

UNIVERSITY OF SOUTH CAROLINA  
SCHOOL OF MEDICINE  
DEPARTMENT OF NEUROPSYCHIATRY & BEHAVIORAL SCIENCE

# Rehabilitation Counseling Program

Website: <http://rehab.med.sc.edu/>

## Graduate Student Handbook

2015-2016

The Rehabilitation Counseling program strives to accommodate students who have disabilities in accordance with both the spirit and legal requirements of the Americans with Disabilities Act (ADA). Students needing disability related accommodations must make their special needs known to the faculty beforehand to be certain that provision(s) can be made on a timely basis.

**Rehabilitation Counseling Program  
Graduate Student Handbook**

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## INTRODUCTION

### **Purpose of the handbook**

This manual contains vital information for students and faculty in the Rehabilitation Counseling Program regarding procedures, policies, requirements, and program content. This manual is not a contract. The program reserves the right to revise statements, policies, curriculum, and schedules as necessary.

Additional information affecting students is contained in other University publications, such as the Graduate Bulletin (<http://www.sc.edu/bulletin/>) and *Carolina Community* (<http://www.sa.sc.edu/carolinacommunity/>).

*Carolina Community*, under the Division of Student Affairs and Academic Support, introduces you to the University of South Carolina Student Handbook and Policy Guide, a much more detailed guide to University-wide policies and procedures. Each student is expected to visit – and encouraged to electronically bookmark – the *Carolina Community* website and explore the many links available to you.

IT IS THE RESPONSIBILITY OF THE STUDENT TO BECOME FAMILIAR WITH ALL PERTINENT UNIVERSITY POLICIES AND PROCEDURES IN THOSE RESOURCES.

### **Organization of the handbook**

The Handbook is organized in easy-to-navigate sections that begin with an overview of the Rehabilitation Counseling Program and the profession of rehabilitation counseling. From there, sections are arranged to coincide with the progression of the student through the program: from applying for admission and getting started, to preparing for graduation. In this Handbook, you will find information about distance education, important graduate student resources, curriculum, program advancement, and practicum and internship.

IT IS THE RESPONSIBILITY OF THE STUDENT to become familiar with the Handbook and its contents. Please take the time to read through the table of contents to gain an understanding of the breadth of information contained in the handbook.

## SECTION 1 – Overview of the Rehabilitation Counseling Program

### Program Mission Statement

Rehabilitation counseling is a systematic process that assists persons with physical, mental, developmental, cognitive, and addiction-based disabilities in achieving their personal, career, and independent living goals through counseling activities. Rehabilitation counselors help individuals deal with personal, interpersonal, and societal problems, plan careers, and find and maintain desired employment. Rehabilitation Counselors work with individuals, family members, organizations, and advocacy groups that address the environmental and social barriers that create obstacles for people with disabilities. They also collaborate with physicians, psychologists, therapists, educators, employers and others in assisting individuals with disabilities in pursuing their vocational and independent living goals.

In keeping with the overall purpose and function of the rehabilitation counseling profession, the Mission of the Rehabilitation Counseling Program is to enhance the quality of life of persons who have physical or mental disabilities, including addictions, or who are disadvantaged by cultural differences and educational and economic impoverishment, through educational, scholarly, and service activities and objectives. The **program objectives** include:

#### *Education*

To provide of high quality professional education that includes classroom learning, field experiences, and other applied learning opportunities to equip students with the skills and knowledge necessary for successful, effective, and responsible participation in a changing state and national rehabilitation environment.

#### *Scholarship*

Through research and publication activities, to advance knowledge and understanding of the effects of disability on the lives of persons with disabilities, the effectiveness of programs and services for people with disabilities, and the role of individuals with disabilities in society, the workplace, and the world.

#### *Service Objectives*

1. To provide consultation and training to agencies and programs to enhance the abilities of their personnel serving disabled and disadvantaged persons in South Carolina and throughout the southeast.
2. To provide rehabilitation services while offering students the opportunity for hands-on learning under the supervision of qualified, experienced professionals.
3. To support the operations and activities of the Department of Neuropsychiatry and Behavioral Science, School of Medicine, and University.

#### *Respect for Diversity*

To actively demonstrate respect for cultural and individual diversity in areas of education, scholarship, and service.



## **Planning and Evaluation**

The Master of Rehabilitation Counseling (MRC) engages in an active process of planning and evaluation. We have an extensive program evaluation plan that assures the overall quality and effectiveness of the MRC program in relation to our mission and objectives. In addition, we engage in an assessment of specific student educational and learning objectives for our academic programs. (The current evaluation plan is included as Appendix H.)

## **Master's of Rehabilitation Counseling (MRC) Degree Description**

The Program offers the Master of Rehabilitation Counseling (MRC) Degree, which is officially awarded by the University of South Carolina, School of Medicine. The MRC is a 48 credit-hour professional degree and does not require a thesis. Thirty-nine (39) of the hours consist of classroom-based course work directed at knowledge and skill development. Six (6) of these 39 credit hours of study consist of elective courses selected on the basis of student interest and relevance to career objectives.

The remaining nine (9) hours include a clinical practicum and internship that consist of field placements and University-based supervision seminars. These activities are intended to facilitate the development and enhancement of the spectrum of counseling activities within the context of real practice settings, assuring adequate competency to fulfill professional roles upon graduation.

The program is accredited by the Council on Rehabilitation Education (CORE). Students successfully completing the degree requirements are eligible to take the national certification exam for rehabilitation counselors and earn the Certified Rehabilitation Counselor (C.R.C.) designation. With additional coursework, available through the program, students may also be eligible to take appropriate state licensure examinations that are prerequisites to becoming a Licensed Professional Counselor (L.P.C.). (Please see **Section 13** for more information about the CRC and LPC.)

## Personnel Directory

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## **Certificate of Graduate Study in Psychiatric Rehabilitation**

The Rehabilitation Counseling Program offers focused training in the area of psychiatric rehabilitation. The 24 credit-hour Certificate of Graduate Study (CGS) in Psychiatric Rehabilitation offers specialized knowledge and skills training for professionals assisting individuals who have severe, long-term mental illnesses and the desire to secure and maintain employment. This program presents a unique opportunity to address the need for professionals who are cross-trained to work with mental health issues, vocational concerns, and other areas of independent living and full community participation. Key content areas of study in the certificate program include the characteristics of severe long-term mental illnesses, assessment, treatment, rehabilitation methods, and the recovery process. Courses are available online or on campus.

Students interested in pursuing the CGS in Psychiatric Rehabilitation along with the MRC degree should refer to **Section 12** of the Student Handbook for more detailed information.

## **Distance Education**

Distance education is a system and process that connects learners and instructors with educational resources from a variety of geographically separate sites using a variety of different media. Students and instructors are separated from each other by either distance or time. Two-way communication exists between the learner, instructor, and other learners either through print or some form of electronic media.

Because the MRC program is committed to strengthening the rehabilitation workforce across the primarily rural state of South Carolina, coursework for the Master's in Rehabilitation Counseling (MRC) degree and the Certificate of Graduate Study in Psychiatric Rehabilitation can now be completed via Distance Education. This creates exciting opportunities for students who do not live near USC-Columbia. Students should be aware that the MRC degree includes a substantial in-person component to complement distance learning.

More detailed information about Distance Education is located in **Section 5** of the Handbook.

## **School of Medicine Office of Student and Career Services**

Most MRC student questions can be answered by the Rehabilitation Counseling Program Support Staff. Because the MRC program is part of the USC School of Medicine, graduate students should also be aware of the School of Medicine Office of Student and Career Services.

One of the main goals of the Office of Student and Career Services is to promote the development of outstanding future physicians, but the office is also available to other students in the School of Medicine. The Office is dedicated to providing student programs and services to encourage the emergence of student confidence, camaraderie, leadership, and self-discovery. The office supports students throughout their medical school education. The Office of Student Services is located in Building 3 at the School of Medicine main campus on Garners Ferry Road. Office hours are 8:00 a.m. until 5:00 p.m. Monday through Friday. The telephone number is (803) 216-3630 and the website is <http://studentservices.med.sc.edu/>

## SECTION 2 – The Rehabilitation Counseling Profession

### Rehabilitation Counseling Profession

#### *Description*

The counseling process involves communication, goal setting, and facilitating personal growth or beneficial change through advocacy, psychological, vocational, social, and behavioral interventions. Because employment is a major problem of persons with disabilities, rehabilitation counselors work closely with employers and representatives of the business community to identify job opportunities and to make the work environment more accommodating. In effect, rehabilitation counselors build bridges between persons with disabilities, their families, communities, and work places. Rehabilitation counselors are uniquely qualified to provide vocational guidance and adjustment counseling to individuals with disabilities and their families. Rehabilitation counselors are committed to supporting persons with disabilities in advocacy activities that empower them and allow them to achieve full citizenship.

Rehabilitation counseling facilitates independence, integration, and inclusion of people with disabilities in the community by respecting the dignity and worth of all people. Rehabilitation counseling is dedicated to promoting equal justice based on a model of accommodation. This includes providing and equalizing the opportunity of individuals with disabilities to enjoy the rights and privileges that should be afforded to them.

#### *Training*

Rehabilitation counselors must have knowledge of the rehabilitation process, including the various associated skills and techniques. Interdisciplinary teamwork is emphasized in training, as is a holistic view of the impact of disability. Counseling activities are learned within a systems framework that considers individuals in the context of their family and communities.

To counsel persons with disabilities, the rehabilitation counseling profession draws on knowledge from several fields, including psychology, medicine, psychiatry, social work, sociology, education, law, and business. This broad knowledge base is a key to developing and implementing rehabilitation plans that enable persons with disabilities to successfully cope with their disabilities. The full scope of practice as established by the Commission on Rehabilitation Counselor Certification (CRCC) is described in Appendix A. A copy of the Rehabilitation Counseling Code of Ethics, a critical aspect of the profession of rehabilitation counseling practice, is also included in this Handbook (see Appendix B). Students will find that attention to ethical practice and ethical decision making are integral parts of all rehabilitation classes.

## *Opportunities*

Rehabilitation counselors serve as team members and leaders in physical restoration, mental health, addictions treatment, and other settings. In South Carolina, the Departments of Vocational Rehabilitation, Mental Health, Disabilities and Special Needs and an array of addictions treatment programs are among the major employers of rehabilitation counselors. Rehabilitation counselors also serve as consultants to insurance companies, industry, and educational institutions.

Rehabilitation counselors may coordinate and arrange for rehabilitation and transition services for children with disabilities. They may counsel older persons who are experiencing changing lifestyles and health problems. Increasingly, industrially injured workers are receiving rehabilitation counseling services through private rehabilitation companies and employers own in house disability management and employee assistance programs. Persons who have severe disabilities that limit opportunities for full-time competitive employment may also be assisted through independent living service programs and supported employment arrangements developed and provided by rehabilitation counselors.

## **Credentials for Rehabilitation Counselors**

### *Certified Rehabilitation Counselor (CRC) Credential*

The CRC is the national credential for rehabilitation counselors. Students in our program are eligible to take the CRC exam when they have completed 75% of the coursework and expect to graduate within 12 months. Students taking the exam at this time would apply under Category G, a special eligibility category open only to students enrolled in a Master's degree program in Rehabilitation Counseling that is fully accredited by the Council on Rehabilitation Education (CORE). Students may also take the exam after graduation. See **Section 13** of the Handbook for more information about applying for the CRC credential.

### *Licensed Professional Counselor (LPC) Credential*

Students may select specific electives on their program of study and additional courses that enable them to pursue the Licensed Professional Counselor (LPC) credential in South Carolina. Licensed Professional Counselors provide counseling or psychotherapeutic services to children, adolescents, and adults individually, in groups, or organizations. Professional counselors also assist individuals in understanding and exploring possible solutions to interpersonal problems and conflicts, in identifying goals, making decisions, and planning a course of action reflective of the individual's interests, abilities, mental and emotional needs, and personal and social concerns. They may also select, administer, score, and interpret instruments designed to assess an individual's aptitude, abilities, achievements, interests, and personal characteristics, and use non-standardized methods and techniques for understanding human behavior in relationship to coping with, adapting to, and changing life situations. See **Section 13** of the Handbook for a list of courses that are required for eligibility to take the examination and more information about applying for the LPC credential.

## **SECTION 3 – Applying for Admission to the Program**

### **Recruitment**

Consistent with the program's mission and objectives, the Rehabilitation Counseling Program seeks to recruit, admit, and retain a diverse student body, the members of which are committed to providing the highest quality services to persons with disabilities and contributing to the profession of rehabilitation counseling. Recruitment activities are carried out by the program director and faculty on both state-wide and national levels, and with the assistance of the Advisory Council and through maintenance of an up-to-date program website.

### **Application and Admissions Process**

Applications for the Master's in Rehabilitation Counseling Program are accepted throughout the year and eligible students may begin their study in Fall, Spring, or Summer semesters. Prospective students interested in applying to the program apply through the Graduate School.

Assistance throughout the application process is provided, as needed, by the program. Information about financial aid, resources for students with disabilities, and international student services are examples of guidance that an applicant may receive. We also assist in facilitating communications with the Graduate School and other USC offices.

### *The Graduate School*

Graduate students are admitted through a cooperative effort between the Graduate School and the University's colleges, schools, and departments and admission requirements for the Masters of Rehabilitation Counseling program are consistent with the general standards of other programs in the Graduate School. Application is made to The Graduate School online (<http://gradschool.sc.edu/apply.htm>) and admission is granted by The Graduate School on the recommendation of colleges, schools, and departments. All required materials must be received by the Graduate School Office before interviews are scheduled for eligible applicants.

### *Application Requirements*

Applicants must possess a baccalaureate or higher degree from a college or university accredited by a regional accrediting agency. Applicants must also submit a complete application packet including official transcripts of college academic work, letters of recommendation, and official score(s) on the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).

As part of the Graduate School application, applicants must submit a personal statement of intent. The letter should address the reason(s) for pursuing a career in rehabilitation counseling, relevant experience, career goals, and plans for completing the program requirements, if

accepted. Relevant experience refers to both volunteer and paid work experience involving the provision of services to persons with disabilities or other forms of disadvantage.

### *Admissions Criteria*

Several criteria are used in determining qualification for admission. Factors include undergraduate grade point average (GPA) and GRE or MAT scores, relevant experience, letters of recommendation, and personal attributes ascertained through an interview.

The average GPA of successful applicants admitted to the MRC program from 2010-2014 was above 3.0 and the combined GRE scores average 300 (on the new scale). An applicant whose native language is not English is required to submit a satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam. The minimum acceptable score on the TOEFL is 80 Internet-based, or 570 paper-based.

Applicants are ranked according to academic potential and experience. Only those with indications of a strong academic and career potential are invited for interviews. Faculty further rate interviewees according to personal potential as a rehabilitation counselor, as demonstrated by interpersonal skills, philosophy, compatibility of personal career goals to professional counseling, evidence of desire to help, and interest in enhancing the lives of people with disabilities.

Those with the highest combined scores and ratings are admitted. Because the number of students who can be accommodated is limited, admission is on a competitive basis. Therefore, invitation to the interview session is not an indication of acceptance. Applicants are notified of the admission review outcome in writing 2-4 weeks following completion of the interviews.

Some applicants not offered admission may be informed that they are on an alternate list and may be offered an appointment if one of the recipients of an appointment cancels enrollment into the program prior to matriculation. An application may be held for consideration for one additional year. Applicants who are being reconsidered must compete with current applicants.

### *Non-Degree Admissions*

The Rehabilitation Counseling Program will consider the following applicants for non-degree admission:

- Qualified employees of supporting agencies, e.g., Vocational Rehabilitation and Department of Mental Health, who are upgrading their skills under agency sponsorship or recommendation.
- Persons who are licensed and/or certified counselors or related professionals pursuing continuing education credits to maintain their credentials.
- Masters program applicants whose academic qualifications fall below the expected level, but possess the outstanding qualifications that indicate potential to make a unique

contribution to the field. Eligibility will be determined only after the application review process has been completed. Students in this category may take course work approved by the faculty. If the student obtains a "B" grade or higher in all courses, he or she will be recommended for degree program admission. Only 6 credit hours taken on a non-degree basis can be applied to a USC graduate program. A separate application is available for non-degree applicants.

- Other students that desire to take a course with permission of the course instructor.

### *Consideration*

Applications are considered on a first-come, first-served basis.

### *Notification from the Graduate School*

Upon recommendation of the department, The Graduate School will review your credentials and make a formal recommendation. Official notice of an admission decision can only come from The Graduate School.

### **Financial Aid**

A number of fellowships and scholarships are available to qualifying students at the University of South Carolina. Other sources of financial aid include graduate assistantships, work-study programs, and loans. Additional information can be obtained from the Financial Aid Office and the Student Employment offices on the Columbia campus.

The Rehabilitation Counseling faculty can provide guidance for students in need of financial aid. Notices of available assistantships are posted in the Program office and faculty can direct students to other departments and programs that seek out rehabilitation counseling students to fill assistantships that involve counseling and disability-related duties.

### *RSA Scholarships*

The Rehabilitation Counseling Program offers scholarship programs when funding is available. Since 1999, the Program has been awarded several long-term training grants by the Rehabilitation Services Administration (RSA). These grants made scholarships available to students interested in working in public vocational rehabilitation and job placement venues. The Program will continue to seek out RSA funding and other grants.

When available, scholarships are available for both full and part-time students. This financial aid component covers tuition (but usually **not** fees or books) and, upon availability of sufficient funds, provides an additional annual stipend for full-time students to assist with other expenses. The stipend amount is adjusted for part-time students, proportionate to the number of courses in which they are enrolled each semester.



Scholarship recipients are required to fulfill a post-graduation employment obligation or pay back the received support. The employment obligation entails working in a government or other not-for-profit program serving individuals with severe disabilities two years for each academic year support was received. A detailed RSA Scholars' Manual is available to all students. The RSA Scholars' Manual provides additional information about the terms of the scholarship and the employment obligation. Before a scholar receives funds he or she must read the Manual and agree to the RSA guidelines.

### *Student Loans*

All students, including those receiving RSA scholarships, should be mindful of the cost of graduate school education. University and Health Profession fees, which can be substantial if you are unprepared, are NOT covered by the RSA scholarships. Other non-tuition expenses (textbooks, practicum student liability insurance, etc.) are not covered by RSA scholarships. Also, RSA funding can sometimes be delayed. The Program *strongly recommends* that students apply for loans and financial aid as a back-up to RSA scholarships.

## SECTION 4 – Getting Started in the Program

### Communication between Students and Faculty

The MRC program values ongoing and clear communication between students and faculty. We utilize several mechanisms to ensure that such communication occurs.

#### *Phone, Email, and In-person Appointments*

Faculty members and staff are available to you by telephone, email, and in-person through scheduled appointments. It is our policy to respond to student telephone calls and emails **within two working days** (Monday-Friday). Should you have difficulty reaching faculty or staff, you are encouraged to inform the program director.

#### *Listserv Information*

The USC Rehab LISTSERV is designed to provide a way for students, graduates of the Rehabilitation Counseling Program, practicing rehabilitation counselors, and friends of the program and profession, to keep up-to-date on the latest developments in the field, events of the program and the profession, and new job opportunities.

The Student Services Coordinator (Debra Poston) coordinates the LISTSERV announcements. **To receive program announcements, be sure that Debra Poston always has your most current email address!** Also, if you would like to post an announcement, simply address your email message to [Debra.Poston@uscmed.sc.edu](mailto:Debra.Poston@uscmed.sc.edu). Ms. Poston will then select those messages which seem to be of interest to everyone on the list and are germane to the purpose of the LIST.

#### *Annual Program Meeting*

Each August, on the Monday immediately preceding the beginning of Fall classes, the Rehabilitation Counseling Program holds a day-long New Student Orientation & Continuing Student Meeting. This meeting is mandatory and serves as an important mechanism for communication between students, faculty, and staff. Program updates, advisement, and other sessions are held at this time. Students are informed of this meeting at the time of their interview and are reminded through listserv messages. It is each student's responsibility to arrange to attend this meeting.

#### *The Student Handbook*

The Student Handbook is an important mechanism of communication. It is updated annually and available on the program website for new and continuing students and for prospective students. We strive to ensure the Handbook is consistent with Graduate School policies and procedures

and provides up-to-date information about rehabilitation counseling organizations, certification, licensure, and other areas of importance to students.

The Student Handbook is also an important communication tool for matters related to curriculum, technology, policies and procedures related to advancement in the program. The Student Handbook directs you to relevant sections of the Graduate School bulletin and other important offices in the University (e.g., Financial Aid, Student Disability Services, Registrar, etc.).

### *Course Evaluations*

Students also have the opportunity to provide anonymous feedback to faculty by completing course evaluations at the end of each semester. We value your feedback and encourage you to take the time to complete these evaluations. (Note: Later on, after graduation, students have the opportunity to provide additional feedback about the entire program experience by completing the Survey of Program Graduates.)

### **Computer/technical requirements**

All students admitted to the master's degree program are required to have their own personal computer, printer, and Internet service provider before they begin classes. Reliable high-speed Internet access (through cable or a phone company) is essential. Use of a smart phone, tablet, or similar handheld device as a sole means of accessing the Internet is insufficient, especially if you are a Distance Education student.

The program does not endorse any specific equipment or software or minimum processing speeds, hard drive space, or other specifications. However, it is safe to say that your computer should be "relatively new" and be able to run several programs simultaneously (e.g. be on the Internet and have Word documents open) and allow you to view videos clips. New and improved hardware and software are rapidly becoming available, which is why no specific recommendations can be made.

With regard to computer literacy, students must be comfortable using major programs, such as Microsoft Word, PowerPoint, and Excel. As a USC student, knowledge of Self-Service Carolina (my.sc.edu) and Blackboard are required. Additionally, students should be proficient using e-mail (including attachments), Internet search engines, and saving documents on portable storage devices (such as "flash" or "thumb" drives). Being able to install/uninstall and download software is necessary to participate in the distance education activities.

The counseling-related classes require that you have access to digital recording equipment. If you can borrow from someone, there is no need to invest in equipment. Early in the program, most ordinary hand-held digital cameras are sufficient (if they have a video-audio recording function). In later classes, a recording camera (such as you would use in making home movies or recording sporting events) will be more useful. Also, the MRC program has built-in recording equipment in two counseling rooms. Students are welcome to use this equipment. Graduate assistants are available to provide assistance in scheduling the rooms and using the equipment.

## Advisement

Each student is assigned a program faculty member who serves as his or her advisor following admission. All matters pertaining to an individual student's progress and program of study are pursued through official advisement with the assigned advisor. Matters pertaining to *individual courses* must be pursued with the instructor of the course. Matters pertaining to registration, tuition, and university procedures must be pursued in accordance with USC policies and procedures. Students should meet at least one time each semester with their advisor to discuss progress, plan schedules, review the program of study, review professional development requirements, and to review required courses covered later in this Handbook. It is the graduate student's responsibility to set up these appointments with their advisor. Additional meetings can be scheduled, as needed.

## Program of Study

Every degree-seeking student must, in cooperation with his/her advisor, develop a written Program of Study (POS) that describes the courses the student will take and the projected timetable for taking the courses. After signing the POS, the student and advisor submit the POS to the program director for review and approval. The POS is then submitted to the Graduate School Office for approval by the Graduate Dean.

For students seeking the MRC degree, a Program of Study (POS) should be filed in the second semester of study. A POS worksheet is included as Appendix E. Additional copies are available from the Rehabilitation Counseling Program office.

**IT IS THE STUDENT'S RESPONSIBILITY** to contact his or her advisor and set up an appointment time to develop the Program of Study.

Candidates for the Certificate of Graduate Study in Psychiatric Rehabilitation must file a **separate** Program of Study for the Certificate. Students should complete the POS with their advisor at the same time as the MRC Program of Study or when they are admitted into the Certificate Program.

### *Making Adjustments in Approved Programs of Study*

A need to revise an approved Program of Study may arise due to:

- A change in the student's focus or career objectives.
- Scheduling problems with one or more listed courses.
- A deletion of a listed course or addition of a pertinent new course.

A change in a student's program requires the agreement of all those who approved the original program. The Program of Study Adjustment Form (Form-POSA) should be completed. The request should specify the change being proposed (addition, deletion, substitution) and the course(s) involved. The reason for the request should be clearly stated. The modified program must still satisfy all degree requirements. The form must be signed by the student and the

approval of the advisor, the program director, and the Graduate Dean are necessary for the change to be enacted.

Changes in the Program of Study should be made as soon as the need is realized, *not at the time of clearance for degree.*

## **Student Capability, Conduct, and Character**

### *Rationale*

Rehabilitation counselors must be able to establish collaborative relationships with a wide range of professionals and clients. Ethical standards hold them to a high level of integrity, empathy, concern for the welfare of others, interest, and self-motivation. Competent rehabilitation counselors must possess the emotional health required for sound judgment and clinical decision-making, and effective problem resolution, the prompt completion of all responsibilities associated with the assessment and counseling of clients, and the development of caring sensitive, and effective relationships with clients, their families, and significant others. Rehabilitation counselors must be able to tolerate a full time workload and to function effectively under stress. They must be able to adapt to changing environments and to function in the face of ambiguities inherent in clinical practice. Rehabilitation counselors must be able to communicate effectively both verbally and in writing. They need to have the capacity to engage clients in order to elicit information and be able to observe clients, perceive nonverbal communications, and describe changes in affect and behavior. Rehabilitation counselors must further be able to communicate effectively with other members of the rehabilitation community and effectively negotiate their way around typical clinical environments. They must routinely make logical diagnostic and treatment decisions, conduct assessments, analyze, integrate, and synthesize, and problem solve quickly, accurately, and consistently. They must be proactively aware of their own limitations and strengths, seeking help and support when necessary and removing themselves from situations in which their own issues may negatively impact the lives of clients.

### *Standards for Student Conduct and Behavior*

In light of these responsibilities, students admitted to the Rehabilitation Counseling Program must possess sufficient intellectual capacity, physical stamina, emotional stability, interpersonal stability, and communication skills to acquire the scientific knowledge, interpersonal and technical competencies, and clinical abilities required to effectively and competently provide services to clients. They must consistently demonstrate a level of personal and professional maturity that is in keeping with the minimum reasonable expectations for students in the early phases of their professional training and/or commensurate with the overall number of years of overall work in counseling-related employment. They are expected to demonstrate a level of self-awareness and personal insight that will allow them to receive feedback, internalize criticism, and continue on a path of personal and professional development.

Students enrolled in the Rehabilitation Counseling Program should conduct themselves in a professional manner. Conduct should be in conformity with the high moral and ethical standards of the profession as well as within the legal constraints of any law-abiding community. The

Preamble to the Code of Ethics for Rehabilitation Counselors is included as Appendix B of the Handbook. Students are required to read the Code, in its entirety, in at least two MRC required courses.

*More detailed policies* about these important qualities and standards and how they relate to each student's progression through the program are addressed in **Section 10.**)

## **Faculty Conduct**

The Code of Ethics for Rehabilitation Counselors applies to faculty as well as students. All program faculty members are expected to demonstrate respect and practice integrity in their professional relationships with students similar to that which is required of students who pursue certification as rehabilitation counselors. Should a student have concerns about faculty conduct that cannot be resolved with the faculty member directly, the student should speak with the supervisor of the faculty member. According to university policy, if a student has good reason not to attempt a resolution with the faculty, mechanisms are in place for students to address their concerns confidentially with the student ombudsman in the Division of Student Affairs and Academic Support (SAAS). SAAS is located in the Osborne Building on the main campus. Their website is <http://www.sa.sc.edu/>. Students may also refer to Policy STAF 6.27: Student Grievance Policy – Non-academic which can be located from the *Carolina Community* homepage (<http://www.sa.sc.edu/carolinacommunity/>).

## **Professional Development Opportunities**

Professional development is an ongoing process. The student's graduate studies are only the beginning of a career-long learning experience. Professional development activities include participating in in-service training programs, attending professional conferences, and reading professional publications.

To lay a foundation for professional development, **the Program suggests that students join at least one of the main professional organizations for rehabilitation counselors.** Options include the American Counseling Association (ACA) and its rehabilitation counseling division (ARCA) or the National Rehabilitation Counseling Association (NRCA). Another option is the National Rehabilitation Association (NRA) and its division Rehabilitation Counselors and Educators Association (RCEA). Student memberships are available at nominal rates. In addition to providing newsletters, journals and other benefits, membership makes students eligible for organizational sponsored professional liability insurance, which is required before engaging in practicum and internship clinical activities. Membership applications are available online.

A description of several rehabilitation counseling organizations is included below:

*American Rehabilitation Counseling Association (ARCA)*  
<http://www.arcaweb.org/>

The American Rehabilitation Counseling Association (ARCA) is a division of the American Counseling Association (ACA). You can join ARCA without joining the ACA. The association promotes the advancement of the rehabilitation counseling profession through its publications,

conferences, and other development activities. It also serves as an advocate for persons with disabilities. The major publication of the ARCA is the *Rehabilitation Counseling Bulletin*.

#### *American Counseling Association (ACA)*

<http://www.counseling.org/>

With more than 56,000 members as of August 2015, the American Counseling Association (ACA) is the world's largest non-profit organization for professional counselors. Student membership is available to those enrolled in a graduate counseling program. Dedicated to growth and enhancement of the counseling profession, the ACA offers many benefits and services, including the following:

- Continuing education opportunities (workshops, home study program, annual convention);
- Quality publications like the *Journal of Counseling & Development*; the monthly magazine, *Counseling Today*; and the electronic newsletter *ACAeNews*;
- Resources that bridge the gap between theory and practice (books, journals, videotapes, audiotapes, and software programs), all at special discounted prices;
- From Capitol Hill to agencies to state legislatures, ACA advocates for public policy and legislative issues that affect both counselors and clients;
- Nineteen (19) divisions representing specialized areas in counseling, four (4) regions within the U.S., and 56 state and international branches providing an opportunity to become professionally involved at the state and local level;
- Support through interactions with professionals who share similar activities and concerns.

#### *National Rehabilitation Counseling Association (NRCA)*

<http://nrca-net.org/>

The National Rehabilitation Counseling Association (NRCA) is a former division of the NRA and is now an independent professional association for rehabilitation counselors. Rehabilitation counselors work in a variety of counseling and rehabilitative settings and assume a variety of different job titles. NRCA strives to accommodate the professional interests and needs of all rehabilitation counselors regardless of their work setting or job title. NRCA also dedicates itself to the pursuit of self-fulfillment of all persons with disabilities. NRCA provides opportunities for students to participate in professional activities and to interface with experienced practitioners in the field of rehabilitation counseling. NRCA provides its members with professional opportunities on the local, regional, and national levels through their Annual Professional Development Symposia, legislative information advocacy, and by having a Certification Maintenance Plan (CRC, CIRS, NCC). NRCA publishes the *Journal of Applied Rehabilitation Counseling*.

#### *National Rehabilitation Association (NRA)*

<http://www.nationalrehab.org/cwt/external/wcpages/index.aspx>

Founded in 1925, the National Rehabilitation Association (NRA) is dedicated to improving the quality of life for persons with disabilities in the United States. Membership is comprised of rehabilitation professionals, including administrators, counselors, job placement specialists, support staff, vocational evaluators, instructors, and independent living providers, business and industry representatives. Also represented are psychiatrists and other physicians, nurses, physical

and occupational therapists, social workers, psychologists, speech pathologists, specialists serving blind and deaf persons, hospital administrators, workshop and rehabilitation facility personnel, nursing home personnel, persons with disabilities, family members of persons with disabilities, and other interested citizens. NRA is the oldest, largest, and strongest advocate for persons with disabilities. It is proud to be called the “Voice of Rehabilitation.” The *Journal of Rehabilitation* is the organization’s major publication.

*Rehabilitation Counselors & Educators Association (RCEA)*

<http://www.rehabcea.org/>

Founded in 2006, The Rehabilitation Counselors & Educators Association (RCEA) is a division of the NRA. RCEA’s website describes the organization as a “rapidly-growing professional organization of rehab specialists who are dedicated to advancing the profession and strengthening the work of rehabilitation counselors and educators in all that they do.”

*U.S. Psychiatric Rehabilitation Association (USPRA)*

[www.uspra.org](http://www.uspra.org)

The U.S. Psychiatric Rehabilitation Association (USPRA) works to help advance the role, scope, and quality of services designed to facilitate the community readjustment of people with psychiatric disabilities. USPRA continually seeks to improve the quality of psychiatric rehabilitation and recovery-oriented services and to strengthen the role of community-based psychiatric rehabilitation within the mental health service delivery systems. USPRA is an association that brings together agencies, practitioners, families, and persons with psychiatric disabilities.

*USC Rehabilitation Student Association*

The Program faculty sponsors a Rehabilitation Counseling Student Association. The association’s purpose is to support the academic, professional, and personal growth of its student members. The student members promote networking, training, and consumer advocacy for individuals with physical and psychiatric disabilities. They also participate in community projects. The association facilitates the development of collegiality with faculty, in addition to serving as a peer support group.

*Medical Graduate Student Association (MGSA)*

The faculty of the School of Medicine sponsors the Medical Graduate Student Association (MGSA). The association’s purpose is to provide service projects for the community, provide academic and social events for its members, and to promote unity among members. Membership in MGSA is limited to persons officially connected with the University as faculty, staff, or full-time graduate students. Students taking six (6) credit hours or more and who pay the University fee are considered full-time students.

*Chi Sigma Iota*



Chi Sigma Iota (CSI) is the international honor society for counselors-in-training, counselor educators, and professional counselors. Its mission is to promote scholarship, research, professionalism, leadership, excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling. Membership in CSI is open to both students and graduates of counselor education programs. To be eligible for membership, students must complete at least one semester of full-time graduate level coursework in a counseling program, earn a grade point average of at least 3.5 or better on a 4.0 system, and be recommended by the University of South Carolina chapter of CSI, which is Upsilon Sigma Chi.

For more information, go to the USC Chapter website: [https://www.csi-net.org/group/upsilon\\_sigma\\_chi](https://www.csi-net.org/group/upsilon_sigma_chi)

### *Student Awards*

During the Spring semester of each year, a Distinguished Rehabilitation Counseling Student Award is presented to an outstanding graduate by the Program faculty. The award is given to the graduate who has excelled in his/her academic work and has demonstrated strong leadership qualities through involvement in activities supporting the rehabilitation counseling profession, the Rehabilitation Counseling Program, and community agencies.

Also during the Spring semester, an award for Clinical Excellence is presented by the Rehabilitation Counseling Program Faculty to a student who has demonstrated exceptional interest and skill development in clinical work performed through the Rehabilitation Counseling Clinic and Assessment Laboratory or other field placement site.

All August, December, and May graduates are considered by the faculty during the Spring semester review process. The awards are presented at the School of Medicine's Spring hooding ceremony or other appropriate University awards ceremony.

## SECTION 5 – Distance Education

### Distance Education

Distance education is a system and process that connects learners and instructors with educational resources from a variety of geographically separate sites using a variety of different media. Students and instructors are separated from each other by either distance or time. Two-way communication exists between the learner, instructor, and other learners either through print or some form of electronic media.

Because the MRC program is committed to strengthening the rehabilitation workforce across the primarily rural state of South Carolina, coursework for the Master's in Rehabilitation Counseling (MRC) degree and the Certificate of Graduate Study in Psychiatric Rehabilitation can now be completed via Distance Education. This creates exciting opportunities for students who do not live near USC-Columbia. Students should be aware that the MRC degree includes a substantial in-person component to complement distance learning.

With few exceptions, the courses in the distance education component of both the MRC and the Certificate program are “real time” courses. Students get online at a weekly designated class time and participate in real-time class with the instructor. The main difference between these classes and the classroom-based sessions, is that students are “at a distance” when they take the class.

### *In-person Attendance Requirements*

All Distance Education students are required to attend the Annual Student Meeting held each August on the Monday immediately before classes begin as well as Distance Education weekends in Fall and Spring semesters. These in-person meetings are held at the Columbia campus. Also, certain courses require additional in-person time during the semester. Your instructor will inform you of required dates of in-person attendance at the beginning of each semester.

In-person attendance requirements are essential and integral to the MRC program and to students' development as rehabilitation professionals. In many cases, they cannot be “made-up” or substituted. Missing one or more of the in-person attendance requirements may result in the delay of the student's progress in the program until the next time the missed requirement is offered.

### *Technology*

As mentioned in the previous section addressing computer and technical requirements, Distance Education students must have their own personal computer, printer, and Internet service provider before they begin classes. A high-speed Internet access (through cable or a phone company) is preferred instead of dial-up service. **Use of a smart phone or a tablet as a sole means of accessing the Internet is insufficient.**

The program does not endorse any specific equipment or software or minimum processing speeds, hard drive space, or other specifications. However, it is safe to say that your computer should be “relatively new” and be able to run several programs simultaneously (e.g. be on the Internet and have Word documents open) and allow you to view videos clips. New and improved hardware and software are rapidly becoming available, which is why no specific recommendations can be made.

### *Technology Support*

Students should be aware of and utilize the many resources available through **Student Technology Resources** at USC. Resources include special computer purchase offers, technical assistance with your personal computer, free antivirus software, tips about your student email account, and more. Please visit and bookmark

[http://www.sc.edu/about/offices\\_and\\_divisions/division\\_of\\_information\\_technology/resources/software\\_hardware/](http://www.sc.edu/about/offices_and_divisions/division_of_information_technology/resources/software_hardware/)

### *Class Formats*

Distance Education class formats vary and are continually evolving. Some classes use a combination of real-time chat and Blackboard postings and other classes are conducted asynchronously (i.e., no formal class meeting time; students work on a weekly unit-by-unit basis and interact with other students through Blackboard postings). Occasionally, an instructor may have pre-recorded video-taped lectures for you to view as an adjunct to your weekly work.

## SECTION 6 – Important Graduate Student Resources

### Graduate Studies Bulletin – On-line

The Graduate Studies Bulletin is the official document of record concerning graduate academic programs and regulations. The Bulletin is available online and all students are responsible for familiarizing themselves with the Bulletin. The link to the main page for the 2014-2015 Graduate Studies Bulletin is <http://www.sc.edu/bulletin/>.

### USC School of Medicine Library – online access

The USC School of Medicine (SOM) Library (<http://uscm.med.sc.edu/>) is available to all SOM students, including students in the MRC program. To access library holdings electronically, students must attain a USC School of Medicine ID and a student account. Incoming students receive their SOM ID and account by appointment. Current students needing information about how to get a USC SOM ID and account should contact Debra Poston at 803-434-4296 for information about who to contact at the main SOM campus.

Here are some links that will get you started:

1. [http://uscm.med.sc.libguides.com/rehabilitation\\_counseling](http://uscm.med.sc.libguides.com/rehabilitation_counseling). The Rehabilitation Counseling “LibGuide” was created by librarians for students and faculty at the USC School of Medicine. The guide leads you to journals, databases, books, evidence-based medicine resource specific to rehabilitation counseling and psychiatric rehabilitation.
2. <http://uscm.med.sc.edu/tutorials.asp> This website includes tutorials that introduce you to the basics of SOM library research.

### USC Libraries – additional information

Many graduate students in the MRC program live outside the Columbia area and cannot easily visit the School of Medicine Library or the Thomas Cooper Library. A resource all students should be aware of, regardless of where they live, is that the USC library system, including the Thomas Cooper library, can be accessed remotely by USC students and faculty members. You will write a number of research papers during your graduate studies, virtually all of which require you to locate professional journal articles from the fields of rehabilitation, counseling, disability studies, psychiatry, addictions, and more. Knowing how to access the USC library system remotely means that you will be able to search current professional journals and locate full-text articles (many in PDF format). While it takes some practice to learn to search the library from your computer, it is well worth the time. Here are some links that will get you started:

1. <http://www.sc.edu/library/> Under the heading “Research Tools,” select either “Articles, Databases & Indexes” or “Online Journal Collection.”

2. <http://www.sc.edu/library/pubserv/tutorial/> This website is a research tutorial that introduces you to the basics of library research.

### **The USC Writing Center**

The USC Writing Center is a valuable resource to students and faculty who may need assistance on a particular writing project. You will write many papers in graduate school; all will require proper grammar, spelling, and organization. Several will require special formatting (e.g., APA-style formatting). Many resources are available at the USC Writing Center's website, including an online tutorial that shows you how to search the USC libraries from your own computer. The staff of the USC Writing Center are also available to meet with you in-person and help you with specific projects or other writing needs.

The USC Writing Center's homepage can be found at <http://artsandsciences.sc.edu/write/students> . Please take the time to familiarize yourself with this important resource. (Note: Web addresses change periodically, but from the USC Home Page, you can always search for **USC Writing Center**.)

### **The Counseling and Human Development Center**

The Counseling and Human Development Center, located on the 7th Floor of the Byrnes Building on the main campus, offers counseling, support groups, and other resources to USC students and faculty. Services are confidential and usually provided at no cost. For more information about student health services and the Counseling Center, please visit <http://www.sa.sc.edu/shs/cp/> .

### **Office of Student Disability Services**

The Office of Student Disability Services (OSDS) is located at 1523 Greene Street, in the LeConte Building, Room 112A. Any student with a documented disability should contact the Office of Student Disability Services at 803-777-6142 to make arrangements for accommodations. Prospective, new, and continuing students may also learn more about OSDS by visiting <http://www.sa.sc.edu/sds/> .

### **Office of Student Financial Aid and Scholarships**

The Office of Student Financial Aid and Scholarships (SFAS) is located at 1714 College Street on the main USC campus. The SFAS website, <http://www.sc.edu/financialaid/> , includes Financial Aid Checklists for Graduate Students and helpful information about loans, scholarships, and student employment.

## SECTION 7 – Curriculum

### Curriculum Options

The Masters in Rehabilitation Counseling program is a **48 credit-hour program** and is consistent with other MRC programs across the country. Students completing the CORE-accredited 48 credit-hour MRC program are eligible to sit for the CRC examination.

#### *Trends*

Masters in Rehabilitation Counseling programs across the country have traditionally been 48 credit hours. Over the past several years, there has been a movement to increase the basic credit hour requirement of CORE-accredited programs to **60 hours** in order to keep pace with credit hour requirements for counseling programs that lead to a professional license. Students have the option of pursuing either a 48 hour program or expanding their program to 60+ credits in keeping with the current developments in the Rehabilitation Counseling and general counseling professions. Faculty advisors will assist students with planning.

#### *Research Project Option*

An increasing number of graduates have indicated a desire to pursue a Ph.D. or seek positions in which a solid background in research may be helpful. Therefore, in lieu of the comprehensive examination, students may elect to complete a research project that will serve as the final evaluation component of the program. Students selecting the research project option will enroll in a minimum of one (1) credit hour Independent Study during each semester(s) in which they will work with faculty to plan, carry out, and write their project. Additional information on the thesis option can be requested from any program faculty.

### Course Descriptions

#### *Required Courses*

#### **RHAB 700 – Introduction to Rehabilitation Counseling**

Topics in this course include origin, evolution, and future of the rehabilitation counseling profession. Role and functions, scope of practice, and practice settings of rehabilitation counselors are also addressed in this course.

#### **RHAB 701 – Rehabilitation Counseling Practice I**

Development of communication skills and ability to use counseling as a tool to help clients achieve their goals is the focus in this course.

#### **RHAB 702 – Introduction to Rehabilitation Research and Assessment**

Foundations underlying research and assessment methodologies and their application to counseling are identified in this course. Research design, program evaluation, ethical principles in research, the scholarly research process, and statistical software packages are all topics discussed.

**RHAB 703 – Psychosocial Aspects of Disability**

This course covers society's response to disability, the evolution, philosophy, and process of rehabilitation, the impact of disability on individuals, their families and significant others coping strategies, and factors that support or inhibit the rehabilitation process. Disability and rehabilitation are viewed from a social systems theory framework. The purpose is to enable students to recognize and address the needs of persons with disabilities that are essential to attaining their highest level of community functioning.

**RHAB 710 – Medical Aspects of Rehabilitation**

This course gives an overview of the diagnosis, treatment, prognosis, and restorative measures relating to severe disabilities. Major disabilities such as spinal cord injury, stroke, blindness, mental illness, and mental retardation are covered. The purpose is to provide a basis for assisting persons with disabilities as they progress through the rehabilitation process.

**RHAB 711 – Rehabilitation Counseling Practice II (Prerequisite RHAB 701)**

This course covers major counseling theories, strategies, and techniques. The purpose of this course is to equip students with the tools necessary to assist clients in developing effective coping skills and making life style changes necessary for adjusting to disabilities.

**RHAB 712 – Occupational Analysis and Placement in Rehabilitation**

A sequential set of opportunities to acquire and apply knowledge, skills, and insights pertaining to the employment of persons with disabilities are the focus of this course.

**RHAB 713 – Career Development and Counseling in Rehabilitation**

Career development theories and their relevance to persons with disabilities are discussed. Identification of values, interests, abilities, and methods for obtaining, organizing, and utilizing career information to enable career success are the focus of this course.

**RHAB 714 – Rehabilitation Assessment**

Vocational assessment instruments, methods, materials, and interpretation are applied to a variety of rehabilitation clients. Concepts, skill development, and application of vocational assessment are also identified.

**RHAB 720 – Group Counseling in Rehabilitation Settings (Pre-req: RHAB 711)**

This course covers group theory and techniques; with concern for the various ways disabilities affect the group process. An emphasis is given to the unique needs of persons with disabilities that can be most effectively dealt with through group counseling. The purpose is to enable students to utilize this modality in the various rehabilitation settings.

**RHAB 730 – Case Management and Community Resources**

This course provides the student with an understanding of the case management process necessary for assisting persons with disabilities to negotiate their way through the complex web of services confronting them. Students are made aware of the specific community resources integral to the rehabilitation process. The purpose is to provide students with the knowledge and skills necessary to develop effective rehabilitation plans and ensuring rehabilitation process continuity.

**RHAB 880 – Counseling Practicum (Pre-req: RHAB 720)**

This is the students' initial counseling experience. Students begin to apply their counseling skills and knowledge in rehabilitation settings. The purpose is to begin engaging students in actual counseling activities under close supervision to develop their basic competencies.

**RHAB 883 – Counseling Internship (Pre-req: RHAB 883)**

Internship is a full-time counseling experience in rehabilitation settings. The purpose of this course is to provide the student with sufficient supervised experiences to develop their competencies to a level at which they are able to function independently.

*Elective Courses Offered by the Program***RHAB 704 – Ethics in Rehabilitation Counseling**

Examines contemporary ethical concerns and issues in rehabilitation counseling profession. The focus will be on attaining a level of applied ethical knowledge and awareness for master's-level professionals.

**RHAB 705 - Culture and Disability**

Concepts and procedures relating to disability and culture, covering relevant issues affecting racially and culturally diverse individuals with disabilities, as well as promoting sensitivity and competence.

**RHAB 540 – Assistive and Adaptive Technology (formerly: RHAB 750 - Technology and Exceptional Populations; RHAB 540 begins Spring 2016)**

Reviews the use of Assistive Technology as it relates to employment, education, communication, recreation, and mobility for individuals with disabilities. Explores types of assistive technologies, functional assessments, and resources through hands-on application, lectures, and discussions.

**RHAB 752 - Disability and Sexuality**

Impact of major disabling conditions on sexual functioning; sex education and counseling of disabled persons.

**RHAB 753 - Rehabilitation and Severe Disability**

Course examines the specialized knowledge and techniques required to rehabilitate persons with severe physical, mental-emotional, and social disabilities.

**RHAB 754 - Counseling and Death Education**

Counseling approaches with the terminally ill and surviving family members.

**RHAB 881 - Counseling Practicum II**

A specialized field placement designed to enable the student to develop select clinical skills. The purpose is to provide the student an opportunity to enhance expertise in an area or need of interest.

**RHAB 890 - Independent Study**

Independent studies are developed in collaboration with faculty to enable students to explore special topics.

*The following courses, offered by the program, may be taken as electives and/or as part of the Certificate of Graduate Study in Psychiatric Rehabilitation*

**NPSY 755 – Fundamentals of Psychiatric Rehabilitation**

This course highlights severe mental illnesses and methods that facilitate recovery. A foundation for understanding psychiatric disability, the cultural and bio-psycho-social nature of mental disorders, treatment and rehabilitation is provided.

**NPSY 756 – Vocational Implications of Psychiatric Disability (Prerequisite - NPSY 755)**



This course is directed at addressing employment-related needs of persons with severe long-term mental illness. The purpose is to make students knowledgeable of the unique vocational assessment needs of this population, as well as measures needed to assist them in obtaining and maintaining employment.

### **NPSY 757 – Psychopathology**

This course provides the theoretical background for understanding the causes, symptomatology, and preferred treatment approaches for conditions identified in the DSM-IV-TR. This course also prepares students to diagnose and treat mental health conditions.

### **NPSY 758 – Classification and Assessment of Mental Disorders (Prerequisite - NPSY 757)**

As a follow up to RHAB 757, this course provides an introduction to the classification of mental disorders using the DSM-IV-TR and the use of formalized evaluations and appraisal techniques in achieving a differential diagnoses.

### **NPSY 760 – Addictions Rehabilitation**

This course covers theories, treatments, and psychological aspects of addictions. An emphasis is placed on rehabilitative approaches. The purpose is to provide students with a basis for dealing with people who are recovering from addictions.

### **NPSY 761 – Dual Diagnosis (Prerequisite - NPSY 757 and NPSY 760)**

Current research and models for rehabilitation of individuals with a substance abuse/dependency and other mental illness is the basis of this course. This course utilizes analyses of case studies.

### **NPSY 763 – LGBT Issues in Counseling and Rehabilitation**

This course examines contemporary issues related to the provision of effective counseling and rehabilitation services with the lesbian, gay, bisexual, transgendered (LGBT) population.

### *Recommended Electives Offered in Other University Departments*

CRJU 542	Substance Abuse and Criminal Justice
EDCE 700	Cross Cultural Counseling
EDCE 701	Counseling Parents of Exceptional Children
EDEX 604	Interdisciplinary Study of Developmental Disabilities
EDPY 705	Human Growth and Development
EDPY 708	Growth and Development: Adulthood
HPRE 513	U.S. Ethnic Minorities and Health
HPRE 742	Alcohol, Drugs, and Health Care Policy
PSYC 700	Psychosocial Approaches to Gerontology
PSYC 735	Survey of Psychopharmacology
SOWK 758	Family Dynamics and Substance Abuse
SOWK 771	Interdisciplinary Approach to Gerontology

Note: Other elective courses may be selected, but approval of the student's advisor must be obtained.

### **Annual Schedule of Rehabilitation Courses**

An annual schedule of rehabilitation courses is available to students and should be used to plan your coursework. Full-time students can complete the program in two years if they include summer semesters. Part-time students generally complete the program in 2 ½ to 4 years.

## **Transfer Courses**

Consistent with Graduate School policy, the MRC Program may accept up to 18 credit hours of course work from other accredited universities, if determined to conform to curriculum requirements, if the courses were not part of a completed degree program, and if the grade was B or better. Written requests to use transfer credits should be directed to the student's faculty advisor along with the course syllabus or other detailed description. Only faculty-approved courses can be used in the student's Program of Study. Note that a transferred course cannot be revalidated or considered for substitution if that course will be more than six years old at the student's graduation date. Please see also:

[http://bulletin.sc.edu/content.php?catoid=9&navoid=1880#Transfer\\_of\\_Course\\_Credit](http://bulletin.sc.edu/content.php?catoid=9&navoid=1880#Transfer_of_Course_Credit)

## **Revalidation of Outdated Courses**

Outdated USC graduate courses (i.e., courses taken more than 6 years prior to completion of master's program) may be revalidated if the department concerned accepts revalidation for the particular course. Revalidation of a course requires that the student demonstrate a contemporary knowledge of the course content by passing an examination administered by a faculty member who currently teaches the course. Outdated *transfer* courses cannot be revalidated.

Permission to take a revalidation examination is secured on a Permit for Revalidation (GS-04) form by obtaining the approval of the head of the college or department concerned and the Graduate Dean. The prevailing fee must be paid to the Treasurer's Office before the exam is administered. Please see also:

[http://bulletin.sc.edu/content.php?catoid=9&navoid=1880#Revalidation\\_of\\_Out-of-Date\\_Courses](http://bulletin.sc.edu/content.php?catoid=9&navoid=1880#Revalidation_of_Out-of-Date_Courses)

If the student fails the revalidation examination, he or she is allowed one additional attempt to revalidate the course. The second examination, which is a different version of the first exam, can be taken no less than 30 days after the first examination. The student must re-apply for permission to revalidate (see previous paragraph) and pay the fee again. If the student does not pass the examination on the second attempt, he or she must enroll in and successfully complete the course again in order for the class to be considered current.

## **Sustained Enrollment**

After beginning coursework, a student who does not enroll in courses for two consecutive major semesters (fall/spring) is dropped from the University rolls and must apply for re-admission to the program.

## SECTION 8 –Advancement to Practicum and Internship

### **Professional Development Portfolio**

Over the course of the program, students will develop a professional portfolio with the guidance of faculty. The development of this portfolio will assist students in their personal career planning through looking at each student's unique career development, his or her own professional strengths and weaknesses, their career interests, and the student's developing professional interests as reflected in his or her past employment, academic work, and field placement experiences. **This process is mandatory.** The steps in the process lead to readiness for practicum and internship. Failure to participate as required in Portfolio development can result in delay or failure to advance to Practicum and Internship.

### **Promotion from Student to Counselor-in-Training Status**

#### *Faculty Review*

Faculty routinely reviews the progress of students at the end of each semester and concerns are brought to the attention of students at the earliest possible time. (The process of ongoing review is addressed in more detail in Section 10 – Policies Addressing Academics and Discipline.)

In addition to the routine review, upon completion of all prerequisite course work and prior to enrollment in RHAB 880 (practicum) students' academic standing and professional development will undergo an in-depth review to determine if the student has made sufficient progress to continue to the next level of training. Minimally, students should have demonstrated mastery (a grade of "B" or higher) of all required courses taken to date and displayed conduct consistent with the expectations set forth in the Policy on Evaluation of Academic Performance and Personal and Professional Conduct and Progression section (see page 47).

At the time of review, the student's faculty advisor will present a progress report at a faculty meeting or meeting of the Promotion and Professional Responsibility Committee in special cases. Supporting documentation may include, but is not limited to, grade transcripts, letters of commendation or complaint, and a professional development portfolio. All faculty members will have the opportunity to exchange additional information regarding the student's performance.

#### *Faculty Decision*

After the faculty has met to evaluate a student's request to move to counselor-in-training status, the faculty may make the following recommendations:

- Proceed with Pre-Practicum Faculty Meeting (see next sub-section).
- Completion of prescribed remedial measures to correct deficiencies to be followed by reassessment by faculty. Remediation may include, but will not be limited to additional course work, independent study, and/or personal counseling, depending on the nature of

the deficiencies. Students will not be permitted to continue with regular program course work until correction of the deficiencies has been satisfactorily demonstrated.

- Cancellation of registration privileges (formerly referred to as dismissal from the program). According to the USC Graduate School guidelines, “programs may cancel a student’s registration privilege if the student fails to make adequate progress toward [the] degree.” Should cancellation of registration privileges be recommended, the faculty will work with the student to explore alternate professional options that may be suitable to the student.

Students not recommended for advancement may request an opportunity to meet with the Promotion and Professional Responsibility Committee and present additional information for consideration. The student will be informed of the outcome in writing. The outcome at this time will be final.

Students may wish to review the Graduate School policy regarding appeal of academic decisions to determine the basis and procedures for filing an appeal. The information is in the Graduate Bulletin. See:

<http://bulletin.sc.edu/content.php?catoid=9&navoid=1880#Academic Standard for Progression>  
(Relevant sections: Academic Standard for Progression and Appeal of Academic Decisions)

### *Student Preparation*

By mid-point of the semester preceding the practicum and/or internship, students should prepare a Practicum Application Form and submit the form to the Student Services Coordinator. The application form is available from the practicum coordinator and is included in the Practicum Information Packet. All pre-requisite courses listed on the form should be taken prior to the Practicum semester. In some instances, an exception may be granted, for example, if a student can provide evidence of course knowledge acquired during work or other experience.

When completed applications are received, copies will be provided to the applicant’s advisor and Program Director. At that time, the student and his/her advisor will work cooperatively in exploring possible placement sites. This process should include a discussion of the student’s professional objectives, strengths, and challenges. This exploration phase should coincide with the Portfolio process.

### *Pre-Practicum Faculty Meeting (PPFM)*

Students will meet with the full faculty the semester before entering Practicum and/or Internship. The purpose of this meeting is to discuss the student’s readiness to advance to Practicum and/or Internship. At the meeting, the student will discuss his or her career plans, identify a field placement that best matches the student’s learning needs and interests, and verbalize any concerns that the student may have about progress. Faculty members will also provide the student with feedback and share any concerns about progress.

## **SECTION 9 – Practicum and Internship**

Students must successfully complete a 150-hour Practicum and a 600-hour Internship as part of the Master's in Rehabilitation Counseling degree. The Student Handbook provides basic information and policies and procedures related to the Practicum and Internship. In addition, detailed Information Packets for both Practicum and Internship are available to students and site supervisors.

### **Student Professional Liability Insurance**

Prior to enrolling in Practicum (RHAB 880) or Internship (RHAB 883), students must obtain professional liability insurance. This can be purchased through professional counseling associations which offer insurance to students at nominal rates. In order to qualify for the insurance; however, the student must be a member of the sponsoring professional organization. Because of the time required for processing by the organizations, application for membership and insurance should be made several months prior to the practicum semester. Students not providing evidence of insurance will not be permitted to enroll in RHAB 880 (Practicum) and 883 (Internship).

### **RHAB 880 - PRACTICUM (3 Semester Credit Hours)**

#### *Overview*

The rehabilitation counseling practicum provides students with their initial supervised clinical practice experience. It consists of field placement activities and seminar sessions conducted by program faculty. The practicum is a pre-requisite to internship.

#### *Student Eligibility*

In addition to meeting the requirements outlined in the preceding section of the Handbook (Advancement to Practicum and Internship), students are eligible to participate in the practicum when they have completed all required coursework necessary for performing a variety of counseling activities including, but not limited to, intake interviewing, administration, scoring, and interpretation of select functional and vocational assessment instruments, assisting clients in establishing and implementing goals, assessing client progress, providing supportive counseling, conducting psycho-educational sessions, client follow-up activities, and serving as a disability community service information resource.

#### *Field Experience Procedures*

In accordance with CORE accreditation standards, students must participate in a minimum of 100 clock hours of Practicum activities during the semester-long experience. However, because of counseling licensure laws in SC and many other states, students are required to attain **150 hours** of Practicum experience. Students are also required to maintain a detailed log of their field

experience to serve as a basis for seminar discussion and to verify practicum time accrued. The time must be documented in the student's log. Field experience time must be verified by the field site supervisor.

Field experiences are carried out under the direction of a field site supervisor in collaboration with designated Program faculty. Students are familiarized with the field site facilities, mission, programs, policies, and clients. They observe service activities and interact with staff. Following orientation, students work with select clients, providing services assigned by the supervisor. Activities may include, but are not limited to, intake interviewing, test administration, individual and group counseling, case documentation, case management, and follow-up sessions. Students may have the opportunity to participate in staff conferences, in-service training, research, and other activities. Students are required to meet at least 1 hour per week with the field supervisor. At mid-term and semester end, the field supervisor (who must hold at least a master's level counseling degree) and the student will each complete a student evaluation form to be returned to the faculty supervisor. Following completion of the Practicum experience, students must complete an Agency Placement Evaluation form. (Note: All forms and additional information are available in the Practicum Information Packet for Students and Site Supervisors; the Packet is available electronically and provided to each student.)

Field experiences are augmented by weekly supervision seminars conducted by faculty. Experiences are shared, problems explored, and consultation and guidance provided. Audiotapes of student-client sessions are used to facilitate learning. In class, students also complete additional training and practice on topics including ethics, case presentations, multicultural counseling, and other clinical issues.

Students not making satisfactory progress in the development of practicum counseling skills will be notified at the earliest possible time by the Practicum Coordinator. Interventions will be individualized to the student's situation and may include remedial plans, temporary suspension of the field placement, or removal from the placement. In any of these cases, the student will be informed in writing.

### *Student Learning Objectives*

During Practicum, the student will become knowledgeable about:

- The nature of the setting
- Characteristics and multicultural diversity of the population served
- Kinds of services provided
- Policies and procedures

During Practicum, the student will gain knowledge and experience in the following areas:

- applying communication concepts and skills in counseling activities
- establishing an effective counseling relationship with clients
- developing an increased awareness and understanding of the differences in values, beliefs, and behaviors of individuals who are different from the student
- identifying client problems

- assisting clients in establishing goals
- assessing client progress toward goals
- terminating counseling relationships
- utilizing consultants in the counseling process
- expediting client referrals to other service providers
- writing progress, referral, and summary reports
- utilizing self-monitoring to facilitate professional growth
- utilizing community resources in dealing with client problems

### *Site Supervisor Responsibilities*

Site supervisors are charged with the responsibility of selecting and supervising individualized learning activities for practicum students. The majority of the student's time should be spent providing direct services consistent with the above examples for clients. Site supervisors are expected to regularly provide students with feedback about their performance, and consult with designated Program faculty when problems emerge. In addition, supervisors are expected to complete student evaluation forms at the mid-point of the practicum experience and at the end of the semester. Additional information about the role and responsibilities is provided in the Practicum Information Packet for Students and Site Supervisors.

### *Site Supervisor Qualifications*

Practicum site supervisors must hold a Master's degree and have at least three years of experience providing human services involving counseling-related activities or a Master's /Doctoral degree and two years of counseling-related experience. They must be able to provide evidence of possessing effective communication and other interpersonal skills, knowledge of disability/rehabilitation concepts, leadership skills, and an understanding of the supervision process. Evidence may be presented through records of experience and education, and recommendations of persons familiar with their performance and who are qualified to evaluate required competencies.

**(Reminder: Practicum policies and procedure, all forms, and additional information are available in the Practicum Information Packet for Students and Site Supervisors; the Packet is available electronically and provided to each student and to each site supervisor.)**

## **RHAB 883 - INTERNSHIP (6 Semester Credit Hours)**

### *Overview*

All candidates for a Master's Degree in Rehabilitation Counseling at the University of South Carolina are required to complete a supervised Rehabilitation Internship. In general, internships are designed to provide students the opportunity to demonstrate and improve both foundational knowledge and skills developed in the classroom and practicum. Student internships should incorporate advanced competencies representative of the role and functions of professional rehabilitation counselors.

The internship course for the Rehabilitation Counseling Program (RCP) adheres to the requirements of the national accrediting body, the Council on Rehabilitation Education (CORE). Briefly, the standards require a minimum of six hundred (600) clock hours of supervised field experience, with at least 240 hours direct service. Students may meet this minimum within the full semester time frame (15 weeks at 40 hours per week) or over two full semesters (20 hours per week for 80 hours). Variations from these schedules can be arranged with the Internship Coordinator when special situations arise.

### *Student Eligibility*

Students enroll in RHAB 883 for six (6) credit hours upon completing all other required courses, including their practicum. Faculty will review student progress during practicum to determine the student's readiness to move to internship.

### *Internship Policies/Procedures*

Some students may continue their internships at the site where their practica were completed. Other students may choose different sites for the practicum and the internship. In either case, students need approval of the faculty Internship Coordinator in order to start logging internship hours.

Students employed in rehabilitation settings may petition the Program faculty for permission to develop an alternative on-site internship (i.e., a "work-study" internship). Work-Study Internships must be designed with the endorsement of appropriate agency administrative staff and with faculty approval. The student enrolls in the same RHAB 883 for six (6) semester credit hours.

Upon selection and approval of the internship site and supervisor, the student will establish specific objectives for the experience in collaboration with the faculty and field site supervisors. The specific objectives must be included on the internship agreement form developed for this purpose. This must be done prior to the start of the internship.

Students are required to meet at least 1 hour per week with the field supervisor. At mid-term and semester end, the field supervisor (who must hold at least a master's level counseling degree) and the student will each complete a student evaluation form to be returned to the faculty supervisor. Following completion of the Internship experience, students must complete an Agency Placement Evaluation form. (Note: All forms and additional information are available in the Internship Information Packet for Students and Site Supervisors; the Packet is available electronically and provided to each student.)

The student will also:

1. Attend group supervision every two weeks and other scheduled appointments throughout the semester with the faculty internship supervisor.



2. Maintain a daily log of your activities including time spent on the various assigned tasks. Copies of logs must be provided to faculty supervisors on a weekly basis.
3. Prepare and mail to the Program faculty supervisor all periodic reports requested.
4. Complete an Agency Placement Evaluation form at the end of the semester and return it to the faculty supervisor. (This is the same form used in Practicum.)

Students not making satisfactory progress in the development of internship knowledge or clinical skills will be notified at the earliest possible time by the Internship Coordinator. Interventions will be individualized to the student's situation and may include remedial plans, temporary suspension of the field placement, or removal from the placement. In any of these cases, the student will be informed in writing.

At the end of the internship, the student, faculty member, and field supervisor will meet to review the internship and the student's performance. A final grade will not be reported until all internship evaluation forms have been received by the faculty supervisor.

### *Student Learning Objectives*

At the onset of the internship, the student, faculty member and field supervisor will meet to develop the objectives for the internship experience. In those instances in which travel to the site is prohibitive, telephone conferences may be utilized.

During Internship, the student will observe and become knowledgeable about:

- The nature of the setting
- Characteristics and multicultural diversity of the population served
- Kinds of services provided
- Policies and procedures of agency
- Confidentiality and client rights
- Risk management procedures
- Application of ethical principles
- Differences in values, beliefs, and behaviors of individuals who are different from the student

In addition to gaining experience in basic competencies practiced during their internship experience, interns are expected to engage in activities involving advanced skills/competencies, such as:

- Development and implementation of rehabilitation plans
- Rehabilitation assessment
- Treatment team participation
- Case management
- Client advocacy
- Individual and/or group counseling
- Family counseling

- Vocational/career guidance
- Client/family education
- Community education and relationship building
- Interventions directed at removing environmental, employment, and attitudinal barriers
- Job analysis, job development, and client placement
- Supported employment and other employee assistance
- Research utilization
- Program evaluation
- Staff development

### *Site Supervisor Responsibilities*

Site supervisors are charged with the responsibility of selecting and supervising individualized learning activities for internship students. The majority of the student's time should be spent providing direct services consistent with the above examples for clients. Site supervisors are expected to regularly provide students with feedback about their performance, and consult with designated Program faculty when problems emerge. In addition, supervisors are expected to complete student evaluation forms at the mid-point of the practicum experience and at the end of the semester. Additional information about the role and responsibilities is provided in the Internship Information Packet for Students and Site Supervisors.

### *Site Supervisor Qualifications*

Internship site supervisors must hold a Master's or Doctoral degree in rehabilitation counseling or other counseling-related field. Preferred qualifications include certification by the Commission on Rehabilitation Counselor Certification, or other certifications and/or licenses. They must be able to provide evidence of having practiced in a rehabilitation counseling or other professional counseling role for two or more years in the program area in which the student is completing clinical instruction, and having an understanding of the supervision process. Evidence may be presented through record of experience and education, and recommendations of persons familiar with their performance and who are qualified to evaluate required competencies.

**NOTE: Internship policies and procedure, all forms, and additional information are available in the Internship Information Packet for Students and Site Supervisors; the Packet is available electronically and provided to each student and to each site supervisor.**

## **SECTION 10 – Policies Addressing Academics and Discipline**

### **Promotion and Professional Responsibilities Committee**

The Program's Promotion and Professional Responsibility Committee will handle issues pertaining to professional conduct and/or promotion to Counselor-in-Training status. The Committee will consist of the School of Medicine Associate Dean for Medical Education and Academic Affairs *or his/her designated representative*, the Chair from the Department of Neuropsychiatry and Behavioral Science *or his/her designated representative*, and the Rehabilitation Program Faculty. The Committee will adjudicate all charges pertaining to non-compliance with the Program's standards for personal and professional conduct and behavior.

### **Student Academic Responsibilities**

#### *Rule of Academic Responsibility (including Academic Honesty)*

All students enrolled in the Rehabilitation Counseling Program are members of the student body of the University of South Carolina and are, therefore, subject to the regulations found in the *Carolina Community*, a publication of the University's Division of Student Affairs. The *Carolina Community* contains a description of the procedures for administration of the Rule of Academic Responsibility and other important University policies. (Please see <http://www.sa.sc.edu/carolinacommunity/> and <http://gradschool.sc.edu/students/asa.asp?page=acad&sub=asa> )

Students enrolled in all School of Medicine programs adhere to the University Rule of Academic Responsibility, in its entirety. The following excerpt highlights its importance: It is the responsibility of every student at the University of South Carolina to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program. Any student who violates this rule or who knowingly assists another to violate this rule shall be subject to discipline. A violation of the Rule of Academic Responsibility or other USC policies may result in suspension or dismissal from the University.

#### *Incomplete Grade Policy*

Incomplete grades will be issued in accordance with the University of South Carolina Policy (a portion of which is included below):

The grade of I (incomplete) is assigned at the discretion of the instructor when, in the instructor's judgment, a student is prevented from completing a portion of the assigned work in a course because of an illness, accident, verified disability, family emergency, or some other unforeseen circumstance. The student should notify the instructor without delay and request an extension of time to complete the course work, but the request for a grade of incomplete must be made to the instructor before the end of the term. The instructor will determine, according to the nature of the circumstance and the uncompleted requirements, how much additional time, up to 12 months, will

be allowed for completing the work before a permanent grade is assigned. ... After 12 months an I (incomplete) grade that has not been replaced with a letter grade is changed permanently to a grade of F or to the backup grade indicated by the faculty member on the Assignment of Incomplete Grade form.

As allowed by the Graduate School, the USC policy is supplemented with the following by the Rehabilitation Counseling Program:

1. It is the responsibility of each student to be familiar with the full grading and incomplete policy (available in the online Graduate Studies Bulletin).
2. Students who have **two or more** incomplete grades will not be permitted to enroll in additional courses until all are satisfactorily completed.
3. Students carrying incompletes in coursework may not advance to Practicum until permanent grades are assigned.

### *Class Attendance*

Student attendance is considered an essential part of all coursework whether the course is offered in person or through distance education. Instructors must ensure that students have attended enough classes to gain mastery of subject matter. In graduate-level courses, instructors have the prerogative to determine attendance policies and to assign a lowered grade or a failing grade in the event of excessive absences. Some instructors follow the undergraduate guideline that absence from more than 10% of classes, whether excused or un-excused, is excessive. Your instructor will inform you of the attendance policies for each class. Be sure to be knowledgeable about the expectations.

### **Academic Standards for Graduation**

Academic Standards for Graduation are those of the USC Graduate School:

At the time of graduation, the student's graduate cumulative grade point average (GPA) must be at least 3.00 (B) on a 4.00 scale. Additionally, the student's average on all grades recorded on the program of study for courses numbered 700 or above must be at least 3.00 and all courses listed on the program of study must be at least 3.00.

### **Academic Standards for Progression**

The Academic Standards for Progression are those of the USC Graduate School:

Graduate courses may be passed for degree credit with a grade as low as C, but a degree-seeking student must maintain at least a B (3.00 on a 4.00 scale) cumulative grade point average. Some programs stipulate that no grade below B can be applied to a core course. Programs may cancel a student's registration privilege if the student fails to make adequate progress toward degree as defined by the program's academic policies. A student's registration privileges may also be cancelled for failure to meet academic standards as defined by The Graduate School.

In addition to the above policy and as allowed by Graduate School policy, the MRC program stipulates that:

1. Students whose GPA falls below 3.0 are placed, by the Graduate School, on academic probation. The MRC program follows the Graduate School policy that students are allowed **two** semesters to bring the GPA up to 3.0. If the GPA is not at 3.0 or above at the end of the two additional semesters, the student's registration privileges will be cancelled. The exception to the two-semester allowance is that, per USC Graduate School policies, when the GPA falls below 3.0 as a result of a conversion of an Incomplete grade, the student will have **one** semester to bring the GPA to 3.0 or above before cancellation of registration privileges.

Students should refer to the full text of the USC Graduate Bulletin policy regarding academic standards for progression.

2. If the student receives a below "B" grade in a required course, the student must repeat the course before they are allowed to graduate. Students should be aware that the new grade will be listed on the student's transcript along with the old. Below "B" grades cannot be removed from the transcript.
3. If the student receives a below "B" grade or an Incomplete in a **counseling** course (RHAB 701, 711, 720), he or she will not be permitted to enroll in the practicum (RHAB 880) or internship (RHAB 883) courses until the course is repeated and a grade of B or better is earned.
4. If a below "B" grade is received in the practicum course, the student will not be permitted to enroll in the internship course until mastery is demonstrated. In this instance, mastery will be demonstrated by completion of requirements specified by the student's faculty practicum supervisor and approved by the Program faculty as a whole.
5. Students must have earned B's or better in all required classes *before he or she will be permitted to take the Program's comprehensive examination*. This policy is based on the fact that it is unlikely the student would be able to satisfactorily complete the examination without having mastered the course material.
6. Students must have a GPA of 3.0 or higher to take the comprehensive examination.
7. Finally, the Program may cancel the registration privileges of degree-seeking or non-degree seeking students who meet the "4 C's Rule." The 4 C's Rule means that when a student earns any combination of grades that are the equivalent of 4 C's, registration privileged will be canceled. Grade equivalents are as follows:
  - C or C+ = 1 C
  - D or D+ = 2 C's
  - F = 4 C's
8. Students whose registration privileges have been cancelled due to the "4 C's Rule" may re-apply to the program after one full calendar year. Re-applying means the student will

be considered for admission, but does not mean that the student will be accepted into the program.

### **Inactive Status**

After beginning coursework, a student who does not enroll in courses for two consecutive major semesters (fall/spring) is dropped from the University rolls and must apply for re-admission to the program.

### **Policy on Evaluation of Academic Performance and Personal and Professional Conduct**

#### *Evaluation Process*

Student progress in academic performance and professional growth is regularly reviewed by all faculty members at regular faculty meetings and at the end of each semester prior to advancement to Counselor-in-Training status. Performance and development is also reviewed throughout the Practicum and Internship with the feedback of site supervisors, as well as following the comprehensive examination, and prior to graduation.

Students failing to meet acceptable standards as defined in this document (and including evaluations of site supervisors, the comprehensive examination, legal or ethical standards, or University standards) may fail to advance or graduate.

In addition to University standards, evaluation of professional growth and development will be accomplished through two program-specific means:

1. Portfolio development.
2. Regular faculty review of professional interpersonal relationships exhibited in interactions with other students and faculty throughout the Program.

#### *Portfolio Development*

Students will develop a professional portfolio with the guidance of faculty over the course of the program. The development of this portfolio will assist students in their personal career planning through looking at their unique career development, their own professional strengths and weaknesses, their career interests, and their developing professional interests as reflected in their past employment, academic work and field placement experiences. Students will review their progress through meetings with their advisor each semester. Students will meet with the full faculty at a scheduled meeting the semester before entering their Practicum to discuss their career plans, identify a field placement that meets learning objectives and interests, and verbalize any concerns that the student or faculty may have about progress. This process is mandatory. Failure to participate as required in this process may result in failure to advance through the Program.

#### *Regular Faculty Review*

Rehabilitation Counseling Program students demonstrate their level of professional maturity through their regular interactions with students, faculty, colleagues, and clients encountered throughout the program. It is expected that students will demonstrate high levels of personal and professional integrity in their interactions, show compassion for others, and demonstrate respect for themselves, colleagues, faculty, staff, and clients. Personal coping styles, problem resolution skills, communication patterns, ability to receive feedback or criticism, willingness to seek assistance and guidance when needed, attitudes towards authority, motivation and capacity for self-direction, flexibility, and propensity for creative and analytical thinking are among the many characteristics important to counseling that can be observed through formal and informal interactions.

Evaluation of the personal and professional conduct of students may include the following general and specific considerations:

**1. Concern for the welfare of others**

- a. Demonstrate a professional attitude and demeanor in all academic and experiential activities associated with the Program.
- b. Respectful behavior in all verbal and nonverbal interactions with other students, faculty, and staff.
- c. Respect for, understanding of, and adherence to standards of confidentiality in all academic and clinical activities.
- d. Willingness to defer on matters pertaining to personal convenience when the good of the group is impacted.

**2. Concern for the rights of others**

- a. Demonstrate a considerate and cooperative spirit in interactions with faculty staff colleagues, and members of the rehabilitation community.
- b. Respect for the process of scholarly debate in which individuals have a right to express opinions and ideas without fear of personal reprisals.
- c. Treat faculty, staff, and other students with equality regardless of race, religion, gender, sexual identity, disability, or socioeconomic status.
- d. Assume an equitable share of academic or program related duties.

**3. Responsibility to duty**

- a. Necessary duties effectively and promptly, follow through their completion, and notify designated individuals of questions or concerns.
- b. Utilize chains of command in clarifying expectations, dealing with grievances or resolving problems.
- c. Be punctual and present at classes, meetings, conferences, and off-site academic and clinical obligations.
- d. Notify faculty and field supervisors (or other designated alternate field supervisor) of absence or inability to attend to duties.
- e. See assigned clients as scheduled and, under the supervision of your field and faculty supervisors, assume responsibility to their treatment.
- f. Ensure the ability to be promptly located at all times when involved in clinical activities.

**4. Trustworthiness**

- a. Demonstrate truthfulness and intellectual honesty in communications with faculty, staff, other students, and clients.

- b. Demonstrate an ability to accept responsibility for and establishment of priorities for meeting multiple demands and for completing necessary work.
  - c. Discern when supervision or advice is needed.
  - d. Maintain confidentiality of client information.
- 5. Professional Demeanor**
- a. Maintain agency and industry standards of personal appearance, attire, and hygiene for academic, clinical, or field placement activity.
  - b. Maintain emotional stability and equilibrium under the pressures of emergencies, fatigue, professional or academic stress, and personal problems.
  - c. Demonstrate personal responsibility in the use of alcohol and prescription drugs, taking purposeful actions to avoid impairment while being engaged in academic and clinical activities.
- 6. Demonstration of individual characteristics required for the practice of rehabilitation counseling.**
- a. Ability to make logical, diagnostic, and therapeutic judgments.
  - b. Ability to identify areas in which personal issues may intrude upon the practice of counseling.
  - c. Ability to communicate effectively with clients, supervisors, faculty members, and peers.
  - d. Ability to establish professional relationships.
  - e. Ability to be perceptive, introspective, and insightful in professional and academic relationships.
- 7. Adherence to professional ethics and practice guidelines set forth by the Commission on Rehabilitation Counselor Certification (CRCC) and/or American Counseling Association (ACA).**

*Personal and Professional Development and Progression*

In addition to the academic progression standards described above, cancellation of a student's registration privilege may occur if a student:

1. fails to demonstrate the ability to practice counseling competently and safely;
2. fails to master required coursework in a second attempt;
3. does not complete the required courses within a six (6) year time limit established by the Graduate School and is not able to successfully revalidate courses; or
4. fails to satisfactorily complete the comprehensive examination in accordance with the prevailing program policies.

Procedures for cancellation of registration privileges for matters related to professional development are as follows:

1. Cancellation of registration privileges for matters related to professional development may be initiated only after due consideration by the Rehabilitation Counseling Program faculty as a whole.
2. The student will be informed in writing by the Program Director of all specifics pertaining to the nature of the pending action.
3. The Program's Promotion and Professional Responsibility Committee will review all pending actions and conduct a hearing with the student if deemed necessary.



4. Actions related to progression must be supported with a majority vote by the committee at the conclusion of the review.
5. Student appeal procedures are outlined in The Graduate School Bulletin.

## SECTION 11 – Preparing for Graduation

### Comprehensive Examination

A comprehensive examination must be successfully completed by candidates for the Master's Degree in Rehabilitation Counseling. The examination can be taken any time after students have completed courses RHAB 700 through RHAB 730 and no later than the semester in which the student plans to graduate. Dates and times for the Comprehensive Examination are coordinated by the Student Services Coordinator.

The Rehabilitation Counseling Comprehensive Examination is an essay examination that will tap major content areas from various aspects of your master's program. The essay exam will consist of three sections, with each section including 5 questions. To assist you in preparation for the exam, the three content areas from which the three questions will be drawn are listed below, along with relevant core course related to each of the content areas:

Disability Issues	RHAB 700: Introduction to Rehabilitation Counseling RHAB 703: Psychosocial Aspects of Disability RHAB 710: Medical Aspects of Disability RHAB 730: Case Management
Vocational Aspects	RHAB 702: Intro to Rehab. Research and Assessment RHAB 712: Occupational Analysis RHAB 713: Career Development RHAB 714: Rehabilitation Assessment
Counseling	RHAB 701: Rehabilitation Counseling Practice RHAB 711 Rehabilitation Counseling Practice II RHAB 720 Group Counseling RHAB 880: Counseling Practicum

### *Rating Criteria/Process*

Evaluation of each test item will be done by members of the faculty in an anonymous review format. Students will not place their names on any exam items, but will be identified by a number. The faculty member who wrote the item and two others will score the item.

1. Comprehensive exam questions are graded on a 5-point scale. Students must receive a 3 or higher average rating in each of the competency areas. Students will be re-examined on sections in which they receive unsatisfactory (below 3.0) rating(s). An alternative form of the exam will be used for the re-take. Ordinarily, the re-examination will be

administered approximately three weeks after students have been informed of the initial testing results.

2. The second examination will be graded according to the same criteria. If students fail to obtain 3.0 or higher ratings on all or parts of this written examination, faculty may elect to administer an open-ended follow-up assessment of the student's knowledge, skills, and competencies. All or parts of the follow-up examination may be orally administered. When a follow-up assessment is deemed necessary, it must be satisfactorily completed before the end of the semester following that in which the comprehensive examination was started.
3. A student failing the oral follow-up examination may petition for a remediation. A remediation may be designed for students who have consistently received a "B" or better in all core Masters in Rehabilitation Counseling courses, have received acceptable supervisor evaluations during their field experiences, and/or have a successful work history in a related field. A remediation plan can be developed with the student's advisor and may include participation in academic courses focusing on topics related to the area in which the student lacks competency or understanding through an extended internship or an independent study. The student must be enrolled in at least a 1 credit-hour Independent Study. Failure to meet the requirements and demonstrate acceptable competency during this semester will automatically conclude the process and result in a final "unsatisfactory" grade for the comprehensive examination.
4. All students must successfully complete the Comprehensive Examination before receiving the MRC degree.

#### *Signing up for the Exam*

Students must sign up to take the Comprehensive Examination. Contact the Student Services Coordinator to sign up for the Comprehensive Exam during your last semester of enrollment. If you have any further questions regarding the Comprehensive Exam, please contact your advisor.

#### *Comprehensive Exam Review Guide*

A Comprehensive Exam Review Guide is available to students electronically and an in-person review is offered at Distance Education weekend meetings.

### **Application for Degree**

All candidates for degrees and certificates must file formal applications with the Dean of the Graduate School during the academic term in which the graduation is anticipated. Applications must be filed by the due date specified by the Graduate School. Applications submitted after the announced deadline requires a supporting letter from the student's Graduate Director along with a special processing fee. Deadlines are indicated in the Master Schedule for each term. Any application received after the deadline which lacks the supporting letter or processing fee will be regarded automatically as having been submitted for the following term. The Application for Degree or Certificate at the Graduate School is online in the Forms Library of The Graduate School.

## **SECTION 12 – Certificate of Graduate Study in Psychiatric Rehabilitation**

The School of Medicine and Division of Rehabilitation Counseling offer a cross-disciplinary program that provides focused training in the area of psychiatric rehabilitation. The 24 credit-hour Certificate of Graduate Study in Psychiatric Rehabilitation offers specialized knowledge and skills training for professionals assisting individuals who have severe, long-term mental illnesses and the desire to secure and maintain employment. This program presents a unique opportunity to address the need for professionals who are cross-trained to work with mental health issues, vocational concerns, and other areas of independent living and full community participation. Key content areas of study in the certificate program include the characteristics of severe long-term mental illnesses, assessment, treatment, rehabilitation methods, and the recovery process. Other important content areas are vocational placement and support, supported education, mental illness management and self-management, co-occurring substance abuse and recovery, quality of life, avocational development, and social integration. Courses are available online or on campus.

Many MRC students elect to enroll in the Certificate Program as an adjunct to the master's degree. By completing both programs, students acquire a total of 63 credit hours of graduate study. As mentioned in Section 7, this may be important for students interested in counselor licensure. Also, by selecting electives required by counselor licensing boards, students may prepare for eligibility to take state licensing examinations.

### **Degree Requirements**

A total of 24 credit hours are required for completion of the certificate. This includes the following:

#### **Required Courses** (12 semester hours)

- NPSY 755 Fundamentals of Psychiatric Rehabilitation
- NPSY 756 Vocational Implications of Psychiatric Disabilities
- NPSY 757 Psychopathology for Counselors
- NPSY 758 Classification and Assessment of Mental Disorders

#### **Electives** (9 semester hours)

*Recommended:*

- NPSY 760 Addictions Rehabilitation
- NPSY 761 Dual Disorders
- RHAB 705 Culture and Disability *OR*
  - Any course from Rehabilitation Counseling Master's Program *OR*
  - Another course as approved by the Program Director

**Field Study** (3 semester hours) – MRC students may substitute their Practicum for the Field Study requirement

***For more information:*** Contact your advisor or the Student Services Coordinator.

## SECTION 13 – Credentials for Rehabilitation Counselors

### Certified Rehabilitation Counselor (CRC) Credential

The CRC is the national credential for rehabilitation counselors and the application and testing process is administered by The Commission on Rehabilitation Counselor Certification (CRCC). Students in our program are eligible to take the CRC exam the final year of their graduate studies. Category G is a special eligibility category open only to students enrolled in a Master's degree program in Rehabilitation Counseling that is fully accredited by the Council on Rehabilitation Education (CORE).

To be eligible under Category G, a student must:

1. Have completed 75% of the course work toward the Master's degree by February 1 (for the March test), June 1 (for the July test) or September 1 (for the October test) in order to be considered eligible to sit for the CRC examination for which application has been made.
2. Prior to Graduation: Have completed an internship of 600 clock hours supervised by an on-site CRC or by a faculty member who is a CRC. The internship must have been in rehabilitation counseling and the intern must have provided direct rehabilitation counseling services to individuals with disabilities.
3. Graduate within 12 months of the application deadline date.

Students who apply before the corresponding deadline and who meet all Category G requirements may sit for the CRC examination on the next scheduled administration date. However, the examination results will be released only when the Commission receives an official transcript indicating that a Master's degree in Rehabilitation Counseling has been granted. This transcript must reflect the successful completion of a 600-clock hour internship in rehabilitation counseling. Furthermore, the internship must have been supervised by a CRC.

This eligibility category (Category G) is open only to students enrolled in a Master's degree program in Rehabilitation Counseling that is accredited by the Council on Rehabilitation Education (CORE). *If you graduate prior to the application deadline*, your application will be considered under Category A.

#### *CRC Deadline Schedule*

The CRC examination is administered three times a year (in March, July, and October). Application deadlines are approximately 5 months prior to the test. The certification calendar can be found in the CRC Certification Guide (available online at [http://www.crccertification.com/filebin/pdf/CRC\\_Certification\\_Guide200911.pdf](http://www.crccertification.com/filebin/pdf/CRC_Certification_Guide200911.pdf)).

#### *Applications*

Application packets for the CRC exam are available online at <http://www.crccertification.com/index.html> (Select "Applicants," then Select "Application and Fees").

## **Licensed Professional Counselor (LPC) Credential**

After graduation, students interested in obtaining the LPC licensure credential may submit an application and documentation of educational experience to the Center for Credentialing & Education (CCE). CCE is an affiliate of the National Board for Certified Counselors (NBCC) and has been contracted by the SC Board of Examiners to approve an applicant's eligibility to register for one of the national counselor examinations. The Board accepts either the National Counselor Examination (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE) for the licensure examination.

Upon successful mastery of the examination verified by notification by the SC Department of Labor Licensing, and Regulation (LLR), Division of Professional and Occupational Licensing, Board of Examiners for Licensure of Professional Counselors, the student will receive his or her license to be a Licensed Professional Counselor-Intern (LPC-I).

LPC-I's must complete two years of full time (20 hours per week) work experience in which they accrue 1,350 hours of client contact and 150 hours of clinical supervision. At this time, the student will be working under the supervision of a Licensed Professional Counselor-Supervisor (LPC/S) or supervisor candidate. After two years and successful completion of direct contact hours and clinical supervision, LPC/I's are eligible for LPC status.

Application packets are now available at the Center for Credentialing & Education's (CCE) website. <http://www.cce-global.org/Prof/Apps>

For additional information about the LPC, examination dates, and other details about this license, please visit the website of the SC Board of Examiners for Licensure of Professional Counselors, Marriage and Family Therapists and Psycho-Educational Specialists: <http://www.llr.state.sc.us/POL/Counselors/>

### **Required Coursework**

As of August 2015, the SC Board states the following:

By law, all applicants must have a 48 hour master's degree or higher in counseling or in a related discipline, and the applicant must demonstrate on graduate transcript successful completion of one (1) three-hour graduate level course in each of the following ten areas and completion of a 150 hour counseling practicum:

#### **Coursework Areas**

1. Human Growth and Development
  2. Social and Cultural Foundations
  3. The Helping Relationship\*
  4. Group Dynamics, Processing, and Counseling
  5. Lifestyle and Career Development
  6. Appraisal of Individuals
  7. Research and Evaluation
  8. Professional Orientation
  9. Psychopathology
  10. Diagnostics of Psychopathology
- \* Counseling Theories and Techniques

For many years, the SC Board, which directly reviewed LPC applications, has accepted the following MRC courses toward the 10 content areas:

<b>LPC Content Area</b>	<b>MRC Corresponding Course</b>
Human Growth and Development	RHAB 703 Psychosocial Aspects of Disability
Social and Cultural Foundations	NPSY 755 Fundamentals of Psychiatric Rehab**
The Helping Relationship	RHAB 701 Counseling Practice I or RHAB 711
Groups	RHAB 720 Group Counseling
Lifestyle and Career Development	RHAB 713 Career Development
Appraisal	RHAB 714 Rehabilitation Assessment
Research and Evaluation	RHAB 702 Introduction to Research & Assessment
Professional Orientation	RHAB 700 Introduction to Rehabilitation Counseling
Psychopathology	NPSY 757 Psychopathology for Counselors
Diagnostics	NPSY 758 Class. & Assessment of Mental Disorders

\*\*In anticipation of possible upcoming changes and to be more consistent with requirements of other states, we are recommending that students meet the **Social and Cultural Foundations** content area requirement by taking the following course:

**RHAB 705 – Culture and Disability**

**IMPORTANT NOTES FOR ALL STUDENTS REGARDING COUNSELOR LICENSURE**

**State licensing regulations change and vary from state to state.** As a program, we do our best to stay up-to-date with SC’s requirements. When we learn of changes, students are alerted via the Rehabilitation Program Listserv.

Please be aware that the Student Handbook is **not** an official representation of the SC Licensing Board or the boards of any other state. If you are interested in professional licensure, please engage in ongoing research about educational and experiential requirements for eligibility.

Also, be aware that successful completion of the MRC degree program is only the first step in becoming licensed. Other requirements, such as supervised work experience as described above, commonly exist and may vary with each licensing organization.

# APPENDICES

## SECTIONS

Profession of Rehabilitation Counseling  
Additional University Resources  
Program Documents and Forms  
Program Evaluation and Assessment  
Maps, Directions, and Important Phone Numbers



## Profession of Rehabilitation Counseling

## Appendix A

### **Commission on Rehabilitation Counselor Certification CRC/CCRC Scope of Practice**

Website: [http://www.crc certification.com/pages/crc\\_ccrc\\_scope\\_of\\_practice/56.php](http://www.crc certification.com/pages/crc_ccrc_scope_of_practice/56.php)

#### **Assumptions**

- The Scope of Practice Statement identifies knowledge and skills required for the provision of effective rehabilitation counseling services to persons with physical, mental, developmental, cognitive, and emotional disabilities as embodied in the standards of the profession's credentialing organizations.
- Several rehabilitation disciplines and related processes (e.g., vocational evaluation, job development and job placement, work adjustment, case management) are tied to the central field of rehabilitation counseling. The field of rehabilitation counseling is a specialty within the rehabilitation profession with counseling at its core, and is differentiated from other related counseling fields.
- The professional scope of rehabilitation counseling practice is also differentiated from an individual scope of practice, which may overlap, but is more specialized than the professional scope. An individual scope of practice is based on one's own knowledge of the abilities and skills that have been gained through a program of education and professional experience. A person is ethically bound to limit his/her practice to that individual scope of practice.

#### **Underlying Values**

- Facilitation of independence, integration, and inclusion of people with disabilities in employment and the community.
- Belief in the dignity and worth of all people.
- Commitment to a sense of equal justice based on a model of accommodation to provide and equalize the opportunities to participate in all rights and privileges available to all people; and a commitment to supporting persons with disabilities in advocacy activities to achieve this status and empower themselves.
- Emphasis on the holistic nature of human function which is procedurally facilitated by the utilization of such techniques as:
  - interdisciplinary teamwork.
  - counseling to assist in maintaining a holistic perspective.
  - a commitment to considering individuals within the context of their family systems and communities.
- Recognition of the importance of focusing on the assets of the person.
- Commitment to models of service delivery that emphasize integrated, comprehensive services which are mutually planned by the consumer and the rehabilitation counselor.

#### **Scope of Practice Statement**

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 beneficial growth or change through self-advocacy, psychological, vocational, social, and behavioral interventions. The specific techniques and modalities utilized within this rehabilitation counseling process may include, but are not limited to:

- assessment and appraisal;
- diagnosis and treatment planning;
- career (vocational) counseling;
- individual and group counseling treatment interventions focused on facilitating adjustments to the medical and psychosocial impact of disability;
- case management, referral, and service coordination;
- program evaluation and research;
- interventions to remove environmental, employment, and attitudinal barriers;

- consultation services among multiple parties and regulatory systems;
- job analysis, job development, and placement services, including assistance with employment and job accommodations; and
- the provision of consultation about and access to rehabilitation technology.

### **Selected Definitions**

The following definitions are provided to increase the understanding of certain key terms and concepts used in the Scope of Practice Statement for Rehabilitation Counseling.

**Appraisal:** Selecting, administering, scoring, and interpreting instruments designed to assess an individual's aptitudes, abilities, achievements, interests, personal characteristics, disabilities, and mental, emotional, or behavioral disorders as well as the use of methods and techniques for understanding human behavior in relation to coping with, adapting to, or changing life situations.

**Diagnosis and Treatment Planning:** Assessing, analyzing, and providing diagnostic descriptions of mental, emotional, or behavioral conditions or disabilities; exploring possible solutions; and developing and implementing a treatment plan for mental, emotional, and psychosocial adjustment or development. Diagnosis and treatment planning shall not be construed to permit the performance of any act which rehabilitation counselors are not educated and trained to perform.

**Counseling Treatment Intervention:** The application of cognitive, affective, behavioral, and systemic counseling strategies which include developmental, wellness, pathologic, and multicultural principles of human behavior. Such interventions are specifically implemented in the context of a professional counseling relationship and may include, but are not limited to: appraisal; individual, group, marriage, and family counseling and psychotherapy; the diagnostic description and treatment of persons with mental, emotional, and behavioral disorders or disabilities; guidance and consulting to facilitate normal growth and development, including educational and career development; the utilization of functional assessments and career counseling for persons requesting assistance in adjusting to a disability or handicapping condition; referrals; consulting; and research.

**Referral:** Evaluating and identifying the needs of a client to determine the advisability of referrals to other specialists, advising the client of such judgments, and communicating as requested or deemed appropriate to such referral sources.

**Case Management:** A systematic process merging counseling and managerial concepts and skills through the application of techniques derived from intuitive and researched methods, thereby advancing efficient and effective decision-making for functional control of self, client, setting, and other relevant factors for anchoring a proactive practice. In case management, the counselor's role is focused on interviewing, counseling, planning rehabilitation programs, coordinating services, interacting with significant others, placing clients and following up with them, monitoring progress, and solving problems.

**Program Evaluation:** The effort to determine what changes occur as a result of a planned program by comparing actual changes (results) with desired changes (stated goals), and by identifying the degree to which the activity (planned program) is responsible for those changes.

**Research:** A systematic effort to collect, analyze, and interpret quantitative or qualitative data that describe how social characteristics, behavior, emotions, cognition, disabilities, mental disorders, and interpersonal transactions among individuals and organizations interact.

**Consultation:** The application of scientific principles and procedures in counseling and human development to provide assistance in understanding and solving current or potential problems that the consultee may have in relation to a third party, be it an individual, group, or organization.

## Appendix B

### **Code of Professional Ethics for Rehabilitation Counselors**

The most current Code of Ethics for Rehabilitation Counselors was adopted in June 2009 by the Commission on Rehabilitation Counselor Certification and applies to all Certified Rehabilitation Counselors. The Code became effective on January 1, 2010.

The full document is 40 pages in length and only the preamble is included here in your Student Handbook. All students will read and discuss the Code of Ethics, in its entirety, in the Introduction to Rehabilitation class and again in Practicum. Students will also find that references to ethical practice and various elements of the Code of Ethics are addressed in each course in the curriculum.

Students can locate the Code of Ethics for Rehabilitation Counselors at the following website:  
[http://www.crc certification.com/pages/crc\\_ccrc\\_code\\_of\\_ethics/10.php](http://www.crc certification.com/pages/crc_ccrc_code_of_ethics/10.php) .

## **PREAMBLE**

Rehabilitation counselors provide services within the Scope of Practice for Rehabilitation Counseling. They demonstrate beliefs, attitudes, knowledge, and skills, to provide competent counseling services and to work collaboratively with diverse groups of individuals, including clients, as well as with programs, institutions, employers, and service delivery systems and provide both direct (e.g., counseling) and indirect (e.g., case review, feasibility evaluation) services. Regardless of the specific tasks, work settings, or technology used, rehabilitation counselors demonstrate adherence to ethical standards and ensure the standards are vigorously enforced. The Code of Professional Ethics for Rehabilitation Counselors, henceforth referred to as the Code, is designed to provide guidance for the ethical practice of rehabilitation counselors.

The primary obligation of rehabilitation counselors is to clients, defined as individuals with or directly affected by a disability, functional limitation(s), or medical condition and who receive services from rehabilitation counselors. In some settings, clients may be referred to by other terms such as, but not limited to, consumers and service recipients. Rehabilitation counseling services may be provided to individuals other than those with disabilities. Rehabilitation counselors do not have clients in a forensic setting. The subjects of the objective and unbiased evaluations are evaluatees. In all instances, the primary obligation remains to clients or evaluatees and adherence to the Code is required.

The basic objectives of the Code are to: (1) promote public welfare by specifying ethical behavior expected of rehabilitation counselors; (2) establish principles that define ethical behavior and best practices of rehabilitation counselors; (3) serve as an ethical guide designed to assist rehabilitation counselors in constructing a professional course of action that best serves those utilizing rehabilitation services; and, (4) serve as the basis for the processing of alleged Code violations by certified rehabilitation counselors.

Rehabilitation counselors are committed to facilitating the personal, social, and economic independence of individuals with disabilities. In fulfilling this commitment, rehabilitation counselors recognize diversity and embrace a cultural approach in support of the worth, dignity, potential, and uniqueness of individuals with disabilities within their social and cultural context.

They look to professional values as an important way of living out an ethical commitment. The primary values that serve as a foundation for this Code include a commitment to:

- Respecting human rights and dignity;
- Ensuring the integrity of all professional relationships;
- Acting to alleviate personal distress and suffering;
- Enhancing the quality of professional knowledge and its application to increase professional and personal effectiveness;
- Appreciating the diversity of human experience and culture; and,
- Advocating for the fair and adequate provision of services.

These values inform principles. They represent one important way of expressing a general ethical commitment that becomes more precisely defined and action-oriented when expressed as a principle. The fundamental spirit of caring and respect with which the Code is written is based upon six principles of ethical behavior:

**Autonomy:** To respect the rights of clients to be self-governing within their social and cultural framework.

**Beneficence:** To do good to others; to promote the well-being of clients.

**Fidelity:** To be faithful; to keep promises and honor the trust placed in rehabilitation counselors.

**Justice:** To be fair in the treatment of all clients; to provide appropriate services to all.

**Nonmaleficence:** To do no harm to others.

**Veracity:** To be honest.

Although the Code provides guidance for ethical practice, it is impossible to address every possible ethical dilemma that rehabilitation counselors may face. When faced with ethical dilemmas that are difficult to resolve, rehabilitation counselors are expected to engage in a carefully considered ethical decision-making process. Reasonable differences of opinion can and do exist among rehabilitation counselors with respect to the ways in which values, ethical principles, and ethical standards would be applied when they conflict. While there is no specific ethical decision-making model that is most effective, rehabilitation counselors are expected to be familiar with and apply a credible model of decision-making that can bear public scrutiny. Rehabilitation counselors are aware that seeking consultation and/or supervision is an important part of ethical decision-making.

The Enforceable Standards within the Code are the exacting standards intended to provide guidance in specific circumstances and serve as the basis for processing complaints initiated against certified rehabilitation counselors.

Each Enforceable Standard is not meant to be interpreted in isolation. Instead, it is important for rehabilitation counselors to interpret standards in conjunction with other related standards in various sections of the Code. A brief glossary is located after Section L to provide readers with a concise description of some of the terms used in the Code.

## Appendix C

### **Rehabilitation-related Organizations and other Resources**

The following is a partial listing of organizations and other resources that are of interest to rehabilitation counseling students. You are encouraged add to this list as your proceed through your graduate studies. (Because website links change frequently, please use your internet's search engine to locate websites for these organizations.)

#### **NATIONAL REHABILITATION ORGANIZATIONS**

American Rehabilitation Counseling Association (ARCA)  
American Counseling Association (ACA)  
National Rehabilitation Association (NRA)  
National Rehabilitation Counseling Association (NRCA)  
Commission on Rehabilitation Counselor Certification (CRCC)  
Council on Rehabilitation Education (CORE)  
National Council on Rehabilitation Education (NCRE)  
Rehabilitation Services Administration (RSA)  
National Institute on Disability & Related Research  
Office of Special Education & Rehabilitation Services (OSERS)  
Office of Special Education Programs  
National Board of Counselor Certification (NBCC)  
National Council on Disability  
Social Security Administration  
US Dept. of Education  
President's Committee on Employment of Persons with Disabilities

#### **MENTAL HEALTH (National and Local)**

National Institute on Mental Health  
Center for Mental Health Services  
SC Dept. of Mental Health  
Knowledge Exchange Network  
Mental Health Net  
NAMI/SC State Conference  
American Psychiatric Association  
American Foundation for Suicide Prevention

#### **VOCATIONAL REHABILITATION**

South Carolina Vocational Rehabilitation Department (SCVRD)

#### **OTHER RESOURCES**

American Association of Marriage/Family Therapy  
American Medical Association  
Arc of the United States (serving persons with intellectual and developmental disabilities)  
National Assn. Of Alcohol & Drug Abuse Counselors  
Web of Addictions

## Additional University Resources

## Appendix D

### **Rehabilitation-related Professional Journals**

**The Rehabilitation Counseling Program has a small library of textbooks and journals available at the program offices. The journals are also available electronically (either through the SOM or Thomas Cooper library):**

Adultspan Journal  
Journal of Counseling and Development  
Journal of Multicultural Counseling and Development  
Measurement and Evaluation in Counseling and Development  
Rehabilitation Counseling Bulletin  
Rehabilitation Research, Policy and Education (formerly Rehabilitation Education)  
Research and Practice for Persons with Severe Disabilities  
Suicide and Life Threatening Behavior

**The following are some additional rehabilitation-related and counseling-related professional journals that can be accessed electronically (either through the SOM or Thomas Cooper library):**

Addictive Behaviors  
American Journal of Drug and Alcohol Abuse  
American Journal of Psychiatric Rehabilitation  
Community Mental Health Journal  
Counseling and Human Development  
Counseling and Values  
Disability and Rehabilitation: Assistive Technology  
Journal for Social Action in Counseling and Psychology  
Journal for Specialists in Group Work  
Journal of Addictions and Offender Counseling  
Journal of Applied Rehabilitation Counseling  
Journal of Counseling Psychology  
Journal of Employment Counseling  
Journal of Humanistic Counseling, Education and Development  
Journal of Mental Health Counseling  
Journal of Occupational Rehabilitation  
Journal of Offender Counseling, Services and Rehabilitation  
Journal of Professional Counseling, Practice, Theory, and Research  
Journal of Psychosocial Oncology  
Journal of Rehabilitation Research and Development  
Michigan Journal of Counseling  
Psychiatric Rehabilitation Journal  
Research on Social Work Practice  
Social Psychology Quarterly  
Social Work with Groups  
Women and Therapy



## Selected Program Documents and Forms

## Appendix E

### Program of Study MASTER'S DEGREE OR CERTIFICATE PROGRAM

Please type or write firmly and legibly. Turn in to your Advisor

Name: \_\_\_\_\_ USCID: \_\_\_\_\_  
Last name First name Middle name

Address: \_\_\_\_\_ Zip \_\_\_\_\_  
Street Apt., if any City, State

Degree: Master Rehab. Cslg. Major: Rehab. Cslg. Specialization: \_\_\_\_\_  
Track or

Admitted to program: \_\_\_\_\_ Foreign language required: N/A \_\_\_\_\_  
Date: Date completed:

Other requirements: Comprehensive Assessment \_\_\_\_\_

#### PROGRAM OF COURSES

In the spaces provided below, list all courses for which you request approval in your master's degree (including thesis, if required) or certificate program. Example: ENGL 751 Amer. Novel in 20<sup>th</sup> Cent. Do not list courses not specifically required for the master's or certificate program. Note that any course on this program which exceeds the **6 year limit** (before the degree or certificate is awarded) must be revalidated or replaced with another course.

Department	Course number	Abbreviated Course Title	Date completed	Credit hours	Grade	Where Taken (if not USC)
<b><i>Disability Studies (15 cr. hrs.)</i></b>						
RHAB	700	Intro to Rehab Counseling		3		
RHAB	703	Psychosocial Aspects of Disability		3		
RHAB	710	Medical Aspects of Rehab.		3		
RHAB	730	Case Mgt. & Community Resources		3		
RHAB	702	Intro to Rehab Research & Assessmt.		3		
<b><i>Career/Vocational Aspects (9 cr. hrs.)</i></b>						
RHAB	713	Career Dev/Rehab Counseling		3		
RHAB	712	Occupational Analysis		3		
RHAB	714	Rehabilitation Assessment		3		
<b><i>Counseling Practice (9 cr. hrs.)</i></b>						
RHAB	701	Rehab Counseling Practice I		3		
RHAB	711	Rehab Counseling Practice II		3		
RHAB	720	Group Counseling		3		
<b><i>Field Experiences (9 cr. hrs.)</i></b>						
RHAB	880	Counseling Practicum		3		
RHAB	883	Rehab. Counseling Internship		6		
<b><i>Electives (6 cr. hrs.)</i></b> Select two; list no more than two below						
				3		
				3		
				<b>48</b>		

Approved

Student signature (required)	Date	Graduate Director of School or Department	Date
Major Professor or Advisor	Date	Dean of the Graduate School	Date

## Appendix F

### Program of Study Worksheet MASTER'S DEGREE OR CERTIFICATE PROGRAM

Please type or write firmly and legibly. Turn in all three copies to your Graduate Director.

White: Graduate School  
Canary: School or Dept.  
Pink: Personal Copy

Name: \_\_\_\_\_ USC ID: \_\_\_\_\_  

Last name
First name
Middle name

Address: \_\_\_\_\_  

Street
Apt., if any
City, State
Zip

Track or

Degree: Certificate Major: Rehab. Cslg. Specialization: Psychiatric Certificate

Admitted to program: \_\_\_\_\_ Foreign language required: N/A  

Date:
Date completed:

Other requirements: \_\_\_\_\_

#### PROGRAM OF COURSES

In the spaces provided below, list all courses for which you request approval in your master's degree (including thesis, if required) or certificate program. Example: ENGL 751 Amer. Novel in 20<sup>th</sup> Cent. Do not list courses not specifically required for the master's or certificate program. Note that any course on this program which exceeds the 6 year limit (for the master's) or 4-year limit (for the certificate) before the degree is awarded must be revalidated or replaced with another course.

Department	Course number	Abbreviated Course Title	Date completed	Credit hours	Grade	Where Taken
<b>REQUIRED (4):</b>						
NPSY	755	Fundamentals of Psychiatric Rehab.		3		
NPSY	756	Vocational Implications		3		
NPSY	757	Psychopathology for Counselors		3		
NPSY	758	Classification & Assessment		3		
<b>ELECTIVES (3):</b>						
NPSY	760	Addictions Rehabilitation		3		
NPSY	761	Dual Disorders		3		
				3		
		↑ Select 3 <sup>rd</sup> elective ↑				
<b>REQUIRED:</b>						
RHAB	880	Field Study (Counseling Practicum)		3		

Approved

\_\_\_\_\_  

Student signature (required)
Date
Graduate Director of School or Department
Date

\_\_\_\_\_  

Major Professor or Advisor
Date
Dean of the Graduate School
Date

Appendix G

**Developmental Assessment of Counselor Training Readiness**  
[adapted from Engels, D.W. and Dameron, J.D. (1990)]

<b>Competency Area:</b>	<b>Performance Guidelines</b>	<b>Rating</b>
<i>Commitment to the welfare of others</i>		
	1. Ability to put aside personal concerns in order to focus on concerns of others.	1 2 3 4 5 6 7 8 9 10
	2. Nonverbally and verbally communicate a genuine interest in and concern for clients.	1 2 3 4 5 6 7 8 9 10
	3. Verbalize a primary commitment to assist clients and to act in their best interest.	1 2 3 4 5 6 7 8 9 10
<i>Sensitivity to others</i>		
	1. Be emotionally affected or touched by the experiences and feelings of clients.	1 2 3 4 5 6 7 8 9 10
	2. Show awareness of a broad range of client feelings, thoughts, values and attitudes.	1 2 3 4 5 6 7 8 9 10
	3. Ability to identify the expectations of clients, coworkers, and supervisors.	1 2 3 4 5 6 7 8 9 10
<i>Ability to be empathic</i>		
	1. Communicate an understanding of the client's world as it is perceived by the client.	1 2 3 4 5 6 7 8 9 10
	2. Ability to formulate verbal responses that accurately and concisely reflect the content and feeling of client's verbal and non verbal messages.	1 2 3 4 5 6 7 8 9 10
	3. Avoid ridicule, destructive criticism, and passive hostility in interactions with clients.	1 2 3 4 5 6 7 8 9 10
<i>Respect individuality</i>		
	1. Recognize and show acceptance of differences between the counselor's and client's subjective experiences and points of view.	1 2 3 4 5 6 7 8 9 10
	2. Remain objective toward client opinions, practices, values, and emotional reactions that differ from those of the counselor.	1 2 3 4 5 6 7 8 9 10
	3. Avoid imposition of personal values on client.	1 2 3 4 5 6 7 8 9 10
	4. Exhibit a reasonable absence of prejudicial attitudes and stereotypical thinking.	1 2 3 4 5 6 7 8 9 10
	5. Counsel clients of both genders and from various socioeconomic, cultural, and racial groups.	1 2 3 4 5 6 7 8 9 10
<i>Belief in the positive potential of people</i>		
	1. Verbally and nonverbally communicate a perception of clients as worthy and responsible.	1 2 3 4 5 6 7 8 9 10
	2. Communicate hope; express belief in client's capacity to solve problems, manage their lives, and grow.	1 2 3 4 5 6 7 8 9 10
<i>Be self aware and self accepting</i>		
	1. Express a clear understanding of personal needs, values, strengths, weaknesses, feelings,	1 2 3 4 5 6 7 8 9 10

	and motivations that may impinge upon effectiveness as a counselor.	
	2. Experience self as a person of worth, dignity, and self sufficiency.	1 2 3 4 5 6 7 8 9 10
	3. Recognize and adequately meet personal needs; physical, psychological, social, and spiritual.	1 2 3 4 5 6 7 8 9 10
	4. Identify self-expectations.	1 2 3 4 5 6 7 8 9 10
<i>Systematically conceptualize human behavior and the process of change.</i>		
	1. Interview clients using direct and indirect methods of inquiry, ranging from casual conversation to structured diagnostic assessment.	1 2 3 4 5 6 7 8 9 10
	2. Apply theoretical constructs to determine the meaning of specific human problems.	1 2 3 4 5 6 7 8 9 10
	3. Use knowledge of human behavior and counseling theory to generate counseling goals and modality of treatment.	1 2 3 4 5 6 7 8 9 10
	4. Modify specific interventions on the basis of effectiveness.	1 2 3 4 5 6 7 8 9 10
<i>Facilitate personal development in others</i>		
	1. Recognize appropriate levels of counselor and client responsibility for the counseling process and act on that recognition.	1 2 3 4 5 6 7 8 9 10
	2. Allow the client to initiate appropriate leading during counseling sessions.	1 2 3 4 5 6 7 8 9 10
	3. Facilitate client expression and self-exploration.	1 2 3 4 5 6 7 8 9 10
	4. Explore with the client rather than <i>for</i> the client.	1 2 3 4 5 6 7 8 9 10
	5. Communicate a belief in client's ability to think, feel, or act differently than they have in the past.	1 2 3 4 5 6 7 8 9 10
	6. Respond professionally and with immediacy to important material as it arises in the counseling session.	1 2 3 4 5 6 7 8 9 10
	7. Point out how clients have been restricted or have restricted themselves in the past; and present possible alternatives for the present and future.	1 2 3 4 5 6 7 8 9 10
	8. Verbally and nonverbally encourage clients to choose constructive behavior and discourage clients from choosing destructive behavior.	1 2 3 4 5 6 7 8 9 10
	9. Support client's efforts to cope with change, and confront client discrepancies, in proportion to individual client benefit.	1 2 3 4 5 6 7 8 9 10
	10. Verbally identify small increments of change and integrate them into an overall pattern or theme within the counseling process.	1 2 3 4 5 6 7 8 9 10
<i>Have a high tolerance for stress and frustration</i>		
	1. Maintain equanimity during times of stress and discomfort, both one's own and the client's.	1 2 3 4 5 6 7 8 9 10
	2. Exhibit calm and persistent courage in the face of trying circumstances.	1 2 3 4 5 6 7 8 9 10

	3. Exhibit patience with each client's pace of change rather than attempt to hurry or force change.	1 2 3 4 5 6 7 8 9 10
<i>Respect freedom of choice</i>		
	1. Use the counseling process to enhance client freedom rather than control.	1 2 3 4 5 6 7 8 9 10
	2. Communicate verbally and nonverbally to the client the freedom to retain cherished values, but point to the undesirability of retaining self-defeating thoughts and behaviors.	1 2 3 4 5 6 7 8 9 10
<i>Communicate effectively</i>		
	1. Communicate in specific and concrete, rather than general and abstract terms.	1 2 3 4 5 6 7 8 9 10
	2. Communicate in a style compatible with the communication style and developmental level of the client.	1 2 3 4 5 6 7 8 9 10
	3. Openly communicate a wide range of affective experiences, from genuine anger to spontaneous tenderness and caring.	1 2 3 4 5 6 7 8 9 10
	4. Clearly communicate ideas and concepts relevant to the counseling process.	1 2 3 4 5 6 7 8 9 10
	5. Demonstrate congruence between verbal and non verbal behavior.	1 2 3 4 5 6 7 8 9 10
	6. Time and frame communication in ways that promote therapeutic goals.	1 2 3 4 5 6 7 8 9 10
<i>Be creative</i>		
	1. Spontaneously use and/or create interventions, consistent with the counselor's guiding theory, that facilitate the client's exploration and/or growth.	1 2 3 4 5 6 7 8 9 10
	2. Utilize client's fantasies, metaphors, and imagery to enhance the therapeutic process.	1 2 3 4 5 6 7 8 9 10
	3. Take panned/informed risks and be vulnerable.	1 2 3 4 5 6 7 8 9 10
<i>Possess a sense of humor.</i>		
	1. Laugh at self when appropriate.	1 2 3 4 5 6 7 8 9 10
	2. Laugh with clients out of an appreciation for what clients are experiencing.	1 2 3 4 5 6 7 8 9 10
	3. Take a humorous approach when appropriate.	1 2 3 4 5 6 7 8 9 10
<i>Maintain objectivity</i>		
	1. Avoid becoming overly involved in the problems of clients and others.	1 2 3 4 5 6 7 8 9 10
	2. Remain open to and facilitate client's intense affective responses, including those directed at the counselor.	1 2 3 4 5 6 7 8 9 10
<i>Exercise self-discipline</i>		
	1. Effectively manage personal assets (e.g., knowledge, skills, energy, time.)	1 2 3 4 5 6 7 8 9 10
	2. Interact with others in an assertive manner that evidences emotional awareness, emotional control, and mutual respect.	1 2 3 4 5 6 7 8 9 10
	3. Work as a team player in cooperation with	1 2 3 4 5 6 7 8 9 10

	professional and paraprofessional colleagues.	
<i>Be committed to professional growth</i>		
	1. Maintain active membership in professional organizations.	1 2 3 4 5 6 7 8 9 10
	2. Be open to receiving and using feedback, both positive and negative, from clients, supervisors, and professional peers.	1 2 3 4 5 6 7 8 9 10
	3. Offer thoughtful and constructive feedback, both positive and negative, to peers and supervisors.	1 2 3 4 5 6 7 8 9 10
	4. Apply an awareness of current social, legal, and economic trends in the counseling process.	1 2 3 4 5 6 7 8 9 10
	5. Pursue continuing education to better meet the needs of clients.	1 2 3 4 5 6 7 8 9 10
	6. Reassess existing beliefs in light of new information.	1 2 3 4 5 6 7 8 9 10
<i>Recognize and respond to personal and professional abilities and limitations.</i>		
	1. Specify personal and professional qualifications and offer only those services for which the counselor is qualified.	1 2 3 4 5 6 7 8 9 10
	2. Communicate to the client the nature of the counseling relationship so that the client understands the limits of the services offered.	1 2 3 4 5 6 7 8 9 10
	3. Formulate verbal and written statements of personal and role limits that are consistent with the setting, the level of professional training and personal development, and the consensual opinions of other qualified professionals.	1 2 3 4 5 6 7 8 9 10
	4. Communicate that the client will be assisted in finding sources when personal or institutional limits are exceeded.	1 2 3 4 5 6 7 8 9 10
	5. Refer clients when necessary, based on an awareness of the specialties, skills, and services of other helping personnel in the community.	1 2 3 4 5 6 7 8 9 10
	6. Acknowledge counselor misperceptions, mistakes, and limitations, as well as astute insights, successes, and potential.	1 2 3 4 5 6 7 8 9 10
	7. Act responsibly when personal concerns impair service to clients (seek counseling, consider temporarily discontinuing service to clients, and/or take other needed measures).	1 2 3 4 5 6 7 8 9 10
<i>Be committed to and uphold professional ethics.</i>		
	1. Exhibit a thorough knowledge of ethical standards of professional organizations and credentialing bodies.	1 2 3 4 5 6 7 8 9 10
	2. Examine personal ethics to resolve any conflicts with professional ethical standards.	1 2 3 4 5 6 7 8 9 10
	3. Behave in accordance with professional ethical standards.	1 2 3 4 5 6 7 8 9 10
	4. Educate coworkers, administrators, and clients regarding professional ethical standards of counselors.	1 2 3 4 5 6 7 8 9 10
	5. Be familiar with and respect the ethical standards of coworkers representing professions other than counseling.	1 2 3 4 5 6 7 8 9 10

## Program Evaluation and Assessment Plan



## Appendix H

University of South Carolina  
School of Medicine  
Rehabilitation Counseling Program

### **PLAN FOR PROGRAM EVALUATION**

Plan Endorsed by Program Advisory Council: June 3, 2011  
Plan Submitted to Administration: June 2011

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## **BACKGROUND**

The Rehabilitation Counseling Program completed its program academic assessment for the USC Office of Institutional Assessment and Compliance and (OIAC) in May 2011 and its comprehensive Program Evaluation in May and June 2011. The plan for evaluation was updated at the same time. The plan was reviewed at the Program's Advisory Council meeting in June 2011 and this document reflects input from the Advisory Council. The Plan for Program Evaluation is included in the Rehabilitation Counseling Program Student Handbook and is evaluated every four years.

## **OVERVIEW OF EVALUATION DOCUMENT**

The plan for evaluation is organized into the following sections: (1) Mission and Program Goals, (2) Program Evaluation, (3) General Curriculum Requirements and Educational Learning Objectives, (4) Clinical Experiences: Practicum and Internship, (5) Graduate Employment and Credentialing, (6) Recruitment and Retention of Diverse Student Body, (7) Administration and Faculty, (8) Scholarship Outcomes, (9) Service Outcomes, and (10) Program Support and Resources.

## **PLAN FOR EVALUATION**

### **1. Mission and Program Objectives**

**Target:** The Program clearly articulates its mission and objectives at the program website and in the Student Handbook. The mission and objectives are available to program applicants, current students, and key stakeholders such as site supervisors. The Program's objectives focus on master's level education, faculty scholarship, and clinical and community service. Program faculty actively demonstrates respect for cultural and individual diversity in areas of education, scholarship, and service. The program has non-discriminatory policies and operating conditions. The Program avoids any actions that would restrict program access or completion on grounds that are unrelated or irrelevant to success in graduate training or the profession of rehabilitation counseling. Note: The full-text of the Program's mission and objectives are included as an appendix to this Plan.

**Internal Evaluation Process:** The program mission and objectives are reviewed annually by the program coordinator as part of the Institutional Assessment and

Compliance process that occurs annually in May. (See also sections 3, 4, 8, and 9 of the Plan, which address assessment of education, scholarship, and service outcomes.)

**External Review Process:** Results are reported to the USC Office of Institutional Assessment and Compliance (OIAC). A more in-depth review of the program's mission, objectives, and learning objectives coincides with the SACS accreditation cycle. Any changes to the mission and objectives are reviewed and endorsed by the program's Advisory Council and reviewed by the USC School of Medicine's academic program liaison and the Chair of the Department of Neuropsychiatry.

## 2. Program Evaluation

**Target:** The Program Evaluation process is comprehensive and addresses the following key areas: (1) Mission and Program Goals, (2) Program Evaluation, (3) General Curriculum Requirements and Educational Learning Objectives, (4) Clinical Experiences: Practicum and Internship, (5) Graduate Employment and Credentialing, (6) Recruitment and Retention of Diverse Student Body, (7) Administration and Faculty, (8) Scholarship Outcomes, (9) Service Outcomes, and (10) Program Support and Resources.

**Internal Evaluation Process:** Data for each of the key areas will be collected by the program coordinator and designated faculty.

**External Evaluation Process:** The Program Evaluation process includes feedback from the Program's Advisory Council about the Program's mission, objectives, and activities. The Council, which meets two times each year, includes representatives of the major employers of Program graduates and provides invaluable feedback regarding the level of satisfaction of graduates they employ as well as the needs of the current workforce. Additional evaluation tools include a survey of program graduates directed at obtaining student feedback regarding the adequacy of their training and a survey of field experience site supervisors. The Program Director is responsible for seeing that the surveys are carried out and for summarizing and reporting the results to the Program's faculty and Advisory Council.

Additionally, in accordance with School of Medicine (SOM) and the USC Graduate School policies and procedures, faculty members receive course evaluations to determine teaching effectiveness and student satisfaction. Student feedback also informs improvements in courses. The SOM's Annual Employee Performance Management System (EPMS) review ensures annual review of each faculty member's teaching, scholarship, and service contributions and accomplishments.

The process by which the Program conducts its evaluation is reviewed and approved by the Advisory Council. The evaluation of the existing plan is shared with the Chair of the USC School of Medicine's Department of Neuropsychiatry and with the Council on Rehabilitation Education.

## 3. General Curriculum Requirements and Educational Learning Objectives

**Target:** The Program offers a 48 semester credit hour program that results in the MRC degree. The Program is CORE-accredited and graduates are eligible to take the national exam that results in the CRC credential. The Program will also offer a 24 semester credit hour Certificate of Graduate Study in Psychiatric Rehabilitation. Selected courses in the Psychiatric Rehabilitation certificate program are required for state licensure to take the test to become a professional counselor. Students will be advised as to the coursework required for counselor licensure. The MRC program maintains relevant student learning objectives (SLOs) with accompanying criteria and evaluation methods. The Psychiatric Rehabilitation program maintains the same. The learning objectives are listed in the University Assessment Plan and also appear in the USC Graduate Bulletin. The entire curriculum is outlined in both the Graduate Bulletin and the program website. When evaluated by the USC Office of Institutional Assessment and Compliance (OIAC), the 6 components of the overall academic plan will receive ratings of Excellent. NOTE: Student learning objectives for the MRC program and Psychiatric Rehabilitation program are included as an appendix to this Plan.

**Internal Evaluation Process:** The program will survey program graduates and complete annual evaluation reports for the OIAC.

**External Evaluation Results:** Annual evaluations are reviewed and approved by the OIAC. Every 6 years, the OIAC, utilizing an assessment plan rubric, will conduct a more extensive external evaluation of the 6 components of the overall academic plan. Peer-review comments about curriculum that accompany RSA grants submissions will be included here, when applicable.

#### **4. Clinical Experiences: Practicum and Internship**

**Target:** The program provides for a minimum of 150 hours of supervised rehabilitation counseling practicum experience with a target of 50% of those hours being direct service to persons with disabilities. All practicum students must attain at least 40% of the hours (60 hours) as direct service. These requirements meet the practicum requirements for state counselor licensure. The program also provides for a minimum of 600 hours of applied experience in an agency/program, with at least 240 hours (40%) of direct service to persons with disabilities. Documentation of supervised hours is of clinical experiences is found in students' practicum internship logs. Supervision requirements of both practicum and internship students are 1 hour of individual supervision by site supervisor *and* regular group supervision by faculty members with the CRC designation. Practicum group supervision occurs weekly for 2 hours during full semesters and twice weekly during summer semester. Internship group supervision occurs four times per semester. Clinical experiences are evaluated by the site supervisor at mid-point and end of the experience. Formative feedback is provided to the student by the faculty member throughout the semester.

**Internal Evaluation Process:** The program coordinator and faculty involved in clinical experiences evaluate performance in this area. Results and recommendations are included in the Director's Report to the Advisory Council.

**External Evaluation Process:** Program graduates and site supervisors evaluate the clinical experiences through annual surveys.

## 5. Graduate Employment and Credentialing

**Target:** Students successfully completing the rehabilitation counseling program obtain or maintain employment in state rehabilitation agencies or rehabilitation related settings. RSA scholars successfully complete or be in process of completing employment paybacks in a state VR or other eligible agency. 90% or more of the students who take the CRC exam will pass. 90% or more of the students who take the NCE/LPC exam will pass.

**Internal Evaluation Process:** The program coordinator and faculty review results of surveys of program graduates and annual RSA reports. Results and recommendations are included in the Director's Report to the Advisory Council.

**External Evaluation Process:** The Program's Advisory Council includes representatives of the major employers of Program graduates and provides feedback to the Program. Data will also be requested from the Commission on Rehabilitation Counselor Certification, which oversees the administration of the credential.

## 6. Recruitment and Retention of Diverse Student Body

**Target:** The Program consistently admits, assists, and retains students from a broad range of multiculturally diverse groups, including persons with disabilities.

**Internal Evaluation Process:** The program coordinator and faculty review the CORE Annual Program Data Report. Results and recommendations are included in the Director's Report to the Advisory Council. Additionally, annual review of the program's website and Student Handbook includes attention admissions criteria, information about advancement and retention, and financial aid and student resources.

**External Evaluation Process:** The Program's Advisory Council provides feedback to the Program.

## 7. Administration and Faculty

**Target:** Program faculty recruit, admit, assist, and retain students consistent with its mission and the general needs of the rehabilitation field. The program has procedures for communication between students and faculty. The program provides learning opportunities to introduce students to the profession, to employees in the profession, and to consumer and advocacy groups. Program Coordinator has the qualifications necessary

to carry out the responsibilities of their positions. Full-time and part-time faculty members have the qualifications appropriate to the program's mission and objectives. The program maintains its faculty-to-student ratios of 1:10 and advisor-to-student ratios of 1:20.

**Internal Evaluation Process:** The program coordinator and faculty monitor target items on an ongoing basis and address challenges with department representatives as they are identified. A full evaluation is conducted every four years. Results and recommendations are included in the report.

**External Evaluation Process:** The Advisory Council, which includes a member of another CORE accredited program, provides feedback to the Program.

## 8. Scholarship Outcomes

**Target:** Faculty will (1) prepare and submit proposals for research grants, (2) write and submit research reports to professional journals for publication, and (3) develop, evaluate, and disseminate instructional counseling-related materials, including computer-based applications. The quantity and quality of each faculty member's scholarly contributions will be rated as satisfactory or better in the Employee Performance Management System (EPMS).

**Internal Evaluation Process:** The program coordinator provides an annual report of scholarly accomplishments to the Chair of the Department.

**External Evaluation Process:** Departmental reviews using the Employee Performance Management System (EPMS) and subsequent review by the Dean of the School of Medicine reflect ratings occur annually.

## 9. Service Outcomes

**Target:** Faculty will (1) engage in collaborative activities with agencies and programs, (2) conduct in-service and continuing education programs for interested agencies and programs, (3) provide consultation to agency administrators and professionals, (4) engage in state-of-the-art professional practice activities, and (5) serve on standing and ad hoc committees and perform assigned administrative duties. The quantity and quality of each faculty member's service contributions will be rated as satisfactory or better in the Employee Performance Management System (EPMS).

**Internal Evaluation Process:** The program coordinator provides an annual report of service contributions to the Chair of the Department.

**External Evaluation Process:** Departmental reviews using the Employee Performance Management System (EPMS) and subsequent review by the Dean of the School of Medicine reflect ratings occur annually. Also, professional practice activities are reviewed annually by the Department chair and Dean of the School of Medicine.

## 10. Program Support and Resources

**Target:** The Program is recognized and supported as an identified and functioning unit within the Department of Neuropsychiatry and Behavioral Science, the School of Medicine, and the University. The program will have reasonable access to resources, accessible facilities, and technology necessary to carry out its mission. The program will receive support from human resources, contracts, and fiscal personnel. The program will have adequate physical space for faculty, support staff, classrooms, and sufficient privacy for confidentiality. Technology support is available to meet program faculty, staff, and student needs. The program assures that university services are available to program students. The program's website meets national website accessibility standards.

**Internal Evaluation Process:** The program coordinator and faculty monitor target items on an ongoing basis and address challenges with department representatives as they are identified. A full evaluation is conducted every four years. Results and recommendations are included in the report.

**External Evaluation Process:** The Advisory Council, which includes a member of another CORE accredited program, provides feedback to the Program.

### CLOSING

This plan was submitted to the Rehabilitation Counseling Program Advisory Council for review and endorsement and includes recommendations from the Advisory Council. A copy of the plan has been provided to the Interim Chair of the Department of Neuropsychiatry and Behavioral Science and is available to students as an appendix within the 2011-2012 Student Handbook.

### APPENDICES:

Program Mission and Objectives  
Student Learning Objectives

## Rehabilitation Counseling Program

### Mission and Objectives

#### Mission

The Mission of the Rehabilitation Counseling Program is to enhance the quality of life of persons who have physical or mental disabilities, including addictions, or who are disadvantaged by cultural differences and educational and economic impoverishment, through educational, scholarly, and service activities.

#### Program objectives

##### *Education*

To provide of high quality professional education that includes classroom learning, field experiences, and other applied learning opportunities to equip students with the skills and knowledge necessary for successful, effective, and responsible participation in a changing state and national rehabilitation environment.

##### *Scholarship*

1. Through research and publication activities, to advance knowledge and understanding of the effects of disability on the lives of persons with disabilities, the effectiveness of programs and services for people with disabilities, and the role of individuals with disabilities in society, the workplace, and the world.

##### *Service*

4. To provide consultation and training to agencies and programs to enhance the abilities of their personnel serving disabled and disadvantaged persons in South Carolina and throughout the southeast.
5. To provide rehabilitation services while offering students the opportunity for hands-on learning under the supervision of qualified, experienced professionals.
6. To support the operations and activities of the Department of Neuropsychiatry and Behavioral Science, School of Medicine, and University.

##### *Respect for Diversity*

1. To actively demonstrate respect for cultural and individual diversity in areas of education, scholarship, and service.

**Student Learning Outcomes<sup>1</sup>**  
*Masters in Rehabilitation Counseling (MRC) Program*

**Goal** – Students will be able to demonstrate specialized knowledge in working with individuals with disabilities to achieve their personal, social, psychological and vocational goals.

**Learning Outcomes**

1. Upon completion of the program, students will be able to discuss and apply topics relating to career counseling and assessment in rehabilitation settings.
2. Students will be able to demonstrate and apply an understanding of the process of job search, job placement, and ensuring job retention for persons with disabilities.
3. Students will demonstrate an understanding of vocational consultation and other services needed by employers of individuals with disabilities.
4. Students will demonstrate an understanding of the case management process as it relates to human service provision and rehabilitation counseling.
5. Students will demonstrate effective individual counseling and communication skills appropriate for beginning counselors at the training level.
6. Students will demonstrate an understanding and skills in group and family counseling appropriate for beginning counselors at the training level.
7. Students will demonstrate an understanding and develop basic competencies in mental health counseling.
8. Students will demonstrate an understanding of the psychosocial and cultural issues involved in counseling.
9. Students will demonstrate and apply knowledge of the medical, functional, and environmental aspects of disabilities.
10. Students will demonstrate an understanding of the foundations, ethical guidelines, and professional issues of the rehabilitation counseling field.
11. Student will demonstrate an understanding of rehabilitation services and resources.
12. Students will demonstrate an understanding of the disability and healthcare system.

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<sup>1</sup> The Learning Outcomes for the MRC program are systematically evaluated through the procedures established by the Office of Institutional Assessment and Compliance (OIAC). Each LO has criterion measures, an evaluation methodology, and mechanisms for reporting results and a plan for using the results. The entire document for the MRC program is 21 pages in length and available upon request.



**Student Learning Outcomes<sup>2</sup>**  
*Certificate of Graduate Study in Psychiatric Rehabilitation*

**Goal** – Students will be able to demonstrate specialized knowledge, skills, and values in working with individuals with psychiatric disabilities to help them achieve their personal, career, and independent living goals through counseling activity.

**Learning Outcomes**

1. Upon completion of the program, students will be able to describe the complex nature and course of psychiatric disorders and conduct a comprehensive diagnostic process.
2. Upon completion of the program, students will demonstrate knowledge, skills, and values related to the concept of a recovery-focused philosophy of psychiatric rehabilitation by comparing and contrasting classroom-based learning of theory and principles to actual rehabilitation settings.
3. Students will demonstrate an understanding of the lived experience of individuals with severe mental illnesses and will be able to design individualized rehabilitation strategies that enhance the overall social, vocational, and independent living performance.

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<sup>2</sup> The Learning Outcomes for the Psychiatric Rehabilitation Certificate program are systematically evaluated through the procedures established by the Office of Institutional Assessment and Compliance (OIAC). Each LO has criterion measures, an evaluation methodology, and mechanisms for reporting results and a plan for using the results. The entire document for the Certificate program is 9 pages in length and available upon request.

## Maps, Directions, and Important Phone Numbers

## Appendix I

### **Maps, Directions, and Important Phone Numbers**

Thanks to the internet and features like MapQuest and Google Maps, finding specific locations, directions to/from those locations, and phone numbers has been greatly simplified.

To get you started, here are some of the key places most often visited or called by MRC program students:

School of Medicine, Rehabilitation Counseling Program (15 Medical Park)

<http://www.med.sc.edu/maps.asp>

USC-Columbia locations and phone numbers can be found by going to the University Map website:

<http://www.sc.edu/uscmmap/>

From this site, you can locate:

- The Graduate School Main Office
- Thomas Cooper Library
- Addam's University Bookstore
- South Carolina Bookstore
- University Bookstore at the Russell House
- Other main campus locations

SC Vocational Rehabilitation Department Campus

[http://scvrd.net/c\\_index.php](http://scvrd.net/c_index.php)

VA Campus of the School of Medicine

<http://www.med.sc.edu/maps.asp>

Palmetto Richland Memorial Hospital

<http://www.med.sc.edu/maps.asp>