



Master of Science in Clinical Rehabilitation Counseling

College of Nursing and Allied Health

Interim Dean: Dr. Jacqueline J. Hill

Master of Science in Clinical Rehabilitation Counseling

Chair: Dr. Madan M. Kundu

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GRADUATE FACULTY

Professors:

Kundu, Madan M. Ph.D., FNRCA, CRC, NCC, LRC
Rehabilitation Counseling
Michigan State University

Associate Professors:

Washington, Carliss, Rh.D., CRC
Rehabilitation
Southern Illinois University

Assistant Professors:

Merckerson, Clarence, Ph.D., CRC, LPC (AL)
Rehabilitation
Auburn University

Ruiz, Derek, Ph.D., CRC, LPC (WI)
Rehabilitation Psychology
University of Wisconsin, Madison

Adjuncts:

Blalock, Kacie, Ph.D., CRC, LPC
Rehabilitation Psychology
University of Wisconsin, Madison

Johnson, Ebonee, Ph.D., CRC
Rehabilitation Psychology
University of Wisconsin, Madison

Larson, Jonathon, Ed.D., CRC, LCPC (IL)
Educational Psychology
Roosevelt University, Chicago

Puckett, Frank, Rh.D, CRC, ATP
Rehabilitation
Southern Illinois University

Schweitzer, John, Ph. D.
Michigan State University

Introduction

The Rehabilitation Counseling Program (RCP) was established in 1983 as a part of the Consent Decree. The RCP has the distinguished honor of being the first nationally accredited Rehabilitation Counseling program in the State of Louisiana. In 1988, the program received an Honorable Mention from the

Commissioner of Rehabilitation Services Administration, U.S. Department of Education, Washington, D.C. The RCP manages three long-term training grants and a national technical assistance center grant on Vocational Rehabilitation Technical Assistance Center for Targeted Communities (VR-TAC-TC): Project E3 (Educate, Empower, and Employ) funded by Rehabilitation Services Administration (RSA), U.S. Department of Education. In addition, the department has a Field Initiated Research on Cooperative Learning and Individualized Mentoring to Build Self-Efficacy, Persistence, and Goal Attainment in Post-secondary African American Students with Disabilities (CLAIM) funded by the National Institute on Disability and Independent Living Rehabilitation Research (NIDILRR).

In recognition of its quality in academic preparation, RCP was reaccredited for 8 years (2010-2018) by the Council on Rehabilitation Education (CORE). On July 1, 2017 the RCP was accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP).

The mission of the program is to educate and train individuals at the master's level to satisfy the personnel needs of the rehabilitation counseling profession and enhance quality of services to individuals with disabilities. The main objectives are as follows:

- To develop skills, knowledge, and competencies required to provide quality services to persons with disabilities.
- To prepare the students to conduct rehabilitation research and participate in scholarly activities.
- To prepare the students to become effective advocates for individuals with disabilities.
- To provide continuing education to professionals in the rehabilitation community for further skills development and attainment/maintenance of national certification/state license, and/or completion of a degree.

GRADUATE DEGREE OFFERED- M.S. in Clinical Rehabilitation Counseling

The Program offers a 60-semester hour curriculum to qualified students from diverse origins, both nationally and internationally.

ADMISSION REQUIREMENTS

Master of Science in Clinical Rehabilitation Counseling

In addition to the requirements of the Graduate School, applicants must:

- ✓ Possess a bachelor degree in Rehabilitation Services or related human services fields such as education, special education, psychology, social work, sociology, criminal justice, counseling, mental health counseling, nursing, speech pathology and audiology, therapeutic recreation, physical and occupational therapy.
- ✓ Complete the graduate school application
- ✓ Complete the program application
- ✓ Submit 3 letters of recommendation

- ✓ Provide official transcript(s)
- ✓ Participate in a personal interview with the graduate admissions committee

REHB 564	Rehabilitation Assessment & Diagnosis	3 credits
REHB 581	Medical & Psychosocial Aspects of Disability II	3 credits

Admission is granted in two statuses:

An applicant with a cumulative undergraduate GPA of 3.0 or above receives regular admission status.

An applicant with a cumulative undergraduate/graduate GPA of 2.5 - 2.9 receives conditional admission status.

A student admitted in this status is required to complete the first 12 semester hours of core courses with a minimum of B in each course.

Third Semester: Summer

REHB 504	Rehabilitation Caseload Management & Reporting	3 credits
REHB 575	Application of Assistive Technology in VR ...	3 credits
REHB590	Clinical Practicum	3 credits

Fourth Semester: Fall

REHB 525	Substance Abuse and Mental Health Counseling	3 credits
REHB 565	Research Methods, Statistics, and Program Evaluation	3 credits
REHB 571	Career Development, Job Development & Job Placement	3 credits
REHB 591	Clinical Internship I	3 credits

DEGREE/GRADUATION REQUIREMENTS

In order to earn a master's degree in Clinical Rehabilitation Counseling, the students are required to complete a 60-hour curriculum in the following domains:

- I. PROFESSIONAL COUNSELING IDENTITY: 30 HOURS; REHB 502, REHB 510, REHB 511, REHB 512, REHB 514, REHB 515, REHB 520, REHB 564, REHB 565, and REHB 571.
- II. PROFESSIONAL PRACTICE: 9 HOURS; REHB 590, REHB 591, and REHB 592
- III. SPECIALTY AREA: CLINICAL REHABILITATION COUNSELING: 21 HOURS; REHB 501, REHB 504, REHB 525, REHB 572, REHB 575, REHB 580, and REHB 581
- IV. Pass the national examination of Certified Rehabilitation Counselor (CRC) or the departmental Comprehensive examination.

Fifth Semester: Spring

REHB 511	Counseling Culturally Diverse.....	3 credits
REHB 512	Advocacy, Ethics, and Empowerment ...	3 credits
REHB 520	Family and Group Counseling for Allied Health Professionals	3 credits
REHB 592	Clinical Internship II	3 credits
REHB 699	CRC/COMPREHENSIVE.....	0 credits

PLAN OF STUDY

Master of Science in Clinical Rehabilitation counseling

First Semester: Fall

REHB501	Introduction to Clinical Rehabilitation Counseling	3 credits
REHB 502	Professional Orientation and Ethics in Counseling.....	3 credits
REHB510	Theories and Processes of Counseling	3 credits
REHB580	Medical & Psychosocial Aspects of Disability I	3 credits

Second Semester: Spring

REHB 514	Psychopathology and Diagnosis DSM-V	3 credits
REHB 515	Human Growth and Development.....	3 credits

Sixth Semester: Summer

REHB 572	Foundations of Vocational Evaluation....	3 credits
REHB 699	CRC/COMPREHENSIVE.....	0 credits

COURSE DESCRIPTIONS

REHB 501. INTRODUCTION TO CLINICAL REHABILITATION COUNSELING.

This course presents an overview of the field of rehabilitation. It focuses upon current rehabilitation practices, policies, principles, and ethics within the context of the history of rehabilitation, and also within the context of today's political climate. The spectrum of rehabilitation services is discussed, ranging from referral, intake, evaluation, training through placement and follow-up. Upon successful completion of this course, the students are prepared for more specialized courses in the field of rehabilitation.

REHB 502. PROFESSIONAL ORIENTATION AND ETHICS IN COUNSELING.

This course is designed to introduce the student to the profession of counseling. The history of the counseling profession, its various

settings and modalities, the major theories underlying the practice of counseling, and ethical principles will be studied. Included will be major discussions about current trends in the counseling profession and the outlook for work opportunities.

REHB 504. REHABILITATION CASELOAD MANAGEMENT AND REPORTING.

This course focuses on counseling strategies and caseload management methods for public and private rehabilitation. The course work facilitates development of the following skills: interpersonal, intake interview, goal setting, time management and report writing and documentation. The overall goals of the course are to assist students to become effective diagnosticians, interviewers, goal-setters, coordinators of caseloads, and service providers to culturally diverse consumers with disabilities.

REHB 510. THEORIES AND PROCESS OF COUNSELING.

This course is a survey of counseling theories applicable to the field of rehabilitation. Discussions will focus on the basic concepts of each approach such as the view of human nature, therapeutic process, and the client-counselor relationship. The following theories will be considered: Psychoanalytic, Adlerian, Existential, Person-centered, Gestalt, Reality Therapy, Cognitive Behavior therapy and narrative therapy. In addition, modern approaches including: solution-focused brief therapy and narrative therapy will be addressed.

REHB 511. COUNSELING CULTURALLY DIVERSE.

The course is designed to: heighten the students' sensitivity to the unique needs of consumers of diverse cultural origins; assist students to become culturally competent clinical rehabilitation counselors; and facilitate integration of knowledge, skills, and competencies necessary to provide quality services.

REHB 512. ADVOCACY, ETHICS, AND EMPOWERMENT.

This course focuses upon the empirical as well as the philosophical bases of advocacy, empowerment, and ethics. These three topics play an important role in the professional life of the Clinical Rehabilitation Counselors. Upon successful completion of the course, students are able to better utilize the rehabilitation and counseling principles taught in other classes by re-interpreting some of the tenets from the perspective of ethics, empowerment, and advocacy.

REHB 514. PSYCHOPATHOLOGY AND DIAGNOSIS DSM-V.

This course is designed to provide rehabilitation and mental health counselors with basic information so that they may have an understanding of the major types of psychiatric conditions, as well as the implications of these conditions for the client's personal, social, and vocational functioning. Psychiatric conditions will be considered in terms of their description, diagnostic criteria, treatment planning considerations, and expected outcomes. The medical and psychiatric rehabilitation models, and their interrelationships in providing services to persons with psychiatric disabilities will be discussed. Special emphasis will be placed on functional assessment of persons with chronic mental illness, and studying and developing client driven rehabilitation models for community re-integration.

REHB 515. HUMAN GROWTH AND DEVELOPMENT.

This course will cover the physical, cognitive, emotional, psychological, and social factors in human development, from conception to death. This course is designed to provide students with an understanding of human development over a lifetime focusing on life stages of infancy, adolescence and adulthood incorporating cognitive, physical, and social development concerns.

REHB 520 FAMILY AND GROUP COUNSELING FOR ALLIED HEALTH PROFESSIONALS.

This course will provide the theoretical and technical foundations for the practice of group and family counseling. Students will understand how individual counseling theories can be modified and applied in group settings. This course will include an overview of systems theory as it applies to family dynamics with a focus on family organization, family subsystems, etc. Students will also learn specific interventions applicable to group and family clientele and settings. As an experiential component, this course will include simulated group and family counseling sessions in which students will have the opportunity to apply, practice and refine their skills.

REHB 525 SUBSTANCE ABUSE AND MENTAL HEALTH COUNSELING.

This course provides an overview of the evidence-based practices and common practices for the treatment of substance use disorders (SUDs). Emphasis is placed on training of the interventions in the treatment of SUDs, the various treatment modalities and outcomes, and the components of the therapeutic process (from initial meeting to discharge).

REHB 564. ASSESSMENT AND DIAGNOSIS.

This course covers basic principles and theories underlying psychological tests, including reliability and validity. It focuses on a variety of assessment procedures including both observational methods and more traditional tests. Instruction in the administration, scoring, and interpretation of intelligence, personality, and interest inventories are provided. Emphasis is on special considerations necessary for using traditional tests with persons with disabilities and on specific tests developed for use with this population.

REHB 565. RESEARCH METHODS, STATISTICS, AND PROGRAM EVALUATION.

This course provides an introduction to basic concepts essential to understanding and conducting research in counseling. The course will include an analysis of research methods and designs, as well as statistical tools necessary, used for examining research and for evaluating programs. This course will provide a basis for interpreting and evaluating published research, as well as a fundamental understanding of programmatic evaluation to better assist with the dissemination of evidence-based research through practice.

REHB 571. CAREER DEVELOPMENT, JOB DEVELOPMENT AND PLACEMENT.

This course provides a practical and theoretical foundation for understanding the relationships of career development theories to counseling practice. Includes vocational choice theory, lifestyle choices, occupational and educational information, decision-making processes and career exploration techniques, focusing especially on ethical service delivery to diverse population. Additionally, the contents will cover techniques of job development, job analysis, and placement as applied to assist persons with disabilities to obtain and maintain competitive employment. Attempts will be made to demystify the role of vocational rehabilitation counselors in the process of job development and placement. Strategies to involve the consumers, the family, the employer, and other stakeholders in all phases of career development and placement will be discussed.

REHB 572 FOUNDATIONS OF VOCATIONAL EVALUATION.

This course provides an introduction to general principles in vocational evaluation techniques (interest, intelligence, achievement, aptitude, values, temperaments, memory, learning style and work samples) as they apply to a person with disabilities are reviewed. The use of modern, contemporary assessment techniques including labor market analysis is presented along with the collaboration between assistive technology and vocational evaluation will be addressed. The course utilizes the major vocational evaluation and assessment systems in the VEWA LAB, as they apply to the assessment of the vocational potential of individuals with disabilities. The course uses worker qualifications as

they apply to descriptions of jobs listed in the O'Net classification system and positions listed by the Louisiana Workforce Commission. Didactic experience in testing, report writing, and interpretations are provided.

Commission on Rehabilitation Counselor Certification (CRCC). The final requirement to graduate from the program is to pass the national examination of Certified Rehabilitation Counselor (CRC) administered by the Commission on Rehabilitation Counselor Certification or Departmental Comprehensive

REHB 575 APPLICATIONS OF ASSISTIVE TECHNOLOGY IN VOCATIONAL REHABILITATION.

This course reviews the applications of assistive technology as applied to the needs of individuals with disabilities. The course covers various types of assistive technology (AT) including: computer access, electronic devices for activities of daily living, communication devices and strategies and other devices to accommodate visual and hearing impairment. The course includes the application of clinically based strategies for determining an individual's need for and acceptance of assistive technology to improve functional outcomes with interviews with AT specialists.

REHB 580 AND 581. MEDICAL AND PSYCHOSOCIAL ASPECTS OF DISABILITY I AND II.

This foundation course is offered in two sequential parts. It is designed to provide an overview of medical terminology and anatomy and physiology of the organ system; describe the major diseases and associated etiologies, pathologies and disabilities; delineate the diagnosis and prognosis of major injuries/acquired disabling conditions and related complications; and outline the vocational implications. Upon successful completion of this course, the students will be able to comprehend medical reports; determine functional abilities and transferrable skills required to develop a rehabilitation plan; communicate effectively with medical professionals and health care workers; and embrace the dynamics of adjustment to disabilities, coping mechanism, and the psychosocial impact of disability.

REHB 590. CLINICAL PRACTICUM.

This supervised clinical experience of 100 clock hours is designed to provide students with the first formal opportunity to utilize the knowledge acquired through course work. The practicum site is selected, in consultation with the faculty supervisor, from a list of accredited agencies serving consumers with a variety of disabilities, especially those from culturally diverse backgrounds. Prerequisite: The student must demonstrate knowledge, skills, competencies, ethical conduct and professionalism conducive to serving people with significant disabilities before being permitted to enroll. **REHB**

591 AND 592. CLINICAL INTERNSHIPS I AND II.

The students are eligible for Clinical Internship upon completion of first three semester of courses (30 hours). This supervised clinical experience is acquired in REHB 591 Clinical Internship I 300 clock hours in Fall and REHB 592 Clinical Internship II of 300 clock hours Spring, a total of 600 hours in the second year of the curriculum. It is designed to provide students with the first formal opportunity to utilize the knowledge acquired through course work. The internship site is selected, in consultation with the faculty supervisor, from a list of accredited agencies serving consumers with a variety of disabilities, especially those from culturally diverse backgrounds. The courses provide intensive student exposure to: process referral, intake interview, counseling and guidance, case management, career counseling, job development, job placement process in state vocational rehabilitation agencies, community rehabilitation programs, and other private for-profit and non-profit agencies. The Clinical Internship Manual delineates the requirements, responsibilities, stages of internships and other pertinent details. Pre-requisite: The student must demonstrate knowledge, skills, competencies, ethical conduct and professionalism conducive to serving people with significant disabilities before being permitted to enroll.

REHB 699 CRC OR DEPARTMENTAL COMPREHENSIVE.

Upon completion of 75% of course work, the students are eligible to take the national certification examination administered by the