for many people in various stages of rehabilitation. Others, such as those who work with individuals with severe disabilities, may work with relatively fewer cases at a time.

Employment Options and Job Outlook. The [Occupational Outlook Handbook](#) (OOH) (2021-2022) indicates that job opportunities for rehabilitation counselors are growing faster than average among other occupations, with a strong demand for rehabilitation and mental health counselors. The reasons for this demand pertain to improved medical technology and procedures in prolonging or bettering the quality of life for persons with disabilities, advancements in assistive technology, and needed assistance for businesses to work within and interpret the laws regarding hiring and/or accommodating persons with disabilities, and changes in Social Security and Welfare Reform laws.

PROGRAM MISSION AND OBJECTIVES

The Master of Science degree in Clinical Rehabilitation Counseling was developed to meet a growing demand to train counselors in public and private rehabilitation agencies, mental health centers, vocational rehabilitation agencies, substance abuse centers, and in industry. Rehabilitation counselors, through case findings and referrals, assessment, counseling, and job placement activities, assist persons with physical, intellectual, and/or psychological disabilities to adapt/adjust to their vocational and personal lives. The program faculty prepares students for a professional career in rehabilitation counseling with the diversity to work in a variety of settings.

Consistent with the Program's mission are the following objectives:

1. Students will articulate the elements related to professional identity, including the history and philosophy of the counseling profession, the value of professional organizations, legal and ethical practice, and advocating for the profession and the clients that are served.
2. Students will demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.
3. Students will demonstrate an understanding of development across the lifespan and the impact on typical and atypical functioning.
4. Students will utilize career development theories in the formation of diverse, individualized, and developmentally appropriate career activities and interventions.
5. Students will demonstrate the skills necessary to engage in an effective and therapeutic helping relationship.
6. Students demonstrate competency in preparing and facilitating group counseling.
7. Students will identify effective and diverse assessment strategies to facilitate culturally appropriate treatment planning.
8. Students will apply research methods and program evaluation to inform evidence-based practice.
9. Clinical Rehabilitation Counseling graduate students will demonstrate both knowledge and an understanding of the application of techniques and interventions for the prevention and treatment of working with diverse populations in various settings.
10. To provide an opportunity to develop a strong sense of professional identity as a rehabilitation

counselor through readings, exposure to experts in the field via conferences/teleconferences, membership, and participation in state and national counseling associations (TRAN, NRA, TRA, ARCA, NRCA, ACA, TCA, IARP, ADARA, NCRE).

11. To provide the didactic and clinical experiences necessary to become competent Certified Rehabilitation Counselors (CRC) and meet the academic course requirements for a License as a Professional Counselor (LPC).

FINANCIAL ASSISTANCE

Student loans and scholarships are available through application at the Financial Aid Office. The Graduate College has a Financial Aid officer who works with graduate students. Inquiries regarding these sources of assistance should be addressed to the office.

A limited number of graduate assistantships are available to qualified applicants in all departments offering graduate degrees. The Program may also have traineeship funds available from the U.S. Department of Education, Rehabilitation Services Administration (RSA). These funds typically pay for students' tuition and fees as well as provide a monthly stipend.

Students receiving an RSA stipend grant must sign a contract agreeing to seek employment with the public or private non-profit rehabilitation agency at a ratio of two years of service for each year of funding.

ORIENTATIONS

All newly admitted students are required to attend the New Student Orientation, facilitated by the MS Program Coordinator and the MS Clinical Coordinator. This session provides essential information about the program, including its mission, curriculum structure, class sequencing, student expectations, and practicum and internship requirements. Students also receive guidance on the advising process and the importance of meeting regularly with their assigned advisor to support their academic progress.

Students enrolled in a practicum or internship course must also attend a Clinical Placement Site Orientation prior to beginning their experiential learning. Led by the clinical site supervisor, this orientation reviews expectations for the placement, including required direct and indirect service hours, supervision procedures, proper maintenance of hour logs, and the completion of all evaluations. Attendance is mandatory to ensure students are fully prepared to meet academic, professional, and ethical expectations at their clinical site.

ADVISEMENT

Each student is assigned a faculty advisor at the time of enrollment (see Appendix C). Academic planning is a collaborative process between the student and advisor, and students are strongly encouraged to use this system to guide their progress. Students must meet with their advisor before registering each semester to confirm appropriate course selections and are encouraged to develop a tentative degree plan early in their program. During the first full semester, students are required to meet with their advisor to complete a formal degree plan and review course sequencing.

Effective communication is essential for success in the program. Students are expected to communicate with their advisor at least once each semester and should allow up to three days for faculty to respond to email inquiries. Students must use professional email etiquette and contact their advisor in a timely manner to avoid delays related to course registration, prerequisite holds, and other time-sensitive academic matters.

Communication is essential for students' success in this program. Students must communicate with their

assigned advisor at least once each semester to ensure they receive proper guidance when registering for courses. Advisors are also full-time faculty with full course loads and other responsibilities. Please allow up to three days to receive a response to emails when emailing advisors. Students must use proper email etiquette and send emails promptly to avoid late registration, have the hold removed for pre-requisite courses, and address other time-sensitive items.

COMPREHENSIVE EXAMINATION OPTIONS

All candidates for a graduate degree in the Clinical Rehabilitation Counseling Program are required to successfully pass a designated Comprehensive Examination. Designated exams include the Counselor Preparation Comprehensive Exam (CPCE) and the Certified Rehabilitation Counselor (CRC) exam.

The Counselor Preparation Comprehensive Exam (CPCE):

- Provides a master's program comprehensive exam that meets high psychometric standards.
- Gives programs an objective view of the knowledge level of their students.
- Allows programs to examine student functioning in various curricular areas.
- Promotes longitudinal self-study.
- Compares a program's results to national data.
- Stimulates student integration of knowledge learned in separate courses.
- Gives students comparative strength and weakness feedback.

The CPCE consists of 160 multiple-choice questions, with 20 items per CACREP area. Of the 20 items per section, 17 will be scored items, and the remaining three will be pretest items that are not identified to the student. These 24 unscored items are used to gather statistical information on item performance for use in future examinations. Both scored and unscored items are of the same structure and are interspersed within the examination. Scores for each section and a total score will be reported to institutions for each student. CPCE will provide statistics on the program's students and national data. Candidates will have 3 hours and 45 minutes to complete the examination. There is a \$75 registration fee to take this exam and a \$20 proctoring fee. The CPCE is a computer-based exam and will be administered on the UTRGV campus in Edinburg.

Students who have completed 75% of the program (i.e., 45 semester credit hours of our degree plan) are eligible to take the CPCE. Once students are confirmed as eligible to take the exam, they will receive detailed instructions on how to pay the required fees, complete the registration process, and sit for the examination

To learn more about the CPCE, please visit the following link:

<https://www.cce-global.org/assessmentsandexams/cpce>

The Commission on Rehabilitation Counselor Exam (CRC):

Students who choose to take the CRC Examination may obtain information on exam dates, locations, study materials, and passing score requirements directly from the Commission on Rehabilitation Counselor Certification (CRCC). The CRC exam is the required examination for all RSA scholarship recipients and must be arranged independently by the student. Students are responsible for completing the registration process and must submit official Pass/Fail documentation to the Master's Program Coordinator, Dr. Gabriela Ortiz-Ramirez. For inquiries or additional information about the CRC, please refer to:

Commission on Rehabilitation Counselor Certification (CRCC)
1699 East Woodfield Road Suite 105E,
Schaumburg, Illinois 60173
Telephone: (847) 944-1325

<https://crccertification.com/>

To learn more about the CRC exam, please visit the following link: <https://crccertification.com/get-certified/crc-exam-overview/>

School of Rehabilitation Services and Counseling Exam/Departmental Exam (SRSC):

Students who fail the CPCE and/or the CRC Examination will be given the option of taking the School of Rehabilitation Services and Counseling (SRSC) Examination. The SRSC Examination is comprised of 100 multiple-choice questions based on portions of all core Rehabilitation coursework taken.

Regardless of which exam option is chosen, it is the student's responsibility to inform the Master's Program Coordinator of their intent to sit for the comprehensive exam at the beginning of the semester they intend to take the exam.

Any student who does not pass a required assessment within three attempts will be referred to a committee for a "goodness of fit" review and may be dismissed from degree candidacy, with possible ineligibility for re-entry into the Program. Students are strongly encouraged to keep all class PowerPoints and notes to support their preparation for the Comprehensive Examination. The Master's Program Coordinator will notify students of their exam results approximately two weeks after the testing date.

PRACTICUM AND INTERNSHIP REQUIREMENTS

Practicum: Practicum may be taken only after successful completion of REHS 6300, REHS 6360, and REHS 6370. Students must maintain a minimum GPA of 3.0 in these courses and have completed at least 39 semester hours. Practicum students enroll in REHS 6390 and are required to complete a minimum of 100 clock hours, including at least 40 hours of direct client contact.

Approximately 4–6 weeks before the practicum semester begins, the Graduate Clinical Coordinator will provide students with a clinical placement packet containing orientation materials, approval forms, and a list of approved field sites. Students are responsible for contacting their preferred agency and completing all preliminary requirements, such as interviews, a résumé, and any required screenings (e.g., TB test, background check, COVID test, and training).

Internship: As part of the Master of Science Program in Clinical Rehabilitation Counseling, students must complete a 600-hour supervised internship in an approved rehabilitation setting. Internship may only be completed after successful completion of Practicum, a minimum of 45 semester credit hours, and maintenance of a GPA of 3.0 or higher. Since internship is the final phase of training, it may only be taken after all skills-building courses have been completed and passed. Internship enrollment is restricted to being taken concurrently with **only one** non–skills-building course unless otherwise approved by the MS Program Coordinator.

Students are responsible for selecting an internship site, which must be approved in advance by the MS Clinical Coordinator in consultation with the Master's Program Coordinator. The site must have an active affiliation agreement with UTRGV. Before registering for the internship course, students must receive clearance from the Master's Program Clinical Coordinator. Students who need guidance on site selection or in learning about available options should meet with the MS Program Clinical Coordinator at least eight weeks before the internship semester.

There are two options for fulfilling the 600-hour internship requirement:

Option 1 – enroll in REHS 7300 Internship in Clinical Rehabilitation Counseling across two semesters, repeating the course to meet the hour requirement: or

Option 2 – enroll in REHS 7600 in a single semester to complete all 600 hours.

Please note that during the summer term, students may not take REHS 7600 alongside additional didactic courses.

FACULTY

All faculty members who contribute to the Rehabilitation Counseling Program provide a multidimensional education environment in which the core knowledge of rehabilitation counseling is provided. All graduate faculty members meet the CACREP core faculty and qualification standards.

PROFESSIONAL CREDENTIALING

The Master's Program in Clinical Rehabilitation Counseling is nationally accredited by the Council for Accreditation of Counseling Related Educational Programs (CACREP). This means that students are eligible to sit for the National Counselor Exam (NCE) in their final semester of the program or any time after graduation. NCE is the exam required to become a Licensed Professional Counselor (LPC) in Texas. Students will, however, need to complete all the requirements of that licensure, including 3,000 additional post-master hours (1,500 clock-hours direct service) of supervision under an LPC supervisor in an approved setting.

REHABILITATION COUNSELOR CERTIFICATION

The Commission on Rehabilitation Counselor Certification (CRCC) is the nationally recognized body responsible for ensuring that rehabilitation counselors meet established professional standards. A Certified Rehabilitation Counselor (CRC) has met required educational and experiential criteria, passed the national certification exam, and maintained certification through continuing education (100 hours every five years). CRCs are recognized healthcare providers and may work in settings such as state rehabilitation agencies, private case management companies, and insurance organizations. The CRC exam is offered three times per year, with application deadlines typically five months before each test date.

LICENSED PROFESSIONAL COUNSELOR

The Texas Board of Examiners of Professional Counselors has been designated by the Texas Legislature as the licensing body for counselors in Texas who want to pursue a career as a Licensed Professional Counselor (LPC). Any person practicing counseling activities and claiming the credential of an LPC is required by law to submit appropriate credentials for evaluation and take an examination before LPC recognition is granted. Graduates of the UTRGV's Master's degree program with the Rehabilitation Counseling emphasis are prepared with the educational requisites for application to the State of Texas licensing board as a Rehabilitation Counselor; however, they must also complete a 3,000-hour internship under an LPC supervisor. Students are highly encouraged to contact the Board to gain specific information on requirements that may be applicable at the time one applies for licensure, as the Master's Program will not be responsible for misinformation.

Interested students should ultimately verify the criteria for recent changes in Licensure with Texas State Board of Examiners of Professional Counselors at:

<https://www.bhec.texas.gov/texas-state-board-of-examiners-of-professional-counselors/index.html>

In considering certification (CRC) and/or licensure (LPC), it is important to determine what type of job setting and/or desired population you would like to work with. Most mental health centers require counselors to be working toward their LPC, whereas private medical case management companies and the Texas Workforce Commission (TWC) require counselors to either hold the CRC credential or be a CRC eligible. Other public

sector employers of rehabilitation counselors prefer but may not require counselors to hold CRC; therefore, there exist many job opportunities where a master's degree in clinical Rehabilitation Counseling is sufficient in itself to secure certain jobs.

Policy on Endorsement of Students. Students seeking recommendations for credentialing, licensure, and employment need to contact those faculty members from whom they are seeking endorsement. Faculty recommend only those individuals who meet all of the standards required for certification, licensure, or the position for which the individual is applying.

Faculty providing endorsement should be knowledgeable about the competencies, skill level, and ethical behaviors of the student. If students do not meet the professional or ethical standards of the School or the counseling profession, there will be no endorsement.

CURRICULUM

The Master of Science in Clinical Rehabilitation Counseling is a 60-semester-hour degree program. Students transferring from a related graduate program elsewhere may request up to a maximum of 6 hours count toward their 60-hour program. All core courses are 3 semester hours, while Internship is available in either a 3-semester or a 6-semester hour course. All courses in the degree plan are required.

Required core courses for the MS in Clinical Rehabilitation Counseling Degree include:

REHS 6300, Foundations in Clinical Rehabilitation Counseling
REHS 6305, Ethics, Legal and Professional Issues in Clinical Rehabilitation Counseling
REHS 6310, Case Management
REHS 6315, Research and Program Evaluation
REHS 6320, Psychosocial Aspects of Disability
REHS 6325, Group Counseling in Rehabilitation
REHS 6330, Assessment and Testing
REHS 6335, Addictions Counseling in Clinical Rehabilitation
REHS 6340, Adv. Counseling and Diagnostics in Clinical Rehabilitation Counseling
REHS 6345, Medical Aspects of Disability
REHS 6350, Career Development and Job Placement
REHS 6355, Developmental Lifespan and Disability
REHS 6360, Counseling Theories in Clinical Rehabilitation Counseling
REHS 6365, Multicultural and Social Diversity
REHS 6370, Techniques in Clinical Rehabilitation Counseling
REHS 6375, Psychiatric Rehabilitation
REHS 6385, Couple and Family Counseling
REHS 6390, Practicum in Clinical Rehabilitation Counseling
REHS 7300*/7600, Internship in Clinical Rehabilitation Counseling
(*REHS 7300 is repeated once to fulfill the 600-hour requirement)

EXPERATION OF COURSES

Our program and university accreditation standards require that awarded graduate degrees represent the current state of the field. In adherence to these accreditation standards, courses expire at approximately six years after the semester in which they were originally taken. Thus, students are required to successfully pass a minimum of 4 courses each year, starting with the semester of entry. Failure to abide by this standard will result in the student needing to retake expired courses.

REQUIREMENTS, RETENTION, AND READMISSION

Qualified students from minority groups and those with disabilities are encouraged to apply to the Program. There is a growing need for rehabilitation counselors who can culturally identify with persons with disabilities. For "clear" admission to the Clinical Rehabilitation Counseling Program, students must have an overall 3.0 GPA. A student entering under "clear" admission status must maintain a 3.0 GPA. If a grade of "C" brings a student's semester GPA below 3.0, the student will be placed on probation and must raise the GPA above 3.0 the next semester to continue. If not, dismissal will occur in the following semester. A similar letter of petition and request for re-entry will then be required by the student to potentially continue.

Students with less than a 3.0 GPA may be granted "probationary" admission. Students admitted under probationary status cannot enroll for more than 9 hours of graduate study and must have no grade lower than a "B" to continue the following semester. If a student obtains passing grades of "B" or better in nine hours of graduate study with no grade less than a "B," his or her status will be changed to "clear" admission.

Students entering into the Program on "probationary" status who receive a grade of "C" or lower will be suspended from the Program until they have filed an appeal through the Graduate College website. A grade of "C" or lower following the second probation will result in automatic dismissal from UTRGV. The Graduate College has determined that any student receiving three C's during a master's program will be dropped from the university regardless of that student's GPA.

Upon completion of all coursework or typically in the student's last semester, students are required to pass a three-hour Comprehensive Exam. Eligibility (or the CRC Exam) to sit for this exam also requires a GPA of 3.00. In all cases where students' GPA drops below a 3.0, they must set up a formal meeting with their advisor to assist and advise on a plan to raise their GPA and set priorities to assist students in completing their degree.

Students must adhere to academic progress standards as dictated by the University of Texas Rio Grande Valley Graduate Catalog. Additionally, students who obtain a failing grade of "F" in any graduate course within the Clinical Rehabilitation Counseling Program's core curriculum will be suspended from the Program indefinitely and automatically lose any academic grant/stipend they may have been awarded if their overall GPA falls below a 3.0. In this instance, students may start an appeal process on the Graduate College website (<https://www.utrgv.edu/graduate/index.htm>) to re-enter the Program after a minimum one semester suspension. However, they will not be able to retain any previous grants/stipends awarded by the Program. If the student is permitted to re-enter the program at a later date, he or she must repeat the failed course and meet with his/her academic advisor to establish a retention plan.

In addition, students who receive a grade of "Incomplete" for a course that is a prerequisite to another course must complete the necessary coursework for the "Incomplete" before they will be permitted to take the following-up requisite course. As per University policy, all grades of "Incomplete" must be completed during the following semester; otherwise, an "F" will automatically be recorded on the student's transcript for the "Incomplete" course. Students who have extenuating circumstances during the following semester for which the "Incomplete" needs to be completed may request an extension from the professor who taught the course. Such requests may or may not be granted by that professor.

ASSESSMENT OF STUDENTS [Professional Performance Development Evaluation]

Students will be evaluated in several areas over the course of their tenure in our program. The assessment process will occur at least once during the academic year, during each Spring semester. All faculty will participate in the systematic assessment of individual student dispositions, which include Clinical Competence, Professional Development, and Professional Disposition₁. Students will receive feedback from their advisor

once a year during an advisement session scheduled before the end of the current academic year being evaluated. Students will be evaluated by graduate faculty each Spring Semester using the Rehabilitation Counseling Student Professional Performance Evaluation.

- **Clinical Performance Evaluation:** Students will complete a self-assessment of their clinical skills upon entry to and exit from REHS 6340 using the UTRGV Rehabilitation Counseling Student Clinical Performance Evaluation. Students will self-evaluate using the Student Clinical Performance Evaluation mid-term and final for the field experience REHS 6390 Practicum & REHS 7300/7600, and by the site supervisor mid-term and final for REHS 6390 Practicum and REHS 7300/7600 Internship using the Clinical Site Supervisor Evaluation of Student.
- **Students' Academic Performance Evaluation:** Evaluation completed via the current GPA.
- **Professional Disposition:** Students will be evaluated by graduate faculty each Spring Semester using the *MS Clinical Rehabilitation Counseling Student Professional Disposition Evaluation*. In addition to demonstrating appropriate professional behaviors, students are required to adhere to all relevant counseling ethical codes, including but not limited to the ACA Code of Ethics, CRCC Code of Professional Ethics, and all University and Program policies and expectations.

Any violation of ethical standards or Program/University expectations may result in disciplinary action. Depending on the severity of the infraction, students may be required to appear before a faculty committee for a review of their professional “good standing,” may be placed on a remediation plan, or may be dismissed from the Program. Remediation plans may include—but are not limited to—additional supervision, targeted skill-building activities, and repeating any combination of courses necessary to ensure professional competence. In cases where the infraction is substantial or poses risk to clients, peers, or the integrity of the profession, immediate removal from the Program may occur.

- **Comprehensive Exam**

Student Assessment/Evaluation Matrix

Program Competencies	Beginning REHS 6340 Adv. Counseling	End REHS 6340 Adv. Counseling	(Midterm) REHS 6390 Practicum	(Final) REHS 6390 Practicum	(Midterm) REHS 7600 Internship	(Final) REHS 7600 Internship	Semester Evaluation	Yearly Student Evaluation	Prior to Candidacy
Student Clinical Performance Evaluation	Instructor Administers Beginning Class	Instructor Administers End Class	Clinical/Field Placement Coordinator Administers Beginning Class	Clinical/Field Placement Coordinator Administers End Class	Site Supervisor Administers	Site Supervisor Administers		Graduate Faculty Evaluation	
Student Academic Performance Evaluation							Master's Program Coordinator	Graduate Faculty Evaluation	
Professional Disposition Evaluation								Graduate Faculty Evaluation	
Comprehensive Examination Prior to Candidacy									Master's Program Coordinator

UTRGV School of Rehabilitation Services and Counseling
PROFESSIONAL DISPOSITION EVALUATION (PDE) RUBRIC

Professional Disposition Category	Specific Disposition Descriptors	Exceeds Expectations / Competent	Acceptable / Competent	Developing towards Competencies	Poor / Below Expectations	Unacceptable / Harmful
		Pass	Pass	Pass	Fail	Fail
		(5)	(4)	(3)	(2)	(1)
Professional Ethics	Follows applicable professional counseling ethical codes and laws.	Exceeds expectations for a counseling student in terms of ethical decision making.	Meets expectations for a counseling student in terms of ethical decision making.	Demonstrates basic ethical behavior & judgments. Needs improvement.	Demonstrates limited ethical behavior & judgment, and/or exhibits a limited ethical decision-making process.	Makes decisions that violate a relevant ethical code or routinely makes poor decisions.
Multicultural Competence	Demonstrates awareness, sensitivity, & respect for cultural differences.	Regularly and professionally displays multicultural competencies.	Displays multicultural competencies in interactions with others.	Satisfactory, but inconsistent, application of multicultural knowledge or techniques. Needs improvement.	Limited evidence of multicultural knowledge or techniques. Does not demonstrate multicultural competencies.	Not accepting worldviews of others. May seek to impose own worldview on, discriminate or express prejudice towards others.
Engagement in Learning	Demonstrates commitment to learning & development as a counselor educator.	Shows personal dedication to growth as a counselor.	Shows strong commitment to growth as a counselor.	Shows reasonable effort supporting growth as a counselor. Needs improvement.	Shows little or no effort to make adjustments to support growth as a counselor.	Unable or unwilling to invest in own learning or professional growth process.
Personal Insight	Demonstrates recognition of verbal and nonverbal impact on others.	Empathic recognition of impact on others. Initiates and invites opportunities from others regarding self-impact.	Demonstrates consistent concern about impact of words and actions on others and takes effort to improve.	Demonstrates inconsistent concern about or effort towards impact on others. Needs improvement.	Demonstrates limited concern about impact of words and actions on others.	Words and actions reflect little or no concern about impact on others.

Adaptability and Cooperation	Demonstrates adaptability and cooperation skills necessary in counselor education training	Excellent flexibility and adaptability to meet demands of counseling. Cooperative style evident.	Demonstrates commitment to adaptability and cooperation as a counselor educator.	Shows reasonable effort in adjustment and may show some difficulty in cooperative activities. Needs improvement.	Shows little or no effort to adjust in response to changes. Monopolizes cooperative activities.	Expresses intolerance of changes. May be reactionary or defensive in response.
Feedback Utilization	Responds appropriately and implements supervisory &/or	Responsive, open, and receptive, to feedback. Appropriately incorporates and implements feedback.	Demonstrates openness to feedback and attempts to incorporate feedback.	Demonstrates openness to feedback. Shows little or no evidence of incorporating feedback. Needs improvement.	Demonstrates reservations with feedback. Does not act on feedback.	Inappropriate reactive response style when given feedback. May refuse or reject feedback.

	instructor feedback.					
Conflict Resolution Strategies	Demonstrates self-awareness and control in relationships with conflict resolution with others.	Actively examines and acknowledges own role in conflict. Participates in problem solving efforts directly with individuals involved.	Examines and/or acknowledges own role in conflict. Participates in problem solving efforts directly with individuals involved.	Examines own role in conflict but may not acknowledge it. Participates in problem solving efforts with supervision or guidance. Needs improvement.	Shows reticence examining own role in conflict. Minimal effort/ability at problem solving. May display difficulty addressing conflict directly with appropriate sources.	Shows unwillingness to examine own role in conflict. Minimal effort and/or ability at problem solving. May display hostility. May refuse to address conflict directly with appropriate sources.
Emotional Stability	Demonstrates emotional stability in all interactions with others.	Authentic display, control and recognition of emotions. Expression of feelings is limited to appropriate settings.	Expresses own feelings and acknowledge others' emotions in a satisfactory manner. Expression of feelings is limited to	Emotionally expressive, but in a basic manner. Attempts to act professionally while experiencing difficult emotions.	Shows difficulty in appropriately expressing own emotions. Struggles to recognize and/or acknowledge emotions of	Does not express or manage own emotions appropriately or disregards emotions of others. May be emotionally reactive.

			appropriate settings.	Needs improvement.	others.	
Dependability	Demonstrates professionalism in attending and adhering to scheduled obligations, site policies, and record keeping.	Excellent performance in attendance, paperwork, and timeliness. Adheres to relevant policies and attends to scheduled obligations.	Satisfactory performance in attendance, paperwork, and timeliness. Rarely struggles with task completion or scheduled obligations.	Shows reasonable effort to be dependable. Limited difficulty with timeliness or record keeping. Needs improvement.	Demonstrates little effort to be dependable. Difficulty meeting deadlines or completing tasks in assigned manner.	Regularly misses scheduled obligations (e.g., class, supervision, or clinical site). Minimal effort to complete tasks on-time or in assigned manner.

SRSC Semester Program Evaluation Survey

Q1. Student Name (First/Last), SID, School Email, and Alternative Email

Q2. Catalog Year (semester/year you started the program, e.g., Fall 2021)

Q3. Total Credit Completed (e.g., 60)

Q4. Your current GPA (e.g., 3.87)

Q5. Gender? Male, Female, Transgender, Don't want to answer

Q6. Race/Ethnicity? (Select one)

Hispanic or Latino White, not Hispanic or Latino

American Indian and Alaska Native Asian

Native Hawaiian and Other Pacific Islander Black or African American

Two or more races Other (please specify)

Q7. Enrollment status. Full-time student Part-time student

Q8. Professional credentials you plan to pursue?

LPC-Intern LPC/LPC-Supervisor CRC LCDC

Other (please specify) None

Q9. Academic Advisor's Name (First/Last)

Q10. Degree Plan Updated for this Academic Year Yes No

Q11. Comprehensive Exam

Pass Fail NA

Q12. Students' Self-Appraisal

How would you rate your performance in the following items: 7=Excellent, 6=Very Good, 5=Above Average, 4=Average, 3=Below Average, 2=Poor, 1=Very Poor	1	2	3	4	5	6	7
Professional Identity: I am...							
able to take a respectful, helpful professional approach to people including people from diverse backgrounds and people with disabilities. [CACREP Sec. 2. F. 1. b. c. 2. a. Sec. 5. D. 2. b. 3. d. Sec. 6. B. 5. g. h. k. & j.]							
able to work respectfully and collaboratively with faculty. [CACREP Sec. 2. F. 1. b. c. 2. a. Sec. 5. D. 2. b. 3. d. Sec. 6. B. 5. g. h. i. k. & j.]							
able to work respectfully and collaboratively with support staff. [CACREP Sec. 2. F. 1. b. c. 2. a. Sec. 5. D. 2. b. 3. d. Sec. 6. B. 5. g. h. k. & j.]							
able to work respectfully and collaboratively with fellow students. [CACREP Sec. 2. F. 1. b. c. 2. a. Sec. 5. D. 2. b. 3. d. Sec. 6. B. 5. g. h. k. & j.]							
able to work respectfully and collaboratively with other professionals. [CACREP Sec. 2. F. 1. b. c. 2. a. Sec. 5. D. 2. b. 3. d. Sec. 6. B. 5. g. h. k. & j.]							
Ethics: I am...							
knowledgeable of ethical codes, standards, and guidelines, rules and regulations relevant to counseling. [CACREP Sec. 2. F. 1. i. 3. i. 4. j. 5. d. 6. g. 7. m. 8. j. Sec. 5. D. 5. w. Sec. 6. B. 1. f. 2. k. 3. h. 4. l. 5. l.]							
able to recognize and analyze ethical and legal issues across the range of professional activities. [CACREP Sec. 2. F. 1. i. 3. i. 4. j. 5. d. 6. g. 7. m. 8. j. Sec. 5. D. 5. w. Sec. 6. B. 1. f. 2. k. 3. h. 4. l. 5. l.]							
able to seek appropriate information and consultation when faced with ethical issues. [CACREP Sec. 2. F. 1. i. 3. i. 4. j. 5. d. 6. g. 7. m. 8. j. Sec. 5. D. 5. w. Sec. 6. B. 1. f. 2. k. 3. h. 4. l. 5. l.]							

Leadership: I am...							
Able to participate as a leader in team activities. [CACREP Sec. 6. B. 5. a. b. c. d. e. f. g. h. i. j. k. l.]							
Able to understand the purpose and structure of meetings and how to facilitate them. [CACREP Sec. 6. B. 5. a. b. c. d. e. f. g. h. i. j. k. l.]							
Able to self-evaluate one's skills as a leader. [CACREP Sec. 6. B. 5. a. b. c. d. e. f. g. h. i. j. k. & l.]							
Professional Competence: I am able to....							
demonstrates critical thinking and analysis skills. [CACREP Sec. 2. F. 1. k. & l. 2. e. 5. f. Sec. 6. B. 5. l.]							
demonstrates utilization of resources to promote learning. [CACREP Sec. 2. F. 1. k. & l. 2. e. 5. f. Sec. 6. B. 5. l.]							
demonstrates time management. [CACREP Sec. 2. F. 1. k. & l. 2. e. 5. f. Sec. 6. B. 5. l.]							
demonstrates self-understanding and reflection. [CACREP Sec. 2. F. 1. k. & l. 2. e. 5. f. Sec. 6. B. 5. l.]							
demonstrates self-care. [CACREP Sec. 2. F. 1. k. & l. 2. e. 5. f. Sec. 6. B. 5. l.]							

Q13. Master's Students' Program Evaluation

Rate degree that UTRGV Rehabilitation Counseling master program help you on the following items:					
5 = a great deal					
4 = a lot					
3 = a moderate amount					
2 = a little					
1 = not at all	1	2	3	4	5
build leadership skills in local, state, regional, or national professional organizations					
become a member of relevant professional organizations					
gain knowledge regarding professional affiliations and accreditation standards					

gain knowledge and skills of ethical and legal issues in counselor education					
gain knowledge of the theories and techniques in counseling					
build skills to (a) assess clients, and (b) diagnose and treat clients in counseling sessions including with a multicultural perspective					
build skills to apply counseling theories and techniques in individual counseling sessions					
build skills to apply counseling theories and techniques in group counseling sessions					
build skills to apply counseling theories and techniques in family/couples counseling sessions					
build skills to apply counseling theories and techniques in counseling sessions for addictions					
build skills to counsel individuals from different, cultural, ethnic, racial, backgrounds and with differing world views, sexual orientation, and religious/spiritual beliefs					
gain knowledge of and skills to manage caseloads and provide resources to potential clients seeking for services					
gain knowledge in research ethics					
gain knowledge of how career development and job placement can be utilized in vocational rehabilitation counseling agencies					
gain knowledge and skills to work effectively in a counseling setting with clients who have disabilities and/or are culturally different showing the attitudes of respect and giving evidence of knowledge of the specific disability and cultural differences					
gain knowledge of medical disabilities and lifespan					
gain knowledge of societal evolution and the role of psychosocial aspects in persons with disabilities					

Q14. What are you proudest of having accomplished to date? Q18. Where are you vis-à-vis your programmatic milestones?

Q15. What fruitful strategies have you developed to date to meet your goals?

Q16. What (if anything) do you think may be getting in the way of your meeting your goals?

Q17. What goals do you have for yourself for the coming year?

Q18. What new strategies or skills do you want to develop to meet your goals?

Q19. What can I (your advisor/master's program coordinator) do to support you in reaching your specific professional goals

Appendix A

UTRGV Clinical Master's in Rehabilitation Counseling Alumni Survey

(Exit Interview/ Student Evaluation Questionnaire)

Name: _____

Date of Completion: _____

In order to evaluate the Master of Science degree in Clinical Rehabilitation Counseling, to assess the appropriateness of the program's objectives, the content and design of the curriculum, the effectiveness of the clinical instruction and applied experiences, we ask that you respond to the following questionnaire. Your responses will help us identify areas in need of modification and change.

In what year did you graduate from the MS program in Rehabilitation Counseling program at UTPA/UTRGV?
_____ (year).

Are you employed in a professional job related to your degree? Yes No Not sure

How long have you been in this position?

0-6 months 7-11 months 1-2 years

3-5 years 5+ years

How long after graduation did you obtain professional employment?

I was employed before graduation Almost immediately after graduation

1-3 months after graduation 5-7 months after graduation 9-12 months after graduation

over 1 year after graduation

What is the name of your employment site?

What is your current supervisor's name?

What is your current supervisor's email address?

What was your previous job title?

What was the length of your employment with your previous employer?

What professional credentials do you hold (if any)? Select all that apply.

- LPC-Intern LPC/LPC-Supervisor CRC LCDC-I LCDC
Other None

Have you already completed the credentialing exam to become an LPC (i.e., National Counselor Exam)?

- Yes, but I did not pass Yes, and I passed No, I'm not interested No, I haven't looked into it yet.

What is your job title?

Prior to your current job, have you been professionally employed in the field of study (i.e., Rehabilitation

If not a current LPC/LPC-Intern: Is it your intent to ever apply for LPC credentials? Yes No

What would prevent or limit you from becoming an LPC? (Select all that apply)

- Not my area of interest Required coursework Concerns with passing exam
Costs Other

If not a current CRC: Is it your intent to ever become one? Yes No

What would prevent or limit you from becoming a CRC? Select all that apply:

- Not my area of interest Concerns with passing exam Costs Other

Have you already completed the certification exam for CRC?

- Yes, but I did not pass Yes, and I passed No, I'm not interested. No, I haven't looked into it yet.

To what degree did your training meet your expectations for preparation as a Clinical Rehabilitation Counselor?

- Very High High Average Low Very Low

Please use the following rating system for the next several items:

1: A Great Deal 2: A Lot 3: A Moderate Amount 4: A Little 5: None at All

To what extent did your training learn various elements related to professional identity, including the history and philosophy of the counseling profession, the value of professional organizations, legal and ethical practice, and advocating for the profession and clients that are served?

To what extent do you feel you were allowed the opportunity to demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population?

To what degree to you feel you were given the chance to demonstrate an understanding of development across the lifespan and the impact on typical and atypical functioning?

To what extent were you given the opportunity to utilize career development theories in the formation of diverse, individualized and developmentally appropriate career activities and interventions?

To what degree were you allowed the opportunity to demonstrate the skills necessary to engage in an effective and therapeutic helping relationship?

To what extent were you given the chance to demonstrate competency in preparing and facilitating group counseling?

To what degree were you given the opportunity to identify effective and diverse assessment strategies in order to facilitate culturally appropriate treatment planning?

To what degree were you given the chance, either directly or indirectly, to apply research methods and program valuation to inform evidence-based practice?

How helpful or unhelpful is your academic advisor? 0 = Very Unhelpful to 10 = Very Helpful

0 1 2 3 4 5 6 7 8 9 10

How likely are you to apply to the PhD in Rehabilitation Counseling program at UTRGV?

Very Unlikely Unlikely Somewhat Unlikely Undecided
Somewhat Likely Likely Very Likely

How easy or difficult is it to register for courses at this university?

Extremely easy Moderately easy Slightly easy Neither easy nor difficult
Slightly difficult Moderately difficult Extremely difficult

Overall, how well do the professors in the UTRGV MS in Clinical Rehabilitation Counseling program teach?

Extremely well Very well Moderately well Slightly well Not well at all

How likely are you to recommend the UTRGV MS in Clinical Rehabilitation Counseling program to friends or colleagues? (0 = Very Unlikely to 10= Very Likely)

0 1 2 3 4 5 6 7 8 9 10

** Past Graduates are surveyed the semester following graduation to determine their perceptions of the effectiveness of the program in preparing them for the profession of Clinical Rehabilitation Counselor (Appendix E).

Employment information is requested along with permission to contact employers.

A questionnaire is sent to alumni via Qualtrics one time after they have completed their program of study. It is sent to their last known email address with the program.

Appendix B
National Rehabilitation Counseling Association (NRCA),
American Rehabilitation Counseling Association (ARCA), Professional
Journals

Students are encouraged to join professional organizations to advance their knowledge and expertise in their areas of interest. Website addresses are listed below. A list of the most prominent rehabilitation journals is also provided. Students are often able to join professional rehabilitation organizations at a student discount.

WEBSITE ADDRESSES

Students can go to <https://nationalrehabcounselingassociation.wildapricot.org/> to apply for membership to the National Rehabilitation Counseling Association (NRCA). NRCA is the largest national organization representing rehabilitation counselors practicing in a variety of work settings: private non-profit agencies, hospital-medical settings, educational programs, private-for-profit businesses, state/federal agencies, private practice, unions, and others. NRCA advances rehabilitation counseling as a profession and dedicates itself to the pursuit of self-fulfillment for all persons with disabilities. Students can go to <http://www.arcaweb.org/> to apply for membership to the American Rehabilitation Counseling Association (ARCA). ARCA is an organization of rehabilitation counseling practitioners, educators, and students who are concerned with improving the lives of people with disabilities. Its mission is to enhance the development of people with disabilities throughout their life span and to promote excellence in the rehabilitation counseling profession. ARCA's goal is to provide the type of leadership that encourages excellence in the areas of rehabilitation counseling practice, research, consultation, and professional development.

COUNSELING-RELATED JOURNALS

American Psychologist
Clinical Psychologist
Community Mental Health Journal
Contemporary Psychology
Counseling Psychology
Counseling Today
Family Therapy Networker
Journal of Applied Rehabilitation Counseling
Journal of Clinical Psychology
Journal of Counseling and Development
Journal of Counseling Psychology
Journal of Humanistic Psychology
Journal of Marriage and Family Therapy
Journal of Rehabilitation
Professional Counselor
Professional Psychology: Research and Practice
Psychological Abstracts, Psychological Bulletin
Rehabilitation Counseling Bulletin
Rehabilitation Education
Rehabilitation Psychology
Rehabilitation Counselors and Educators Journal
Psychosocial Process

Appendix C
Advisement List
(According to Last Name)

A - C

Silvia Gutierrez-Leal, LPC-S, CRC
Email: silvia.gutierrezleal01@utrgv.edu ~ Phone: 665-3590

D - F

Dr. Rommel Johnson (EPOB 14 - 1.101F)
Email: rommel.johnson@utrgv.edu ~ Phone: 665-5255

G

Dr. Kim Nguyen-Finn (EHABW 1.136)
Email: kim.finn01@utrgv.edu ~ Phone: 665-7041

H - K

Dr. Barbara Schoen (EHABW 1.304)
Email: barbara.schoen@utrgv.edu ~ Phone: 665-5107

L - P

Dr. Rene Gonzalez (EHABW 1.306)
Email: rene.gonzalez@utrgv.edu ~ Phone: 665-7038

Q - V

Dr. Saara Grizzell (EHABW 1.132)
Email: saara.grizzell@utrgv.edu ~ Phone: 665-3050

W - Z

Fidencio Mercado (EHABW 1.266)
Email: Fidencio.mercado@utrgv.edu ~ Phone: 665-3050

RSA SCHOLARS

Dr. Rommel Johnson (EPOB 14 - 1.101F)
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Appendix D
School of Rehabilitation Services and Counseling Master of
Science in Clinical Rehabilitation Counseling Fall Entry Three-
Year Course Plan
 Revised: 06/21/23

First Year – Fall Entry	
Fall [9 hours]	REHS 6300 Foundations in Clinical Rehabilitation REHS 6360 Counseling Theories in Rehabilitation Counseling* REHS 6305 Ethics, Legal, and Professional Issues
Spring [9 hours]	REHS 6370 Techniques [Prerequisite 6360] * REHS 6350 Career Development and Job Placement REHS 6355 Developmental Lifespan and Disability
Summer [6 hours]	REHS 6320 Psychosocial Aspects [Summer I] REHS 6310 Case Management [Summer II]
Second Year	
Fall [9 hours]	REHS 6315 Research and Program Evaluation REHS 6345 Medical Aspects REHS 6375 Psychiatric Rehab**
Spring [9 hours]	REHS 6385 Couple and Family [Prerequisites 6360, 6370] REHS 6325 Group Counseling [Prerequisites 6360, 6370] REHS 6330 Assessment and Testing
Summer [6 hours]	REHS 6390 Practicum [All Summer, Prerequisites 6300, 6360, 6370, 39 hours completed] REHS 6335 Addictions [Summer II, Prerequisites 6360, 6370]
Third Year	
Fall [9 hours]	REHS 6340 Advanced Counseling [Prerequisites 6360, 6370, 6375] REHS 6365 Multicultural and Social Diversity REHS 7300 Internship 1st of 2 courses [Prerequisites 6390 completed, 45 hours completed]
Spring [3 hours]	REHS 7300 Internship 2nd of 2 courses [Prerequisites 6390 completed, 45 hours completed] Capstone Project: CPCE Exam [Prerequisite 75% course work completed]

* 6360 and 6370 must be taken in the first year in sequential order, as both courses act as prerequisites for certain year two courses. Refer to the program degree course worksheet for details.

** 6375 should be taken within the first year and a half, as this course is a prerequisite to 6340.

Course offerings, days, times, and modalities are subject to change at any time and without notice. It is the student's responsibility to meet with an advisor on a semester-to-semester basis

School of Rehabilitation Services and Counseling
Master of Science in Clinical Rehabilitation Counseling
SPRING Entry Three-Year Course Plan
Revised: 10/10/23

First Year – Spring Entry	
Spring [9 hours]	REHS 6345 Medical Aspects of Disability REHS 6360 Counseling Theories in Rehabilitation Counseling* REHS 6375 Psychiatric Rehab**
Summer [6 hours]	REHS 6305 Ethics, Legal, and Professional Issues [Summer I] REHS 6310 Case Management [Summer II]
Fall [9 hours]	REHS 6320 Psychosocial Aspects REHS 6365 Multicultural and Social Diversity REHS 6370 Techniques [Prerequisite 6360] *
Second Year	
Spring [9 hours]	REHS 6350 Career Development and Job Placement REHS 6340 Advanced Counseling [Prerequisites 6360, 6370, 6375] REHS 6300 Foundations in Clinical Rehabilitation Counseling
Summer [6 hours]	REHS 6315 Research and Program Evaluation [Summer I] REHS 6335 Addictions Counseling [Prerequisites 6360, 6370] [Summer II]
Fall [9 hours]	REHS 6325 Group Counseling [Prerequisites 6360, 6370] REHS 6390 Practicum [Prerequisites 6300, 6360, 6370, 39 hours completed] REHS 6330 Assessment and Testing
Third Year	
Spring [9 hours]	REHS 6355 Developmental Lifespan and Disability REHS 6385 Couple and Family [Prerequisites 6360, 6370] REHS 7300 Internship 1st of 2 courses [Prerequisites 6390 completed, 45 hours completed]
Summer [3 hours]	REHS 7300 Internship 2nd of 2 courses [Prerequisites 6390 completed, 45 hours completed] Capstone Project: CPCE Exam [Prerequisite 75% course work completed]

* 6360 and 6370 must be taken in the first year in sequential order, as both courses act as prerequisites for certain year two courses. Refer to the program degree course worksheet for details.

** 6375 should be taken within the first year, as this course is a prerequisite to 6340

Course offerings, days, times, and modalities are subject to change at any time and without notice. It is the student's responsibility to meet with an advisor on a semester-to-semester basis

School of Rehabilitation Services and Counseling
Master of Science in Clinical Rehabilitation Counseling
Summer Entry Three-Year Course Plan
Revised: 06/21/23

First Year – Summer Entry	
Summer [6 hours]	REHS 6305 Ethics, Legal, and Professional Issues [Summer I] REHS 6360 Counseling Theories in Rehabilitation Counseling [Summer II] *
Fall [9 hours]	REHS 6370 Techniques [Prerequisite 6360] * REHS 6310 Case Management REHS 6320 Psychosocial Aspects
Spring [9 hours]	REHS 6375 Psychiatric Rehab** REHS 6350 Career Development and Job Placement REHS 6300 Foundations in Clinical Rehabilitation Counseling
Second Year	
Summer [6 hours]	REHS 6345 Medical Aspects [Summer I] REHS 6335 Addictions [Summer II, Prerequisites 6360, 6370]
Fall [9 hours]	REHS 6315 Research and Program Evaluation REHS 6365 Multicultural and Social Diversity REHS 6340 Advanced Counseling [Prerequisites 6360, 6370, 6375]
Spring [9 hours]	REHS 6325 Group Counseling [Prerequisites 6360, 6370] REHS 6330 Assessment and Testing REHS 6355 Developmental Lifespan and Disability
Third Year	
Summer [6 hours]	REHS 6390 Practicum [Prerequisites 6300, 6360, 6370, 39 hours completed] REHS 6385 Couple and Family [Prerequisites 6360, 6370]
Fall [6 hours]	REHS 7600 Internship [Prerequisites 6390 completed, 45 hours completed] Capstone Project: CPCE Exam [Prerequisite 75% course work completed]

* 6360 and 6370 must be taken in the first year in sequential order, as both courses act as prerequisites for certain year two courses. Refer to the program degree course worksheet for details.

** 6375 should be taken within the first year, as this course is a prerequisite to 6340

Course offerings, days, times, and modalities are subject to change at any time and without notice. It is the student's responsibility to meet with an advisor on a semester-to-semester basis