THE MASTER OF SCIENCE DEGREE IN CLINICAL REHABILITATION COUNSELING STUDENT HANDBOOK

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Message to Students

This manual is designed to answer many of the questions you may have to 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. It is not a substitute for meeting with your advisor but rather a supplement to meeting with him/her. It is the student’s responsibility to also consult the online University Catalog for additional information. Please note that degree program changes may be made without immediately appearing in this manual; therefore, students should check with their faculty advisor. The Program reserves the right to make such program changes and notify students regarding such 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 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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INTRODUCTION

The Master of Science (MS) degree program in Rehabilitation Counseling at The University of Texas Rio Grande Valley began in 1997 as a direct result of the expressed need for professionally trained bilingual rehabilitation counselors in the growing Rio Grande Valley, the state of Texas, and across the nation. The degree is offered by the School of Rehabilitation Services and Counseling in the College of Health Affairs. The Program is designed to foster an integration of theory, skill, and practice in counseling, specializing in working with persons with disabilities. Students are prepared with the education needed to successfully function as a professional rehabilitation counselor and are required to experience a 100-hour supervised practicum (40 clock • hours direct service) and a 600-hour supervised internship (240 clock-hours direct service) in which to learn and practice the necessary skills to work as a professional counselor. The MS in Rehabilitation Counseling degree is a 60 semester hour program, and is nationally accredited by the Council for Accreditation of Counseling Related Educational Programs (CACREP).

SCOPE OF PRACTICE IN REHABILITATION COUNSELING

The official scope of practice statement for rehabilitation counseling reads as follows: Rehabilitation counseling is a systematic process which assists persons 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; i) 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 may be found working in a variety of settings including: Veterans Affairs' vocational rehabilitation programs or in VA hospitals and medical centers, public vocational rehabilitation agencies, substance abuse facilities, sheltered workshops, mental health centers, public schools, centers for independent living, in business with disability management programs, college and university offices for students with disabilities, private non-profit agencies, private practice with Social Security Administration or attorneys who work with industrial injury worker's compensation cases, medical insurance companies, rehabilitation programs and job placement services.
Many rehabilitation facilities include training for a specific job. Job training 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 type of workers needed by industry and the training required for each job. Regular labor market survey analyses are a typical function of rehabilitation counselors in many work settings. Counselors in vocational rehabilitation agencies spend some of their time publicizing the program and informing businesses and community leaders about the services they offer. Rehabilitation counselors in private industry typically manage caseloads and assist clients who have sustained workers with psychological and stress issues in the sometime difficult task 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 substances 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 few cases at a time.

**Employment Options and Job Outlook**

The [Occupational Outlook Handbook (OOH)](http://www.bls.gov/oco/) indicates that job opportunities for rehabilitation counselors is *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 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. For example, according to the OOH overall employment of counselors is expected to increase by 21% between 2006 and 2016. Students can reference the OOH to find out about counselor wages and expected job prospects as well as job search tips and the job market in each state.

**PROGRAM MISSION AND OBJECTIVES**

The Master of Science degree in Rehabilitation Counseling was developed to meet a growing demand for professionally trained bilingual 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. 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 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 in order 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 in working with diverse populations in various settings.
10. To provide 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, TRA, ARCA, NRCA, ACA, NRA, IARP, ADARA).
11. To provide the didactic and clinical experiences necessary to become competent Certified Rehabilitation Counselors (CRC) and meet the academic course requirements for License as a Professional Counselor (LPC).

FINANCIAL ASSISTANCE

Student loans and scholarships are available through application at the office for Financial Aid. Inquiry 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. These funds typically pay for students' tuition and fees as well as providing a monthly stipend. Students receiving a 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.

ADVISEMENT

A faculty advisor is assigned to each student at the time of enrollment (see Appendix C). Academic planning is achieved through a cooperative effort between the student and the advisor. Every student in the Clinical Rehabilitation Counseling Program is strongly encouraged to make full use of the advising system. This includes, but is not limited to, a meeting with an academic advisor prior to registration each semester to confirm course selections. It is recommended that students plan out their course of study at the beginning of their program. It is the responsibility of each student in the Program to read and follow the procedures outlined online. The Graduate College requires all new students to meet with their advisor and submit a signed degree plan during their first full semester in the program. During your first full semester you must meet with your advisor, who will
help you fill out the degree plan outlining when to take each class. The advisor will give the degree plan to the Graduate Coordinator who will submit the signed plan to the Graduate College.

**COMPREHENSIVE EXAMINATION**

All candidates for graduate degrees of the Clinical Rehabilitation Counseling Program are required to successfully pass a Comprehensive Examination covering aspects of the student’s academic program. Beginning for students entering the program in Summer/Fall 2018, each MS degree candidate must take and pass the Counselor Preparation Comprehensive Examination. The Counselor Preparation Comprehensive Examination (CPCE) is designed to measure a student’s level of mastery of the requisite knowledge and skills identified by the Council for Accreditation of Counseling and other Educational Professions (CACREP) for the preparation of professional counselors.

The CPCE is administered on any school campus via desktop or laptop computers that meet specific system specifications. With this mode of administration, the examination is delivered via the Internet using a secure browser. This option is appealing because it’s less expensive per student ($75) and allows the most flexibility. Schools decide the date, time and location for their administration(s), thereby giving students the opportunity to test as a cohort in the comfort of their programs.

The 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.

To learn more about the CPCE, please visit the following link:
http://www.cce-global.org/Assets/AssessmentAndExams/CPCEbrochure.pdf

When the student has been deemed eligible to sit for the exam, further instructions and details as to how to pay for, register for and sit for the exam will be given.

Additionally, Master’s degree candidates wishing to take the Certified Rehabilitation Counselor examination must inform the MRC Graduate Program Coordinator of their intent to sit for the CRC Examination or the School of Rehabilitation MRC Comprehensive Examination at the beginning of the semester they intend to take the exam. Students opting to take the CRC Examination can obtain information on examination dates, examination locations, study guides, and scores required to pass the examination at:

Commission on Rehabilitation Counselor Certification (CRCC)
1699 East Woodfield Road Suite 300
Schaumburg, Illinois 60173
Telephone: (847) 944-1325
http://www.crcertification.com
Students who fail the CPCE or the CRC Examination will be given the option of taking the School of Rehabilitation RC Comprehensive Examination. The MRC Comprehensive Examination is comprised of 100 multiple choice questions based on portions of all core Rehabilitation coursework taken. The Examination is offered three times each year and examination dates are posted on the Rehabilitation Counseling Program bulletin board as well as the MRC Graduate Program Coordinator's office door.

No student will be permitted to take the Comprehensive Examination unless the student has an overall earned "B" average (GPA of 3.0) on all graduate work completed. The passing grade for the exam is 80% on better. Students who score less than 75% may be required to take an oral examination with two or more faculty members present, or they may be failed outright without an opportunity to take an oral examination. Those students who fail will be required to take the Comprehensive Examination during the next writing period. Any student who fails the Comprehensive Examination on the second attempt will, at the discretion of the faculty, either be a) dropped from candidacy for the degree and unable to re-enter the Program; b) required to take additional courses in areas shown to be deficient, or c) required to complete a research paper in the area(s) found to be deficient. Students are encouraged to keep all PowerPoints and notes from each class taken during the MRC program to use when studying for the Comprehensive Examination. Students will be notified by the MRC Graduate Program Coordinator as to whether he or she passes or fails the examination approximately two weeks from the testing date.

**INTERNSHIP REQUIREMENTS**

As part of the Master of Science Program in Clinical Rehabilitation Counseling, a 600-hour supervised internship must be completed in an approved rehabilitation setting. The internship is the last phase of the total training process to be customarily undertaken when all except one course has been completed or with the permission of a faculty advisor. Site for the internship are to be chosen by the student with prior approval from the Field/Clinical Experience Coordinator in consultation with the MRC Graduate Program Coordinator. The chosen site must have an Affiliation Agreement with UTRGV for student placement in the site. Students must also contact the MRC Program Coordinator for clearance to register for the course. Students who are uncertain as to the type of experience they should choose or available site options are encouraged to meet with the Field/Clinical Experience Coordinator at least eight weeks before the internship semester. Internship can only be completed after Practicum if they have completed a minimum of 48 semester hours. Practicum can only be taken after completion of REHS 6300, REHS 6360, and REHS 6370. Students must maintain an overall G.P.A. of 3.0 in these courses, and a minimum of 39 completed semester hours.

**FACULTY**

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 possess doctoral level training in Clinical Rehabilitation Counselor Education programs with diverse experiences working and researching in the field.
PROFESSIONAL CREDENTIALING

The Master’s Program in Clinical Rehabilitation Counseling is nationally accredited from the Council for Accreditation of Counseling Related Educational Programs (CACREP). This means that students are eligible to sit for the Certified Rehabilitation Education (CRC) exam in their final semester of the program or anything after graduation. In addition, students may complete the necessary course work to sit for Texas Licensed Professional Counselor (LPC) exam. Students will, however, need to take the national Counselor Examination and complete 3,000 additional hours 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 whose primary purpose is to provide assurance that professionals engaged in the practice of rehabilitation counseling meet and maintain acceptable standards of practice. The Certified Rehabilitation Counselor (CRC) is a professional Rehabilitation Counselor who has met educational and work experience requirements as set by a national commission regarding standards of practice, demonstrate knowledge by achieving a passing score on an objective examination, maintain certification by completing acceptable continuing education courses (100 hours within 5 years) and has been recognized as a health care provider, eligible and recognized to work with Texas Rehabilitation Commission and Texas Commission for the Blind, private practice medical/vocational case management companies, and insurance companies. The exam is offered twice a year and deadline for application is generally 5 months before the exam. For further information about certification and an application, contact:

Commission on Rehabilitation Counselor Certification (CRCC)
1699 East Woodfield Road Suite 300
Schaumburg, Illinois 60173
Telephone: (847) 944-1325
http://www.crccertification.com

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). Licensing as a generic counselor in the specialty as a rehabilitation counselor is available. 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 (and who have taken the appropriate electives determined in consultation with your advisor) are prepared with the educational requisites for application to the State of Texas licensing board as a Rehabilitation Counselor, however, must also complete a 3,000 internship under an LPC supervisor. Students are highly encouraged to contact the Board to gain specific information in requirements that may be applicable at the time one applies for licensure, as the MRC Program will not be responsible for misinformation. Interested students should ultimately verify criteria for recent changes in Licensure with Texas State Board of Examiners of Professional Counselors at:
http://www.dshs.state.tx.us/counselor/default.shtm
In considering certification (CRC) and/or licensure (LPC), it is important to determine what type of job setting and/or desired population with which you would like to work. Most mental health centers require counselors to be working toward their LPC, whereas, many private medical case management companies and the Division of Assistive and Rehabilitation Services (OARS) 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 exists many job opportunities where a Master’s degree in Clinical Rehabilitation Counseling is sufficient in itself to secure certain jobs.

CURRICULUM

The Master of Science in Clinical Rehabilitation Counseling is 60 semester hour degree program. Students transferring from a related graduate program elsewhere may request up to a maximum of 6 hours count toward his or her 60-hour program. All core courses are 3 semester hours while Internship is 6 semester hours. 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 7600, Internship in Clinical Rehabilitation Counseling

REQUIREMENTS, RETENTION, READMISSION AND DISMISSAL

Qualified students of minority and those with disabilities are encouraged to apply to the Program. There is a growing need for bilingual rehabilitation counselors who can culturally identify with persons with disabilities.

For "clear" admission to study in 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" results in bringing a clearly admitted student's GPA under 3.0, he or she will be placed on probation and must raise his or her GPA over 3.0 the next semester to continue. If not, dismissal will result the following semester. A similar letter
of petition and request for reentry 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 12 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 a letter of petition with the Department chair and received administrative approval to continue. 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 students GPA.**

**Student Retention, Remediation, and Dismissal**
Students will receive regular and ongoing evaluation of their academic and non-academic performance. The faculty is responsible for assuring that only those students who continue to meet program expectations are allowed to continue in the program.

**Evaluating Student Academic Performance**
This evaluation includes coursework, clinical skills development, and timely progress toward degree completion. These are evaluated through your assignments and final grades each semester, through the Clinical Skills Evaluation form in your clinical courses, and through your completion of program courses and other requirements needed for successful graduation.

**Evaluating Non-Academic Performance**
This evaluation includes adherence to standards of professionalism, ethical behavior, and self-regulation. These are evaluated through observation of interactions and behavior in each course, in your clinical work and interactions with colleagues, faculty and staff. While evaluation is ongoing, a more formal evaluation will occur at the end of each semester. These evaluations consist of the **MS in Clinical Rehabilitation Counseling Student Professional Performance Evaluation** and **MS in Clinical Rehabilitation Counseling Student Professional Disposition Evaluation**. If Program faculty have concerns about student performance, students will be informed as soon as possible. If a student has questions about their performance at any time, they are instructed to visit with their advisor. Faculty seek to identify additional help students may need to be successful, and to recognize outstanding achievements of students in their work. Faculty may work on an informal basis with students evidencing academic or non-academic deficiencies when circumstances indicate that this method may be productive. The faculty member and student will discuss the problems, review appropriate measures of correction, and establish a timeline for change, documenting the process. However, the severity of the problem may not allow for this method and informal methods are not procedurally required. When, in the professional judgment of a program faculty member, a student is not meeting academic or non-academic program standards, or university standards, the faculty member will consult with the other program faculty and department head to determine appropriate steps.

**Student Retention**
Upon completion of all course work 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 successfully completing their degree.

**Student Remediation/Readmission**

Once a student has been dismissed from the program or placed on academic probation, the student has the option to petition (i.e. appeal) to reenter the program to the MS Program Coordinator, via the SRSC Director, the COHA Dean and the Dean of the Graduate College. If the appeal is approved, the student is required to meet with his/her academic advisor or the MS Program Coordinator to put into place a plan to help remediate the students’ academic efforts.

**Academic Dismissal**

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 students GPA. 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 appeal to the MS Program Coordinator and SRSC Director to reenter the Program after a minimum one semester suspension, however, they will not be able to retain any previous grant/stipends awarded by the Program. If the student is permitted to reenter 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 that 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.

MS Clinical Rehabilitation Counseling Student Handbook.
Appendix A

Exit Interview/Student Evaluation Questionnaire

Student Evaluation Questionnaire

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.

I. Please respond to the following items by indicating your assessment using the scale presented below:

5 = Very High; 4 = High; 3 = Average; 2 = Low; 1 = Very Low

1. To what degree did your training meet your expectations for preparation as a rehabilitation counselor?

2. With what degree of confidence do you think you could recommend other to enroll in the program?

3. To what degree did the program help you acquire the following skills, knowledge, and competencies:
   
   A. An understanding of human growth and development in regard to being born with a disability and its impact on adult behavior.

   B. An understanding of human anatomy and physiology; the effects of disease or injury on body structure, functions, behavior, and personality.

   C. An understanding of physical, developmental, cognitive, mental and emotional conditions affecting social and vocational adjustment,

   D. The ability to detect and identify the manifestations of disability, mental or physical, and to understand their relationships to vocational and social adjustment.

   E. Familiarity with medical information, therapies, terminology, services, and equipment designed to remove or minimize the effects of disability.

   F. The ability to use accepted methods and techniques of individual case study, recording, and to adapt procedures to the practices of employing agencies.

   G. The ability to establish and maintain a satisfactory counseling relationship.
H. The ability to practice methods and techniques of vocational and personal counseling to assist clients in achieving an understanding of their problems and potentialities and in planning constructively for their rehabilitation.

I. The ability to perform job analyses.

J. An understanding of relationships, attitudes, skills, interest, and educational background of persons with disabilities in relation to occupational requirements.

K. An understanding of community organizations and the facilities and procedures, policies, and limitations under which these services are made available to applicants.

L. The ability to make use of the available community services and resources in meeting problems of persons with disabilities to maintain effective relationships with such sources.

M. The ability to analyze the rehabilitation needs of a community and to organize resources to meet these needs.

N. The ability to facilitate a group counseling session and have an understanding about group dynamics.

O. The ability to organize a case load to make the most economical use of one's time.

P. The ability to analyze reports furnishing medical, psychological, vocational assessment, or social data and to interpret the relationship of such data to the needs of the clients.

Q. The ability to carry on basic study and research growing out of rehabilitation work and to interpret and apply the findings.

R. The ability to use constructive services both within and outside the rehabilitation agency.

S. The ability to utilize national, regional, and state reports concerning industrial, occupational, and labor market trends, and to analyze specific community job information and opportunities.

T. The ability to collect occupational information and use it effectively in counseling.

U. The ability to orient employers to the physical demands and working conditions of various jobs.

V. An understanding of federal, state, and local laws pertaining to rehabilitation and an understanding of federal social legislation.
W. An understanding of agency policies, practices, and standards, as they apply to the counselor’s work.

X. The ability to interpret agency policy, laws, and regulations to clients and others.

II. Using the same scale as in the first section, rate the following courses based on their overall contribution to your program. Rate only those courses you have taken and place an "O" in the blank space for those you did not take.

5= Very High; 4= High; 3= Average; 2=Low; 1= Very Low

1. Introduction to Rehabilitation
2. Medical Aspects of Disability
3. Job Placement
4. Psycho-Social Aspects of Disability
5. Techniques of Rehabilitation Counseling
6. Group Counseling in Rehabilitation
7. Research in Rehabilitation
8. Case Management
9. Assessment and Vocational Evaluation
10. Counseling Theories in Rehabilitation
11. Psychiatric Rehabilitation
12. Practicum in Rehabilitation
13. Internship in Rehabilitation
14. Special Topics (name ___)
15. Thesis (advisor ___)
16. Research Grant
17. Other (name ___)
18. Other (name ___)
19. Other (name ___)
20. Other (name ___)

III. In the space below, please indicate the major strengths of UTRGV’s Rehabilitation Counselor Education Program.

IV. What do you think are the major weaknesses?
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 [http://www.msstate.edu/dept/rehab/NRCA/index.html](http://www.msstate.edu/dept/rehab/NRCA/index.html) to apply for membership to 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/](http://www.arcaWEB.org/) to apply for membership to 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

*Rehabilitation Counseling Bulletin
*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

Master’s Students
(According to Last Name)

A-D

Sandra Hansmann (HSHE 2.114)
Email: Sandra.hansmann@utrgv.edu Phone: 665-5108

E-H

Roy Chen (HSHW 1.302)
Email: roy.chen@utrgv.edu Phone: 665-3590

I-L

Abdoulaye Diallo (HSHW 1.126)
Email: abdoulaye.diallo@utrgv.edu Phone: 665-3151

M-R

Rene Gonzalez (HSHW 1.306)
Email: rene.gonzalez@utrgv.edu Phone: 665-2672

S

Noreen Glover–Graf (HSHW 2.314)
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### Required Courses: (60 Semester Hours)

- 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#

**Prerequisite REUS 6360**
- REHS 6330, Assessment and Testing
- REHS 6335, Addictions Counseling in Clinical Rehabilitation#

**Prerequisite REUS 6360 & 6370**
- REHS 6340, Adv. Counseling and Diagnostics in Clinical Rehabilitation Counseling#

**Prerequisite REUS 6360, 6370 & 6375**
- 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#

**Prerequisite REUS 6360**
- REHS 6375, Psychiatric Rehabilitation
- REHS 6385, Couple and Family Counseling#

**Prerequisite REUS 6360, 6370**
- REHS 6390, Practicum in Clinical Rehabilitation Counseling *#
- REHS 7600, Internship in Clinical Rehabilitation Counseling *#

* Requires BOTH Summer terms # Has Prerequisites: Check Graduate Handbook

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**Advisor Signature/ Date:**  
Revised 04/10/17

**Student Signature/ Date:**

**Graduate Coordinator or School Director/ Date:**