

# REHABILITATION COUNSELING PROGRAM

STUDENT HANDBOOK  
2023-2024



**School for Global Inclusion and Social Development**  
College of Education and Human Development

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### **Our Mission**

**The mission of the Rehabilitation Counseling program at UMass Boston** is to recruit, educate and graduate diverse students to be competent rehabilitation counselors with the knowledge, skills, and dispositional standards required according to our professional certification. Rehabilitation counselors support and empower persons with a range of disabilities including physical, mental, emotional, educational and developmental disabilities to participate fully in society. Our rehabilitation counseling graduates are prepared to work in a wide range of rehabilitation settings including vocational rehabilitation, mental health, educational, advocacy, independent living and other settings that support the well-being of individuals with disabilities. We believe in the value and worth of all individuals, the right of all persons to self-determination, and that the attitudinal and environmental barriers faced by people with disabilities are fundamental obstacles to full inclusion that must be acknowledged and addressed.

In carrying out this mission, the faculty has to obligation to:

- Create a culture of intellectual excellence that is supportive of a diverse range of students
- Promote social justice through their teaching, research and service
- Maintain a curriculum that incorporates evidence-based and best practices from the field and that thoroughly covers all knowledge domains specified by CACREP.
- Pursue grants that will further this mission

### **Program Objectives**

Graduates of the program will:

- Demonstrate an ability to empower individuals with disabilities to select and implement life goals that are congruent with individual values, beliefs, and lifestyles. For many persons with disability this includes support for access to meaningful education, employment and independent living arrangements that

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match their interests and abilities.

- Be able to conceptualize and implement rehabilitation counseling services and interventions for people with disabilities from a holistic and developmental perspective.
- Develop a professional counseling identity and demonstrate the ability to function ethically and effectively within settings that offer vocational rehabilitation, counseling, advocacy, and/or related services to diverse populations.
- Identify and implement a range of assessment, counseling and case management strategies applicable in a pluralistic society with individuals and groups to promote change and growth.
- Demonstrate respect for the impact of social and cultural factors on human behavior and the role of individual differences in establishing and working toward counseling objectives.

## **Institutional Structure**

### **The University of Massachusetts Boston**

The University of Massachusetts Boston is one of the five campuses of the University of Massachusetts system. It was founded in 1964 to make public higher education available to the people of the Boston metropolitan area. The University has remained committed, over the years, to serving the urban community by making excellent university education truly accessible, and by being responsive to the specific needs of that diverse community.

The University currently serves over 17,000 undergraduates and graduate students, distributed among the College of Liberal Arts, the College of Management, the Manning College of Nursing and Health Sciences, the College of Science and Mathematics, the School for the Environment, and the College of Education & Human Development, in which the School for Global Inclusion and Social Development, is housed.

### **The School for Global Inclusion and Social Development:**

The School for Global Inclusion and Social Development (SGISD), housed within the College of Education and Human Development (CEHD), explores the intersections of health, wellness, economic development, and social development in communities worldwide. Our transdisciplinary training programs recognize the need for leadership in the nonprofit sector. We also foster increased skills in research, knowledge generation, model demonstration, dissemination, and systemic change from the local through the international levels.

SGISD's mission is to prepare our graduates to be thoughtful and responsive professionals, particularly in meeting the needs of those who live in urban and diverse environments. Our primary goal is to prepare highly qualified, thoughtful, and responsive professionals to serve a diverse multicultural international population.

SGISD has graduate programs that include a Master's and Doctorate in Global Inclusion and Social Development; Master's in Rehabilitation Counseling; Master's in Vision Studies, which includes three specializations: teacher of the visually impaired, orientation and mobility, and vision rehabilitation therapy; as well as certificate programs in human rights, rehabilitation counseling, transition leadership, and vision studies.

*Here is more about what our students learn as they pursue this goal:*

Students will become knowledgeable and skilled practitioners through training and experiences in:

- theories of human development

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- theories of individual and group counseling
- theories of psychological, educational, and vocational assessment
- dynamics of multicultural influences on individual worldviews and individual uniqueness
- the use of technologies in the practice of our professions, including the psychological limitations and benefits of technology

Students will become caring, principled, and respectful professionals through training and experiences in:

- humanistic and person-centered approaches
- guided practice in acquiring interpersonal skills
- ethical principles, standards of practice and respect for all people
- the actual practice of the profession through practicum and internship

Students will become committed agents of change for social justice through training and experiences in:

- laws and regulations governing the practice of their profession
- theories of empowerment
- theories of oppression and dominance
- theories of change and advocacy
- history of the profession

Students will become committed reflective and critical thinkers through training and experiences in:

- reading, interpreting, and using the professional research literature (becoming a practitioner-scientist)
- theories and techniques of program evaluation and assessments
- self-evaluation and self-reflection activities during practical and internship experiences
- self-evaluation and feedback through a culminating experience in graduate training (the capstone)

## **Rehabilitation Counseling Program Faculty**

Full-time faculty and administration with primary assignment and advising responsibilities to the Rehabilitation Counseling Program are:

**Dimity Peter, PhD, CRC, Associate Professor.** Rehabilitation Counseling and Disability Studies, Syracuse University. **Specializations:** empowerment and societal participation of people with disabilities, cultural diversity, advocacy and social justice issues for people with disabilities. Email: [Dimity.Peter@umb.edu](mailto:Dimity.Peter@umb.edu)

**James L. Soldner, PhD, CRC, Associate Professor and Graduate Program Director.** Rehabilitation, Southern Illinois University.

**Specializations:** Applications of behavior analysis to rehabilitation, clinical and administrative supervision in rehabilitation, evidence-based practice in rehabilitation, rehabilitation administration and leadership, brain injury rehabilitation, scholarship of teaching and learning. Email: [James.Soldner@umb.edu](mailto:James.Soldner@umb.edu)

Part-time faculty members who have been contributing on a long-standing basis to the functioning of the Rehabilitation Counseling Program are:

**David Hershenson, PhD, CRC, Senior Lecturer.** Psychology, Boston University.

**Specializations:** Rehabilitation counseling history and theory, work adjustment and disability, community counseling, aging and disability. Email: [dhershenson@umd.edu](mailto:dhershenson@umd.edu) (please note umd not umb)e

**Kelli Collomb, MS, CRC, LMHC, Associate Lecturer.** Rehabilitation Counseling, University of Massachusetts Boston.

**Specializations:** Transition to adult services and mental health counseling. Email: [Kelli.collomb@umb.edu](mailto:Kelli.collomb@umb.edu)

**Elaine Davey, MS, CRC, LMHC, Associate Lecturer.** Rehabilitation Counseling, Salem State University.

**Specializations:** Transition to adult services and mental health counseling. Email: [Elaine.Davey@umb.edu](mailto:Elaine.Davey@umb.edu)

**Fabienne Renelien-Hannigan, MA, Associate Lecturer.** Rehabilitation Counseling, Boston University

**Specializations:** State/federal rehabilitation counseling policy and practices. Email: [f.renelienhannigan@umb.edu](mailto:f.renelienhannigan@umb.edu)

**Amy Vercillo, ScD, CRC, Associate Lecturer.** Rehabilitation Counseling, Boston University.

**Specializations:** Disability public policy, expert testimony, vocational testing, placement, and support services, work and health, job retention, and provision of disability

management services with employers. Email: [Amy.vercillo@umb.edu](mailto:Amy.vercillo@umb.edu)

In addition to the Faculty noted above, students may take some courses with Faculty from the Department of School Counseling or Mental Health Counseling programs located in the College of Education and Human Development.

#### Administrative Support

**Janice McDonald** is the administrative assistant to the Rehabilitation Counselor program and she is the person to best contact if students have a non-course related question. Her email address is [Janice.mcdonald@umb.edu](mailto:Janice.mcdonald@umb.edu)

### **Rehabilitation Counseling Program Overview**

The Rehabilitation Counseling program is 60 credit hours. Once admitted to the program, students must choose either: 1) the Clinical Rehabilitation Counseling track, OR 2) the Vocational Rehabilitation Counseling track.

#### **Clinical Rehabilitation Track**

The Clinical Rehabilitation Counseling track prepares students to work with adults or transition-age youth with mental health disabilities, as well as other disabilities. This track focuses on evidence-based interventions for people with mental health disabilities, including psychiatric rehabilitation principles and practices, motivational interviewing, and the Individual Placement and Support (IPS) model, to facilitate employment.

Graduates from the clinical rehabilitation counseling track will be prepared to work in mental health services and other rehabilitation services. The clinical track provides the opportunity for students to select one elective.

#### Certification/licensure for clinical track

- Students who graduate from the Clinical Rehabilitation Counseling track will be able to sit for the **Certified Rehabilitation Counselor (CRC)** exam. This certification is important for maintaining a professional identity as a rehabilitation counselor.
- After completing post-master's supervision requirements, students who graduate from the Clinical Rehabilitation Counseling track will be able to sit for the **National Certified Counselor (NCE)** and **National Certified Mental Health Counselor** exam. Licensing is a state issue, and each state has its own regulations. Students in other states must check with their state's licensing board to verify that our program meets their state's requirements for licensure.
- The program has aligned the curriculum with the educational requirements to become a **Licensed Rehabilitation Counselor (LRC)** in Massachusetts.
- The program has aligned the curriculum with the educational requirements for licensure to become a **Licensed Mental Health Counselor (LMHC)** in



Massachusetts.

- The Licensing Board makes the final decision about licensing eligibility. No guarantees of licensure can be made. The Board may require additional classes or deny licensure.

### **Vocational Rehabilitation Counseling Track**

The Vocational Rehabilitation Counseling track prepares students to work with adults or transition-age youth with disabilities in the federal/state vocational rehabilitation system and in community rehabilitation programs. This track offers more flexibility than the clinical track in terms of class options. The track is fully accredited as a rehabilitation counseling program by the Council for Accreditation of Counseling & Related Programs (CACREP).

The vocational track provides the opportunity for students to select four elective courses. The selection of electives should be discussed and approved by the students' faculty advisor. It is expected that class selection will be coherent with the student's career goals. Some of the key elective focus areas students can consider include: transition of youth from school to work, substance abuse in counseling practice, sex and sexuality in counseling practice, public policy, gerontology, human rights, international development.

Certification/licensure for vocational track

- Students who graduate from the Vocational Rehabilitation Counseling track will be able to sit for the **Certified Rehabilitation Counselor (CRC)** exam. This certification is important for maintaining a professional identity as a rehabilitation counselor
- After completing post-master's supervision requirements, students who graduate from the Vocational Rehabilitation Counseling track will be able to sit for the **National Certified Counselor (NCE)** exam.
- Licensing is a state issue and each state has its own regulations. Students in other states must check with their state's licensing board to verify that our program meets their state's requirements for licensure.
  - The program has aligned the curriculum with the educational requirements to become a **Licensed Rehabilitation Counselor (LRC)** in Massachusetts.
  - The Licensing Board makes the final decision about licensing eligibility. No guarantees of licensure can be made. The Board may require additional classes or deny licensure.

### **Faculty Advisors**

Each student is allocated a faculty advisor at the beginning of their program. The student should address any academic concerns to their faculty advisor. When a student begins in the program the faculty advisor will provide the student with a program/plan of study outlining their course selection throughout the program based on the student's expressed career goals and interests and their status as a part-time or full-time student.

## **Class Registration and Program of Study**

Students are provided with an individual program of study provided by their faculty advisor. The program does not require students to register each semester through WISER (UMass Boston's online registration system). Instead, each semester, Janice McDonald, the administrative assistant will email to students' umb email address a link they will use to select classes for the upcoming semester(s) using their program of study as a guide. It is important the student adhere to the program of study provided to them and if changes are made these need to be discussed with the student's faculty advisor. Many classes are only offered once a year, so if students do not stick to their program of study, graduation can be delayed by up to a year because of class availability. A general program of study for full-time and part-time students in the clinical and vocational tracks can be found in the appendices.

## **Matriculation Requirements**

Most students are matriculated into the program during the admission process. Sometimes, students are required to meet specific requirements to matriculate into the program. The email students receive from the Graduate Admissions Office outlines any requirements students need to make during their first semester in order to matriculate into the program. Please note that students are only able to transfer in 6 credits to the program, from courses they have taken as a non-matriculated student.

## **Course Descriptions**

Courses required for rehabilitation counseling students are listed below.

COUNSL 601: Research and Evaluation in Psychology

This course examines several research models and strategies with respect to their various rationales and methodologies. Relevant statistical topics are introduced conceptually, especially as they are applied in research about specific academic settings. **3 credits**

REHAB 602: Medical, Psychological, and Educational Aspects of Disabilities

This course is designed to offer students with little or no exposure to advanced life sciences the opportunity to examine a physiological and anatomical basis of many chronic diseases they will encounter in a rehabilitation counseling setting. Students examine the etiology, progress, and potential resolution of a wide range of disorders, as well as the potential implications consequent on these disabilities. **3 credits**

REHAB 603: Foundations of Rehabilitation

This course seeks to provide students with basic information about the process of

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rehabilitation and its history and philosophy. Discussions also focus on the organizational structure of the rehabilitation system, the professional identity of the rehabilitation counselor, and legal and ethical issues in the practice of rehabilitation counseling. **3 credits**

### COUNSL 605: Principles of Vocational, Educational, and Psychological Assessment

This course provides a survey of standardized tests used in assessing aptitudes, interests, and personality traits. The course covers technical and methodological principles and social, ethical, and legal implications of psychological testing and assessment. **3 credits**

### COUNSL 608: Abnormal Psychology (clinical track only)

This course provides students with information relevant to the diagnosis, etiology, and treatment of mental illness. Psychopharmacological interventions are addressed. The epistemological assumptions that ground traditional theories of psychopathology and diagnostic systems such as the Diagnostic and Statistical Manual of Mental Disorders (DSM) are discussed, and avoiding bias in psychiatric diagnosis is a major focus of this course. The following DSM categories are covered: mood disorders, anxiety disorders, psychotic disorders including schizophrenia, disorders usually first evident in childhood, and personality disorders. **3 credits**

### REHAB 609: Psychiatric Rehabilitation (clinical track only)

This course is designed to assist students to (1) begin to work with individuals who have mental illness, (2) collaborate effectively within the community “network of care,” and (3) comprehend the experience of mental illness from a variety of perspectives. This course is designed to build student skills and knowledge in an array of areas including supported employment, social skills training, Wellness Recovery Action Plan (WRAP) development, co-occurring disorders, Assertive Community Treatment (ACT), and related modalities. **3 credits**

### REHAB 610: Ethics, Case Management and Planning in Rehabilitation

This course acquaints students with case management in rehabilitation counseling and with the range of community resources available to the counselor whose goal is the effective and comprehensive rehabilitation of individuals with disabilities. Topics include case finding and case planning, service coordination, and client advocacy activities. **3 credits**

### REHAB 611: Rehabilitation Counseling Portfolio

This course will meet once per month ONLINE during the fall semester and during the first year in which the student is enrolled in the Rehabilitation Counseling program. All students will be expected to attend and participate in each monthly online class meeting. Each class meeting will focus on the various topics relevant to portfolio and professional development in Rehabilitation Counseling, including: 1) Course overview and an introduction to professional ethics, 2) Professional credentialing in rehabilitation counseling (licensure and certification), 3) Field placement opportunities in rehabilitation counseling (practicum and internship), and 4) Professional identity of self-marketing in rehabilitation counseling and career planning. **1 credit**

**REHAB 612: Vocational Rehabilitation and Placement**

This course seeks to provide students with information about the total vocational rehabilitation process, including follow-up services. Topics include the referral process; eligibility criteria; comprehensive (medical, psychological, vocational) assessment; vocational training; and placement. **3 credits**

**COUNSL 613: Vocational Development and Career Information**

The vocational development component of this course concentrates on the theories of Roe, Holland, Ginzberg, Super, and Tiedeman. The career information component, a major emphasis, directs the student to locate and use sources of educational-vocational information. These sources will include but not be limited to the Dictionary of Occupational Titles, Occupational Outlook Handbook, Guide to Occupational Exploration, information on local labor market information and on military careers, occupation-education information, and college and vocational school guides and catalogues. **3 credits**

**REHAB 614: Motivational Interviewing**

The purpose of the course is to provide the student with an understanding of the basic skills of counseling related to active listening and accurate empathy. In addition, the course will provide students with the foundation of the theory and practice of motivational interviewing as an evidence-based practice in the rehabilitation counseling profession. Professional ethical sociocultural issues in the client/counselor relationship will be discussed. Lecture, role play, and audio will be used to augment the student's understanding of the process of change. **3 credits**

**REHAB 615: Counseling Theories**

This course will focus on the range of different counseling theories and their application to different situations and needs of different individuals. Students will not only learn the theory behind the counseling approach but also will have the opportunity to practice the different approaches. Role-playing will be used to demonstrate different concepts. Throughout the class, students will begin to develop their personal approach toward counseling and will discuss how to integrate the different theories into their counseling. Students will learn how to integrate these theories into practice in developing a therapeutic relationship and in supporting individuals in crisis. **3 credits**

**COU 616: Group Counseling and Group Dynamics**

This course provides an introduction to group dynamics that uses the group process of the class to provide experience of group membership and data for interpretation. Participation as a group member is required. Readings and lectures will build a cognitive base for evaluating experiential learning. **3 credits**

**COUNSL 620: Human Development: Research, Theory, and Practice**

This course provides students with a comprehensive view of the life span development from childhood through adulthood from several perspectives: 1) the interaction of age

with such factors as gender, cultural background, disabilities, and other significant issues encountered at particular stages of life; 2) how individuals at specific stages of cognitive development process information and experience; and 3) a structural approach to ego development. **3 credits**

**COUNSL 653: Perspectives in Cross-Cultural Counseling**

This course addresses the role of culture in counseling and psychology by looking at history and at current issues. Discussions use an interdisciplinary framework to approach the question of counseling in multicultural society. The course seeks to contribute to both the personal and the professional development of its participants. **3 credits**

**COUNSL 674: Psychopharmacology (clinical track only)**

This course examines psychopharmacology for counselors and is taught from a social justice perspective. It will provide students with an overview of the medications used for treating mental disorders. The basic principles of pharmacology and the interrelationships between pharmacokinetics and pharmacodynamics will also be addressed. The emphasis is on practical and clinical application. Special topics will include the nature of alcohol and narcotics and the ways they affect addicts in mind and body before, during, and after treatment as well as psychopharmacological treatment for addictions; informed consent; how to find accurate and balanced information about the efficacy and side effects of psychotropic medications; and how to educate clients about the medications they are taking. **3 credits**

**REHAB 688: Practicum**

The purpose of the practicum is to expose the student to the field of rehabilitation counseling through actual placement in a facility where appropriate supervision is provided. Class discussions include a review of onsite observations and experiences and discussions of current issues in the field of rehabilitation. **3 credits**

**REHAB 698: Internship**

Students are placed as apprentice counselors in rehabilitation facilities under the direct supervision of qualified professionals. Students learn the role and responsibilities of rehabilitation counselors by taking on counseling cases. Students meet weekly on campus for a seminar to discuss issues surrounding the work experience. **2 semesters required at 4 credits each semester.**

## **Elective Courses**

Students must take 1 elective (3 credits total) while in the clinical track or 4 electives (12 credits total) while in the vocational track. These credits may be chosen from the [School for Global Inclusion and Social Development](#) or the [College of Education and Human Development](#) (e.g., substance abuse, transition leadership, vision studies, global inclusion and social development, study abroad), or other approved graduate courses from other UMass Boston schools or colleges.

## **Practicum and Internship**

A summary of practicum and internship information is provided below. Please see the field placement handbook for full details regarding practicum and internship. The Graduate Program Director is responsible for coordination of practicum and internship placements and can answer any questions you have about your field placement.

Students must complete 100 hours of practicum experience. The 100 hours will be completed in approved placement sites. Additionally, as part of the practicum experience students attend a seminar class where practicum experiences and current issues in rehabilitation counseling are discussed. Practicum hours should be documented on the appropriate form and signed by site supervisors on the online platform, Supervision Assist.

The rehabilitation internship is required of all Rehabilitation Counseling students. It consists of supervised field experiences in rehabilitation facilities including public, nonprofit, and private facilities. It is required that students complete 600 clock hours, 300 clock hours a semester, in the internship. Internship students must have completed a minimum of 19 semester credits. Prerequisites include Motivational Interviewing, Counseling Theories, Foundations of Rehabilitation, and Practicum. It is highly recommended that students have also completed Ethics, Case Management, and Planning, Medical & Psychosocial Aspects of Disabilities, the Portfolio course and Principles of Vocational, Educational & Psychological Assessment. Students will complete a contract between themselves and their internship site, which reviews hours, anticipated tasks, ethics, responsibilities and requirements, professional conduct, and acknowledgment. Additionally, the student intern must obtain appropriate liability insurance.

The student's objectives during the internship are to:

- Learn the roles, duties and responsibilities of a professional rehabilitation counselor.
- Develop counseling techniques that must be acquired in actual counseling relationships.
- Integrate counseling theories acquired through coursework to actual issues confronting people with disabilities.
- Engage and participate in the roles, duties, and responsibilities of a professional rehabilitation counselor.
- Have experiences through which they may receive feedback from a professional rehabilitation counselor and a rehabilitation counselor educator.
- Develop the skills of a professional rehabilitation counselor so that the student will begin to feel confident in their ability to function as a professional in the field of rehabilitation.

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- Begin to develop and use community resources that are relevant to the practice of rehabilitation counseling.
- Work and function as a team member with other professionals in the rehabilitation process.
- Understand the relationship and functioning of systems, e.g., the relationship between the rehabilitation counseling staff and the administration of the agency.

### Online and Summer Programs

Online courses run using both synchronous and asynchronous teaching methods. For the synchronous meetings, we hold weekly 1-hour to 2-hour classes in which students verbally participate in an online classroom with their peers and professor. Typically, synchronous meetings are held from 5:00pm ET onward during the week. The vast majority of courses are synchronous and require class attendance during class meeting times. A few electives are asynchronous (that is, do not have regular class meetings).

Blackboard is the educational platform used for posting of educational materials and access to class meetings. During their first summer, the students take two courses (REHAB 614 Motivational Interviewing and COU 616 Group Counseling). These two courses have an online and face-to-face component. The course begins online then students meet on-campus for one intensive week of face-to-face class meetings. During the one-week intensive, class meets for 8 hours every weekday. These in-person classes are typically held in mid-June. During that week during the summer semester, students have the choice to live on campus in the dormitories (the majority of students have chosen to live on the UMass Boston campus, at low cost). This is the only occasion that students are required to come to campus, although students can choose to take some of their other courses face to face. The summer one-week intensive is considered an important component of the program to build a learning community.

In order to successfully participate in the UMass Boston Rehabilitation Counseling online courses, a student must have a working computer with a current version of Google Chrome or Firefox and internet access. We highly recommend a high-speed internet connection as that will make your online learning experience much smoother.

For the synchronous meeting time for online classes, we will be using Zoom through Blackboard. Chrome and Firefox support all of the functionality necessary to run a full-featured Zoom and full access to Blackboard. **Please make sure that you are using one of those two browsers when you are accessing Zoom and/or Blackboard for class.**

The following factors are important in a successful experience for the synchronous meeting time:

- Use a computer (either desktop or laptop) with good internet access—a wired connection is stronger than wireless.

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- Connecting with a tablet or phone is much less stable and is more likely to result in accidentally being dropped out of the class meeting. Tablets or phones should only be used in emergency situations.
- Make sure your computer has the updated operating system and browser.
- Treat a synchronous class similar to how you would an in-person class, so that you are in a quiet space with limited distractions and focused on the discussion online.

## **Guides for Successful Learning at UMass Boston**

You can have many of your questions about Blackboard answered at the website <https://help.blackboard.com/Learn/Student>

This is also the place to begin your introduction to Blackboard Learn. It includes the **Blackboard Learn Requirements and Browser Settings**. Take some time to explore this introduction to using the Blackboard Learn platform which is the basis for all of our classes.

**Browser Tune-up and Browser Set up:** <https://www.umb.edu/it/security/browsers>

Click on the link for the browser check and follow instructions to resolve any issues indicated in the results.

## **Student Support Services**

The University provides the following student support services:

### **Disability support services**

Disability services are provided and overseen by the Ross Center. UMass Boston is committed to creating learning environments that are inclusive and accessible. If you have a personal circumstance that will impact your learning and performance, please reach out to the Ross Center for Disability Service as soon as possible, to discuss the best ways to meet your needs and the requirements of the course. To receive accommodations, students must be registered with the Ross Center and must request accommodations each semester. Please note that the Ross Center will provide a letter for your instructor with information about your accommodation only and not about your specific disability. For more information, visit the Ross Center for Disability Services, Campus Center, 2<sup>nd</sup> floor, call 617-287-7430, access the website <https://www.umb.edu/academics/seas/disability-services/>, or email [ross.center@umb.edu](mailto:ross.center@umb.edu)

### **Mental health support**

UMass Boston is a vibrant, multi-cultural, and inclusive institution committed to ensuring that all members of our diverse campus community are able to thrive and succeed. The university provides a wide variety of resources to support students' overall mental health, well-being and safety. You can find out more regarding mental health services that can



support you at [Mental Health And Staying Safe From Violence - UMass Boston \(umb.edu\)](https://www.umb.edu/mental-health)

The University Health Services Counseling Center provides consultation, assessment, crisis intervention, focused therapy, education/outreach, and referral assistance for mental health symptoms and concerns. The counseling center is located on the second floor of the Quinn Administration Building. All enrolled UMass Boston students, regardless of insurance, are eligible for services. **If you are experiencing emotional distress**, Call the University Counseling Center at 617.287.5690 to speak with a licensed clinician 24/7 who can offer support, crisis recommendations, and assistance with finding resources. You can find out more about the University Counseling Center here:

[Counseling Center - UMass Boston \(umb.edu\)](https://www.umb.edu/counseling-center)

### **Health services**

UMass Boston University Health Service provides health care to enrolled students at UMass Boston and can address pre-existing and ongoing health needs, as well as evaluate a new onset of symptoms. Same-day appointments are available to students with an episodic illness or injury.

Medical care, including vaccinations, primary preventative care, annual physical examinations, and sexual and reproductive health care, is available by appointment. UMass Boston Health Services accepts most health plans and is available to the entire student body. Services include treating episodic illnesses (sore throat, flu), women's health, men's health, HIV testing and counseling, and immunizations. For more information make an appointment at 617-287-5660 or visit

[General Medicine - UMass Boston \(umb.edu\)](https://www.umb.edu/general-medicine)

### **Career services**

Your academic advisor can provide you with career support as you approach graduation and we encourage you to stay in touch with the faculty after graduation. If you need support finding a job while studying at UMass Boston, the Career Center offers a range of services, including a career resource library and connections with alumni and local employers. For more information call 617-287-5519 to make an appointment (via phone or remote access, such as Zoom) with a career specialist or visit

[http://www.umb.edu/academics/vpass/career\\_services/students](http://www.umb.edu/academics/vpass/career_services/students)

### **Other support services**

You can find information about a range of support services including home heating resources, immigration and documentation support, tenants' rights and protections, financial matters and what to do if you are experiencing discrimination at

[Resources4U? - UMass Boston \(umb.edu\)](https://www.umb.edu/resources4u) .

## **Procedure for requesting recommendations or endorsement for employment or certification**

When it comes time to search for relevant employment, you may wish to request a recommendation from an instructor or use an instructor as a referee. Throughout the program students should be aware that the interactions they have with Faculty/Instructors will form the basis of such recommendations. You should email your instructor to request a written reference or request to use the instructor's name and contact information as a referee, prior to submitting this information to a potential employer.

Your advisor, or practicum/internship instructor can sign off on your application to sit for the Certified Rehabilitation Counselor examination, or any other endorsement for licensure or credentials. The paperwork for licensure is uploaded into Supervision Assist, the company states that the information uploaded onto their website is available indefinitely. However, the program strongly recommends that students keep a copy of all of their practicum/internship records as they may be required at a later time, for example, to become licensed in another state.

The program faculty reserve the right to not endorse a student or graduate in accordance with the [American Counseling Association Code of Ethics](#) pertaining to **F.6.d.**

**Endorsements:** Supervisors endorse supervisees for certification, licensure, employment, or completion of an academic or training program only when they believe that supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.

## **Expectations of Students: Professional and Ethical Behavior and Academic Success**

Academic performance is only one indicator of success for UMass Boston graduate students. Students are expected to demonstrate professional and personal competency beyond theory and basic skill acquisition. Professional behavior is expected across a wide variety of environments, whether the student is engaged in clinical practice, classroom instruction, peer or faculty interaction, or research. Students in the Rehabilitation Counseling Program are obligated to meet all of the following conduct and training obligations throughout their enrollment in classroom and fieldwork experiences:

- Adherence to the policies of the University of Massachusetts Boston, including the Code of Conduct: [Code Of Student Conduct - UMass Boston \(umb.edu\)](#) This site includes information about academic integrity policies and procedures, student conduct policies and procedures, and student grievances.
- Adherence to the ethical standards and ethical values outlined in the Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics for

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Rehabilitation Counselors: <https://crccertification.com/code-of-ethics-4/>

- Adherence to the professional dispositions (as outlined below).
- Adherence to the rules/policies of the cooperating school or agency placement that do not conflict with UMass Boston policy.

Specifically, counselors have an ethical obligation to support the welfare and well-being of clients. Therefore, it is vital that students effectively manage intra- and interpersonal challenges, including but not limited to mental health and/or substance use problems. Section E.2.a of the 2023 [CRCC Code of Professional Ethics \(crccertification.com\)](https://crccertification.com) states that counselors must be:

alert to the signs of impairment due to their own health issues or personal circumstances and refrain from offering or providing professional services when such impairment is likely to harm clients or others. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined they may safely resume their work.

As gatekeeper of the profession, the faculty and site supervisors have an ethical responsibility to monitor and intervene when there are indications of impaired professional functioning and behavior. Faculty and supervisors assist students/supervisees in securing remedial assistance when needed. They can recommend dismissal from the practicum/internship or the program. In addition, they can withhold recommendations for professional credentialing when students are unable to demonstrate that they can provide ethical and competent services to a range of diverse clients. Faculty can seek consultation to dismiss or refer students for assistance. Faculty must ensure that students are aware of the options available to them, which may include referral to personal counseling or treatment.

In the program context, students are expected to demonstrate respect to faculty and classmates by arriving on time, coming to class prepared to learn, and listening attentively to lectures and class discussions. All assignments are prepared professionally and turned in on time. It is not appropriate to miss assignments or submit poor quality work, even if it is still possible to receive a passing grade in the course. In-class activities are completed with care and efficiency. Students take responsibility for their own learning by asking questions and by clarifying instructions as needed. Correspondence (written and electronic) and telephone communications should be conducted professionally, whether you are making an informal call to the Rehabilitation Counseling Program office or to arrange an interview at a prospective internship site.

It is important that students are attentive to appropriately citing other sources in their written papers. To use other people or other sources' ideas without giving them credit is plagiarism and could result in academic discipline. Frequently people make mistakes with plagiarism because they are waiting to the last minute and errors are made. There are several resources for students to help them make sure that they prevent plagiarism at the following site: <https://www.umb.edu/elearning/tools/turnitin>

Also, remember that your choice of email address and your home voicemail message give information about you to faculty, internship supervisors, and potential employers. When you complete your program, you may request a reference from faculty who will be considering all of the above factors.

### **Professional Dispositions and Key Counseling Competencies**

**Outlined on the following pages is a specific description of the professional dispositions and key counseling competencies expected of students.**

The Rehabilitation Counseling Program at UMass Boston is responsible for preparing students to have the required knowledge, skills, and professional dispositions to become effective counselors. Therefore, your chosen study track will prepare you to develop and model the knowledge, skills, and dispositions expected of professional counselors. Faculty and/or supervisors will evaluate your demonstration of these professional dispositions, each Spring, and provide you with feedback about your progress.

#### **Professional Dispositions**

Professional dispositions are those characteristics or variables that define an effective counselor. According to CACREP (2016), the program's accrediting body, professional dispositions "are defined as the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with colleagues."

Professional dispositions include the following behaviors: (a) adheres to the ethical guidelines of the CRCC and ACA, (b) behaves in a professional manner toward supervisors, peers and clients, (c) maintains appropriate boundaries with supervisors, peers, and clients, (d) adheres to all counseling site policies and procedures, (e) completes assignments and other required tasks including weekly record keeping on time or in special circumstances requests extensions, (f) demonstrates respect for cultural differences, (g) demonstrates emotional stability and insight about psychological or other barriers that may hinder performance, (h) demonstrates engagement in learning and development of counseling competencies, (i) responds non-defensively and alters behavior in accordance with Faculty/supervisor feedback, (j) flexibility, and (k) congruence and genuineness.

#### **Key Counseling Competencies**

The program's curriculum has been developed to ensure that the student acquire all the knowledge and skills to be an ethical and effective counselor. The Faculty have a moral and ethical obligation to ensure that students have demonstrated these skills prior to

graduation. The key Counseling Competency assessment evaluates student learning in each of eight core knowledge areas and the competencies identified in either the clinical or vocational track (as outlined by CACREP, the program's accreditation body). The eight core knowledge areas are: 1) Professional counseling orientation and ethical practice, 2) Social and cultural diversity, 3) Human growth and development, 4) Career development, 5) Group work, 6) Assessment, 7) Counseling skills, and 8) Research and program evaluation.

## **Assessment of Professional Dispositions and Key Counseling Competencies**

In March, your academic advisor will provide you with an evaluation of your Professional Dispositions and Key Counseling Competencies.

This time frame was selected because it is the semester prior to students' beginning the Practicum/Internship experience, and prior to graduation during the final internship. In addition, any faculty member, in consultation with the Rehabilitation Counseling team, can complete a professional dispositions assessment and/or Key Counseling Competency assessment at any point in the program. The annual assessments will be emailed to the students or be made available to them electronically in Supervision Assist. If there are concerns, your advisor will reach out to make an appointment to discuss the issues. All students have the right to discuss the results of their evaluation with their advisor.

See **Table 1** below: Professional Dispositions assessment

See **Table 2** below: Key Counseling Competency assessment

Students can be rated as satisfactory, needs improvement, or N/A (not applicable as the competency has not yet been assessed).

*What happens when a "Needs Improvement" rating is noted on a student's professional dispositions and/or Key Counseling Competency assessment?*

In keeping with the values articulated in the School for Global Inclusion and Social Development, counseling competency and professional disposition expectations for rehabilitation counseling students are at the core of our mission. The vast majority of our students emerge as highly effective and ethical graduates who demonstrate knowledge, effectiveness, and commitment to transforming lives by positively impacting the lives of people with disabilities. However, occasionally, there is a need for remediation on the dispositional or counseling competency requirements of the profession. The procedures below outline the process for tracking students needing improvement on the Professional Dispositions and/or Key Counseling Competency assessment.

Students may receive a rating of "Needs Improvement" in one of two ways:

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- In a conference with the student's advisor or other faculty at the above review point
- When student issues arise in the program.

A student who receives a rating of "Needs Improvement" in any of the professional dispositions or key counseling competencies will be counseled by their faculty advisor, the Graduate Program Director, or other faculty about the issue and be provided with a written Professional Dispositions Review Report (PDRR). This review is not considered punitive and the goal is to support the student's success. This review is considered a collaborative process, where the student has the opportunity to enter into dialog with the faculty at each stage of the process, noting that it is both the professional and ethical responsibility of the faculty to maintain professional standards of conduct.

The review outlines, with the following information:

- A description of the current behaviors or skills (or lack of behaviors in question).
- An outline of the expected behaviors or skills.
- A plan outlining the student's actions to meet the professional disposition or key counseling competency expectations.
- The action plan will also outline the faculty support concerning instruction, coaching, informing, and/or remediating the student's professional dispositions or key counseling competencies.
- A time frame for re-evaluation.

At the time of the first re-evaluation meeting, which occurs with the student and a faculty member, there is one of three possible outcomes:

- The issue is resolved, and the matter is closed.
- The issue is partially resolved, there have been significant improvements in behavior, but continued action is required, and this is outlined in a second PDRR.
- If the student's behavior is not resolved at the second professional disposition review, the student may be dismissed from the program. If dismissal is warranted the Dean of Graduate Studies will be advised and official notification will be sent from the Dean's Office. A student dismissed from the program may appeal the decision, in writing, to the Dean of Graduate Studies as outlined in the student grievance process at <https://www.umb.edu/academics/seas/undergraduate-studies/academic-policies/code-of-student-conduct/>

Students who violate the ACA or CRCC code of ethics can be immediately dismissed from the program and advised of the appeal process.



Professional Dispositions

Primary Professional Dispositions	Specific Professional Disposition Descriptors
Professional Ethics	Adheres to the ethical guidelines of the ACA and CRCC including practices within competencies. Can identify the difference between right and wrong.
Professional Behavior	Behaves in a professional manner toward supervisors, peers, and clients (includes appropriate communications, dress, and attitudes). Able to collaborate with others.
Professional and Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, and clients.
Knowledge of and Adherence to Site Policies	Demonstrates understanding of and appreciation for <i>all</i> counseling site policies and procedures.
Task Completion and Record Keeping	Completes assignments on time or requests extensions. Completes <i>all</i> weekly record keeping and tasks correctly and promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory reports).
Multicultural Competencies	Demonstrates awareness of, appreciation of, and respect for cultural difference (e.g., gender, race, ethnicity, spirituality, sexual orientation, ability/disability, SES).
Emotional Stability and Self-Control	Demonstrates emotional stability (i.e., congruence between mood and affect) and self-control (i.e., impulse control) in relationships with supervisor, peers, and clients. Demonstrates insight about psychological or other barriers that may hinder



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	academic or professional success and takes appropriate measures.
Motivated to Learn and Grow / Initiative / Responsibility for Problem Solving	Demonstrates engagement in learning and development of counseling competencies. Demonstrates initiative and is proactive in solving problems. Takes responsibility for ensuring course expectations are met and uses initiative to solve issues.
Openness to Feedback	Responds non-defensively and alters behavior in accordance with supervisory feedback.
Flexibility and Adaptability	Demonstrates ability to flex to changing circumstances, unexpected events, and new situations.
Congruence and Genuineness	Demonstrates ability to be present and to be true to oneself.

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Key Counseling Competencies checklist (rating as satisfactory or needs improvement)

Counseling competency	Class assessed	rating as satisfactory/needs improvement/comments
<b>Professional Counseling Orientation and Ethical Practice:</b> Student demonstrates a knowledge of professional counseling identity and the ability to function ethically	REHAB 603	
<b>Social and Cultural Diversity:</b> Students demonstrate respect for the impact of social and cultural factors on human behavior and the role of individual differences in establishing and working toward counseling objectives	COU 653	
<b>Human Growth and Development:</b> Students demonstrate an ability to conceptualize and implement rehabilitation/mental health counseling services and interventions for people with disabilities from a holistic and developmental perspective.	COU 620	
<b>Career Development:</b> Students demonstrate the knowledge to support individuals with disabilities to access meaningful education and employment arrangements that match their interests and abilities	REHAB 613	
<b>Counseling and helping relationships:</b> Students demonstrate a knowledge of a range of counseling approaches and demonstrate basic listening skills	REHAB 688, 614 & 615	
<b>Group Counseling and Group Work:</b> Students demonstrate an ability to implement a range of group counseling strategies	REHAB 616	
<b>KPI-7: Assessment and Testing:</b> Students can identify and implement a range of assessment strategies	REHAB 605	
<b>KPI-8: Research and Program Evaluation:</b> Students demonstrate an understanding of the importance of research	REHAB 603, 601	
<b>KPI-9: Specialty (Rehabilitation Counseling):</b> Students demonstrate an ability to empower individuals with disabilities to select and implement life goals that are congruent with individual values	REHAB 688, 698	
<b>KPI-10 Specialty Area (Clinical Rehabilitation):</b> Students demonstrate an ability to empower individuals with disabilities, and especially persons with mental	REHAB 688	

health disabilities to select and implement life goals that are congruent with individual values, beliefs and lifestyles.		
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**Background Check and Violations of Law**

Students applying for field placement may be required to undergo a Criminal Offender Record Information (CORI) check through their placement site and may be required to undergo a National Background Check (NBC), including fingerprinting. The purpose of these checks is to ensure public safety and avoid unacceptable risk to vulnerable populations. Students who refuse to consent to a CORI/NBC may be administratively withdrawn from their program.

Background checks are typically conducted by the placement site. If a violation is discovered or self-reported, authorized personnel at the school or agency determine the suitability of a candidate for placement at the facility. The Rehabilitation Counseling GPD may also determine the suitability of a candidate for field placement eligibility based on discovered or self-reported information. Unless otherwise provided by law, factors considered in determining suitability may include, but are not limited to, the following:

- relevance of the crime to the practical experience
- nature of the work to be performed
- time since conviction
- age of the candidate at the time of the offense
- seriousness and specific circumstances of the offense
- number of offenses
- existence of pending charges
- any relevant evidence of rehabilitation

Students may challenge a CORI finding by appealing to the Commonwealth of Massachusetts Criminal History Systems Board.

**Academic Policies**

The following are academic policies that apply to all students at UMass Boston. Material is adapted from the Graduate Catalog.

**Continuous Registration:**

Each degree-seeking graduate student must maintain continuous registration until the degree sought by the student has been formally awarded. If the student does not register in any Fall or Spring semester for courses, they will be required to pay a program fee for that semester.

**Statute of Limitations:**

Achievement of a master's degree signifies mastery of one's chosen discipline. Rather than being merely a collection of courses, a graduate degree requires intense commitment to scholarship and practice within a specific period of time. Such focus and coherence is lost if the degree is not completed within a reasonable time period. Students in the Rehabilitation Counseling Master's program need to complete their program within 7 years. A student who fails to complete a program within that established time limit is subject to dismissal. In exceptional cases, an extension of the time limit may be granted by the Dean of Graduate Studies. In such cases, the student must submit a request to the GPD with a letter of explanation accompanied by a detailed schedule for completion. A letter from the student's Graduate Program Director concurring with the request must be submitted to the Dean of Graduate Studies with the student's request.

**Leave of Absence:**

A student may obtain a leave of absence up to a maximum of two years by filing a request that must be approved by the GPD and the Dean of Graduate Studies. A leave of absence extends the time limit by the length of the leave, but the student must pay the program fee for each Fall and Spring semester of the leave.

**Academic GPA Average for Graduate Degrees and Certificates:**

A student must maintain a cumulative grade point average of 3.0 in courses taken to satisfy graduation requirements. For complete information on degree requirements, please see the University's graduate bulletin.

**Academic Probation:**

- A student is placed on academic probation for the following reasons:
- The student's grade point average falls below 3.0. As outlined in the academic policies of the University, if a student has a GPA below 3.0 for two semesters, they may be dismissed from the program.
- A student has accumulated more than two incomplete grades.
- The GPD requests such action.

A memorandum explaining the reasons for the recommendation along with the criteria that the student must meet before the status is removed is forwarded to the Dean of Graduate Studies and placed into the student's file. Probation can be removed only by the Dean of Graduate Studies and only upon the recommendation of the GPD. Justification for either restoration to degree-seeking status or dismissal must accompany the request.

## **Academic Appeal Policy**

All academic policies related to graduate study at UMass Boston is outlined in the Graduate catalog at <https://catalog.umb.edu/>

From the catalog, there are links to the grading policy (grade appeal policies) and links to academic probation and academic dismissal and related appeal processes.

### **Maximum Credit Load:**

A graduate student may register for up to 12 credits during the fall and spring semesters and nine credits during the summer. Any student who wishes to register for more than the maximum credit load must secure written permission from the GPD.

### **Retaking Courses:**

A student may repeat any course, provided they have not taken and passed a more advanced course for which it is a prerequisite. The course may be repeated regardless of the grade received, but there may be only one such repetition. If a student repeats a course, both grades will appear on the student's transcript, but only the second grade will be computed in the student's cumulative average.

### **Full-time and Part-time Status:**

For most purposes, full-time graduate study is defined as nine or more credits and part-time as eight or fewer credits. Doctoral candidates engaged in dissertation research may be considered full-time students, for some purposes, regardless of the number of dissertation credits for which they register, provided their graduate program certifies that they are working full time on research. Students seeking financial aid should obtain detailed information about full-time and part-time status requirements from the Office of Financial Aid Services.

### **Withdrawing from the University:**

The effective date of withdrawal from the University is that on which all forms are completed, signed, and returned to the Office of Graduate Admissions and the Graduate Registrar. The last day students may withdraw is the last day of classes of the semester. Students withdrawing receive a W for each course in which they are enrolled. Failure to complete a withdrawal form will result in the recording of the grade of F (failure) for all courses at the end of the term. To withdraw from the University, a student must consult with the GPD and receive clearance from any University office in which financial charges have been incurred.

### **Readmission:**

Graduate degree candidates must maintain continuous registration, either by enrolling for course, thesis, capstone, or dissertation credits; or by paying a program fee. Any student who has failed to maintain continuous registration and who wishes to resume pursuit of the degree must apply for readmission, and will be subject to the policies and

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requirements in effect at the time of readmission. The applicant must complete a readmission application form and pay readmission and all back program fees before the application will be considered.

Before the applicant can be readmitted, the application must be approved by the GPD and the Dean of Graduate Studies. The deadline for readmission applications is one month before the beginning of the semester for which application is being made. Any student wishing readmission should contact the Office of Graduate Admissions and the Graduate Registrar for further information. Eligibility for readmission is limited to students who were in good standing at the time of their withdrawal, and who are still in compliance with the statute of limitations policy governing the completion of the degree. For complete information, please see the University's graduate bulletin.

### **Grades – Incomplete:**

The grade incomplete (INC) is reported only where a portion of the assigned or required class work, or the final examination, has not been completed because of serious illness, extreme personal circumstances, or scholarly reasons at the request of the instructor. Incompletes are given at the discretion of the instructor and the Incomplete contract form must be completed by the faculty member and the student, specifying the work to be done and the deadline. If you are receiving the grade of incomplete, you are allowed up to one year to complete the course. The new grade must be submitted to the Registrar by the grading deadline for that semester, i.e., by the end of the **next fall** for the fall semester incompletes. The grade for any course not completed by this deadline will be converted to the grade of 'F'.

The initiative in arranging for the removal of an “Incomplete” rests with the student. This regulation does not apply to thesis, dissertation, or capstone credits. In all cases, a student can obtain credit for an “Incomplete” only by finishing the work of the course before the end of one calendar year from the time of enrollment in that course. At the end of that period, if a grade is not submitted, an F (Failure) will be recorded.

### **Audits:**

A graduate student may audit any class on a space-available basis but may not use that course to complete any degree requirement. Registration for audits is not permitted during pre-registration. To register as an auditor, a student must complete the regular registration or add/drop form (including written permission from the instructor to audit the course), write “AUD” in the course credit column, and submit the form to the Office of Graduate Admissions and the Graduate Registrar by the end of the add-drop period. Once the course is designated “AUD,” the student cannot receive a grade for it. Students pay full tuition and fees (including lab fees) for an audited course. Conditions for the audit are negotiated by the student and the instructor.

### **Transfer of Courses and Credits:**

Applicants who have completed graduate course work at other accredited institutions

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may transfer towards the completion of a UMass Boston graduate degree up to the equivalent of 6 credits from courses in which the applicant received a grade of B or higher, provided these are courses that a) have not been used to fulfill requirements for another degree, and b) were earned no more than seven years before matriculation in the program into which the student wishes to transfer credit.

### **Adding or Dropping Courses:**

During the “add/drop period”—usually five days at the beginning of each semester—a student may add, drop, or change courses without penalty; that is, no entry will be made on the student’s permanent record. No courses may be added after this period. Please note: a student enrolled in only one course and wishing to drop that course must either pay the program fee to remain active in the program, or withdraw from the program.

### **Withdrawing from Courses:**

After the add/drop period, a student may withdraw from a course by completing a course withdrawal form before the withdrawal deadline noted for each term in the academic calendar. Withdrawal forms are available from the Office of Graduate Admissions and the Graduate Registrar and must be submitted to that office by the published deadline. A grade of W will appear on the student’s transcript for any course the student has withdrawn from.

### **Refunds and Reductions:**

Please note: Students receive a full tuition refund for each course dropped during the add/drop period. No refunds are given for course withdrawals after the add/drop period. Students withdrawing from the University may receive partial refunds depending on when the withdrawal takes place. For complete information, please see the University’s graduate bulletin.

## **Capstone Project Guidelines**

### I. PURPOSE AND INTENT:

The purpose of the **Capstone Project** in the Rehabilitation Counseling Program is to provide a culminating experience, which requires students to comprehensively employ classroom knowledge and clinical experiences in demonstrating a practitioner-scientist approach to practice. We value and emphasize students' use of a practitioner-scientist approach to their work in the context of our public-urban mission at UMASS Boston. The practitioner-scientist approach is founded on the belief that emphasizes practice first with the use of research as a solid foundation. Students are expected to demonstrate skills of systematic interpretation of research information presented in journals and other scientific sources along with clinical experience in the practice of rehabilitation counseling. The intent of the **Capstone Project** is to engage students in an experience which, in its comprehensiveness, brings together their entire learning experience throughout their enrollment, and reinforces self-efficacy and feelings of competence as a rehabilitation counselor.

Students in the Rehabilitation Counseling program may choose one of three **Capstone Project** options:

1. Clinical Case Analysis
2. Professional Project
3. Research Project

The Capstone project (final version), in its entirety is due April 1<sup>st</sup>, and is to be presented to your Internship II class and two faculty members. A passing grade on the Capstone is a requirement for graduation. Although it is presented during your Internship II class, it is not part of your grade for Internship, but rather a graduation and program requirement. **All projects will be presented in the internship class with an accompanying Power Point presentation.**

**Students completing the Research or Professional Project** are expected to identify a contemporary problem or issue relevant to the profession of rehabilitation counseling. Typically, students will identify an issue or question confronting them as practitioners during their internship experience (the early part of their internship in October).

**Professional Project:** Through consultation with peers and faculty (both group and individual consultations) students will develop methods of addressing the problem identified. Students may choose to address a policy issue or develop and evaluate a curriculum for clients. Students may choose to address the identified issue through for example, policy or research activities with a focus on: interventions; adaptive technologies, systems functioning; or urban and diversity issues confronting those with disabilities.



**Research Study:** All students completing the Research Study must complete [CITI Training](#) and discuss proposed research project and any Institutional Review Board (IRB) submission and approval process with Dr. Soldner or Dr. Peter, as well as in consultation with your Internship Instructor. Declaration of intent to complete this option is due by October 1<sup>st</sup>. For further information on CITI Training and the IRB please see [here](#).

Students are reminded that if they are using human subjects then a proposal needs to be made to the research ethics board of the University, called an IRB. This may take 8 weeks and students should take this time frame into account. If the project involves the use of secondary data (client files without identifying information) IRB approval may or may not be required.

II. TIMELINES

<p>Summer of practicum class</p>	<p>Student should be thinking about capstone project option to choose. Professional Project or Research Project: Discuss ideas with site-supervisor, practicum instructor and RC Faculty member/advisor. Identify a RC faculty supervisor who will agree to supervise you and Internship Instructor.</p>
<p>October 1<sup>st</sup> Choose Capstone Project Option and submit required documentation in Blackboard</p>	<p><b>Clinical Case Analysis:</b> Declare intent to pursue the CCA option  <b>Research or Professional Project:</b> Submit a 2-page project proposal addressing a brief discussion of the identified issue, how the issue is linked to practice, and the method of addressing the issue. If relevant, a case study should be included in the proposal and final document.  <b>Professional Project: A description</b> of the product for your agency, which must also be included in the proposal.</p>
<p>November 15th</p>	<p><b>Clinical Case Analysis Option:</b> no further updates are required. Begin the process of identifying client for Capstone (CCA option).  <b>Professional Project and Research Project:</b> Meeting should take place with faculty to discuss the proposal prior to this date. After discussion with RC faculty determine if an IRB application is needed (research project option only). <b><i>IRB application and CITI training must be completed and submitted by November 15<sup>th</sup>, if required.</i></b> RC faculty will also determine if a research paper will be required for professional project option, in addition to the product.</p>
<p>December 15th</p>	<p><b>Clinical Case Analysis:</b> No further documentation or updates required.  <b>Professional Project or Research Project:</b> Provide a 500-word progress report to RC Faculty, Capstone faculty/Internship Instructor.</p>

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April 1st	All projects and project components due in Blackboard
April 1-April 15	In class presentations of PowerPoint projects 15-20 minutes in length, followed by questions from faculty and students.
April 25	Deadline for grading and/or feedback from faculty
May 1	Deadline for submission of revisions by student, if applicable

### III. Evaluation of the Capstone Project

Comments and reactions will be systematically solicited from rehabilitation counseling peers during the formal in-class presentation of the Project. Based on the formal written Project, the formal presentation, and the feedback from students, the two Rehabilitation Counseling Program faculty on the committee will determine whether the student:

- a. Passes the project
- b. Is required to make revisions.

In the event a student must complete revisions, the student must complete the revisions by May 1, Spring Semester (in certain circumstances extensions may be granted when both Rehabilitation Counseling Program faculty agree to grant one). Once the revisions are completed, both faculty members must agree to pass the student. It is not anticipated that students will fail the Project because faculty and student peers will be providing feedback throughout the process.

IV. Capstone Project: Clinical Case Analysis option

During the internship, students must identify a clinical case: an individual (consumer) they are working with in the counseling internship. **All completed clinical case analyses are due April 1, and will be presented on class date assigned to each student.**

The Clinical Case Analysis project option has 3 primary components, including: 1) videotape with accompanying analysis and documentation, 2) paper, and 3) in-class presentation.

1) TAPE REQUIREMENTS

- a) Students will audio/video tape a counseling session of an identified case. The audio-video taped session must be a case that the student has worked with over several sessions, this interview cannot be an initial interview.
- b) Signed Form of Consent from the client or their authorized representative for purposes of others having access to session content.
- c) The student does not need to have the camera on the client but does need to video him/herself.
- d) Video tape of between 20-40 minutes of a counseling session.
- e) A full transcription of the session, with accompanying process notes.
- f) Accompanying SOAP note for the session.

2) CAPSTONE PAPER

Students must complete a comprehensive analysis of the case. The following information must be provided in a written paper of **at least 10 pages**:

- a) A written complete psychosocial history of the client.
- b) A summary of medical issues related to the disability.
- c) A discussion of how disability has impacted the person, particularly regarding employment.
- d) A summary of the client's strengths and capacities which might include the client's support system.
- e) A discussion of ethical and legal implications in working with this client. This should include citations from the ethical codes and professional literature, illustrating the case through theories and basic concepts.
- f) A summary of client's educational and work background
- g) Discussion of client's transferable skills
- h) Discussion of client's vocational goal and process of identification
- i) A discussion of how developmental and contextual issues influenced this client and his/her current problems.
- j) Barriers to employment and how these barriers will be/were addressed. This might include a discussion of how the client's disability may result in discrimination and/or exclusion and opportunities for inclusion.
- k) A summary of an individual written rehabilitation plan (IWRP) or treatment plan and should include: the client's rehabilitation/treatment goal; and objectives and interventions.

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- l) A discussion of the student-counselor's personal reactions to the client, including any countertransference issues. This should include a discussion of student-counselor's personal attitudes and feelings about working with this client.
  - m) A reflection on your professional identity as a clinical rehabilitation counselor
  - n) Process you have used to evaluate the counseling outcomes working with this client.
  - o) Link to the research relevant to the issues that are impacting the client's well-being (at least three peer reviewed articles).
  - p) Review of the video tape outlining the strengths of the interview and identifying areas of improvement (3-4 pages)
- 3) POWERPOINT PRESENTATION TO FACILITATE TO CLASS.  
The student must present for 15-20 minutes with 10 minutes for questions. Students should time their presentation to ensure that it meets this time frame.

### V. Capstone Project: Professional Project Option

Students will initiate the Professional Project option for the Capstone experience during their Internship I class in the Fall semester. A Rehabilitation Counseling Program faculty member (Dr. Soldner or Dr. Peter) in collaboration with your internship instructor, will facilitate discussion of the process of selection and implementation of the Professional Project individually with each student interested in this option. The final date for expressions of interest in this project is October 1<sup>st</sup>.

Dr. Peter and Dr. Soldner, in consultation with your internship instructor, will work with students to clarify the conceptualization of the project. The first draft of a written proposal regarding the project must be submitted to the internship instructor and faculty member by October 1<sup>st</sup>. The final proposal document should be submitted by December 15<sup>th</sup>.

Professional Projects must also be approved by the site supervisor by December 15<sup>th</sup>. Students should not commence a project until written approval is received by RC Faculty. Approval of the Project will be made by two rehabilitation counseling faculty, one being the faculty internship instructor, and a full-time faculty member (students may not begin the Project until formal approval by **both faculty** has been made, e.g., in writing to the student).

The Professional Project is due in full by April 1<sup>st</sup>, and has the following components: A product that will be used at your internship site, a comprehensive Power Point presentation to your internship class, and, if required, a minimum 8-page accompanying Capstone paper.

#### Guidelines on the **Product component** of the Professional Project option

When developing the **product** for your product for the professional project, the following must be considered:

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1. Create a product that is relevant for your career goals and of value to your current site.
2. This project's main purpose is to integrate theory and practice and compile a relevant and useful product for future use.
3. Students should work with appropriate Rehabilitation Counseling Program faculty (Dr. Soldner or Dr. Peter) on the professional project, in collaboration with your Internship Instructor.
4. This must be an **original product** created by the student.
5. The key to a successful professional project is to begin early.
6. Examples of products:
  - A. The project could relate to some policy issue relevant to the internship placement site, it could be a training module to give to clients or professional staff at the internship placement site, a professional manual for use by staff, or it could be a report about a particular issue or challenge.
  - B. The product could be a manual or curriculum and if so, it is anticipated that the student and/or appropriate others have an opportunity to implement it. It is hoped that the project would have benefit and relevance to your practicum/internship site.
  - C. Curriculum for client development format preferably which has been implemented and evaluated.
  - D. Curriculum for staff development and training, which has been implemented and evaluated.
  - E. Compilation of Resources for participants and/or staff which has been shared and evaluated,
  - F. A/V materials relevant to the mission of the agency
7. All products should be implemented or shared with your agency and have an evaluative feedback component. All products should be technological and otherwise accessible to the target audience.
8. After review on December 15<sup>th</sup>, the student will consult with faculty to determine if a minimum of an 8-page paper will be required in addition to the product.

If a paper is required, a minimum 8-page paper which addresses the following:

1. Overview of the problem or issue.
2. Literature review summarizing previous related research addressing this issue (at least 10 peer reviewed articles, no websites)
3. Description of the project activities
4. A description of how the product relates to rehabilitation counseling and your site.
5. Evaluation section outlining the outcomes of the project.
6. Personal reflection regarding the learning outcomes from this project and implications for personal practice.
7. Students are encouraged to present the Project to agency staff at the internship site whenever possible. The purpose here is twofold: 1) to provide an opportunity to present to professional peers, and 2) to share findings to demonstrate the importance of a practitioner-scientist approach to professional practice.

**Presentation to the Internship Seminar class with a second Faculty person.** The format for the presentation will be a Power Point and will include the final product. The PowerPoint will include a discussion of the identified sue, how the issue was addressed, etc. The student is required to present for 15-20 minutes with 10 minutes for questions. Students should time their presentation to ensure that it meets this time frame.

#### VI. Capstone Project: Research Project Option

The proposed Research Project option should be an original idea and related to the work conducted during the internship experience and linked to actual practice as a rehabilitation counselor. The student will be responsible for implementing the research project but will work closely with the internship supervisor and identified Rehabilitation Counseling Program faculty member. As appropriate, she/he will complete periodic discussions and summaries of the research project during internship class seminars. Feedback from peers in the seminar class will be encouraged. The discussion may focus on the following: challenges for accessing participants, identification of a research question, literature review, methodology, data analysis, or implications for the field of rehabilitation counseling.

1. The purpose of completing a **research project** is to prepare students to be practitioner-scientists.
2. For students who are contemplating a doctorate at some point or employment / a career as a Masters-level researcher, this is an important option.
3. Students can choose to work with any faculty on a research project.
4. The key to a successful research project is to begin early.
5. Students using human subjects will need to seek IRB (UMASS Boston ethics board) approval, and this can take 8 weeks (about 2 months) or more.
6. Students are expected to identify a problem or issue confronting them as practitioners that they can discuss with their site supervisor.
7. However, a research project may be developed independent of the practicum/internship.
8. Essential in the choice of the research activity will be how the issue relates to practice as a rehabilitation counselor.
9. Students may choose to address the identified issue with a focus on interventions; adaptive technologies, systems functioning; or urban and diversity issues confronting those with disabilities.

All students completing the Research Study must complete CITI Training and discuss proposed project and any IRB submission and approval process with Dr. Soldner or Dr. Peter in consultation with your Internship Instructor. Declaration of intent to complete this option is due by October 1<sup>st</sup>. For further information on CITI Training and the IRB please see [here](#).

Product: The research paper will have the following format, including a minimum 10-page paper which addresses the following:

1. Overview of the problem a discussion of the identified issue, how the issue is linked to practice, the method of how the issue was addressed (e.g., research methods used or how policy issues were addressed)
2. Literature review summarizing previous related research (at least 10 peer reviewed articles, no websites)
3. Methods section describing how the population is being studied, and how data will be collected and analyzed.
4. Results section outlining the findings.
5. Discussion section commenting on the significance of the findings.
6. conclusions/findings of the Project, and limitations in implementing conclusions/findings of the Project in actual practice.
7. Personal reflection regarding the learning outcomes from this project and implications for personal practice.
8. Students should also submit 3–4-page paper reviewing the process. What did they learn, what went well, how would they do things differently next time.
9. Students are encouraged to present the Project to agency staff at the internship site whenever possible. The purpose here is twofold: 1) to provide an opportunity to present to professional peers, and 2) to share findings to demonstrate the importance of a practitioner-scientist approach to professional practice.

Students are reminded that if they are using human subjects then a proposal needs to be made to the research ethics board of the University, called an IRB. This may take 8 weeks, and students should consider this. If the project uses secondary data (client files without identifying information) IRB approval is not required.

**Class Presentation:** Students are expected to complete a formal Power Point presentation of the Research Project to the Internship Seminar class with a second Faculty person. The format for the presentation will follow an abbreviated format of the written product, e.g. discussion of identified issue, how the issue was addressed, etc. The student is required to present for 15-20 minutes with 10 minutes for questions. Students should time their presentation to ensure that it meets this time frame.

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UMB Rehabilitation Counseling Program  
Capstone Rubric

Option 1: Clinical Case Analysis

CAPSTONE PROJECT - FINAL DECISION:

\_\_\_\_\_ PASS / \_\_\_\_\_ FAIL

STUDENT NAME: \_\_\_\_\_

REVIEWER NAME: \_\_\_\_\_

Required Documents Submitted:

YES NO

- \_\_\_\_\_ 1) Videotaped (or audiotape, if needed) Counseling Session
- \_\_\_\_\_ 2) Consent Form (from client or their authorized representative)
- \_\_\_\_\_ 3) Transcription (written) of complete counseling session with process notes and SOAP note
- \_\_\_\_\_ 4) Written Case Analysis Document, requiring the following:
- a) Psychosocial history of client
  - b) Summary of medical issues related to disability
  - c) Discussion of ethical/legal issues (i.e., citation from ethical codes and professional literature)
  - d) Discussion of how development/contextual issues influenced this client and his/her current problems
  - e) Discussion of how client's disability may result in discriminate and/or exclusion
  - f) Vocational and independent living issues
  - g) Discussion of how the disability has affected this person's life
  - h) Identification of at least three different hypotheses about potential client problems.
  - i) Summary of an individual written rehabilitation plan, which is clearly linked to identified hypotheses and should include: client's rehabilitation goal(s) and objectives and interventions.
  - j) Discussion of the student-counselor's personal reactions to the client, including any countertransference issues.

Submission Timeline Met:

YES NO

- 1) Submit completed clinical case analysis (all documents and tapes) by the April 1<sup>st</sup>.
- 2) Submit resubmission of revised clinical case analysis, if required by May 1.



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Capstone Rubric

Option 2: Professional Project

CAPSTONE PROJECT - FINAL DECISION:

\_\_\_\_\_ PASS / \_\_\_\_\_ FAIL

STUDENT NAME: \_\_\_\_\_

REVIEWER NAME: \_\_\_\_\_

Required Work: Presentation, product, and possibly Paper

Item being rated	PASS	REWRITE	FAIL	COMMENTS
Overview of the problem or issue and relevant to career goals				
Literature review summarizing previous related research addressing this issue (at least 5 peer reviewed articles, no websites)				
Description of the project activities				
A <b>product which is relevant to rehabilitation counseling</b> (e.g., training module for professional staff or a report about a particular issue or challenge). Project applies and integrates the knowledge acquired during program and coursework and related to the profession of rehabilitation				

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counseling. e.g., training module for professional staff or a report about a particular issue or challenge).				
Evaluation section outlining the outcomes of the project.				
Personal reflection regarding the learning outcomes from this project and implications for personal practice.				
Students are encouraged to present the Project to agency staff at the internship site whenever possible. The purpose here is twofold: 1) to provide an opportunity to present to professional peers, and 2) to share findings to demonstrate the importance of a practitioner-scientist approach to professional practice.				

Submission Timeline Met:

- 1) Discuss this professional project option with their internship supervisor early in the fall semester.
- 2) Submit proposal on or before October 1
- 3) Complete final proposal and have agency sign off on or before December 15th
- 4) Submit completed professional project by April 1<sup>st</sup>.

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UMB Rehabilitation Counseling Program  
Capstone Rubric

Option 3: Research Project

CAPSTONE PROJECT - FINAL DECISION:

\_\_\_\_\_ PASS / \_\_\_\_\_ FAIL

STUDENT NAME: \_\_\_\_\_

REVIEWER NAME: \_\_\_\_\_

Required Components: Paper, presentation, results

Item being rated	PASS	REWRITE	FAIL	COMMENTS
Overview of the problem a discussion of the identified issue, how the issue is linked to practice, the method of how the issue was addressed (e.g., research methods used or how policy issues were addressed)				
Literature review summarizing previous related research (at least 10 peer reviewed articles, no websites)				
Methods section describing how the population is being studied, and how data will be collected and analyzed.				
Results section outlining the findings.				
Discussion section commenting on the				

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significance of the findings.				
conclusions/findings of the Project, and limitations in implementing conclusions/findings in actual practice.				
Personal reflection regarding the learning outcomes from this project and implications for personal practice. Students should also submit 3–4-page paper reviewing the process. What did they learn, what went well, how would they do things differently next time.				

Submission Timeline Met:

YES NO

\_\_\_ \_\_\_ 1) Discuss this research project option with their internship supervisor early in the fall semester, submit written proposal by October 1

\_\_\_ \_\_\_ 2) Submit to IRB by Nov 15

\_\_\_ \_\_\_ 3) Final project Proposal by Sec 15

\_\_\_ \_\_\_ 3) Submit completed research project by April 1<sup>st</sup>.

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**Frequently Asked Questions**

**How do I set up an email account?**

Email accounts are created automatically when you are accepted into the program. There is no need to send in a request for the account to be created. Once the account is created, you can [claim it here](#).

If you need help, you can send an email to [ITServiceDesk@umb.edu](mailto:ITServiceDesk@umb.edu) or call 617- 287-5220. They are available from 8 a.m. to 6 p.m. Monday through Friday, excluding holidays. All students must have a UMass Boston email address and all correspondence from the university will be sent to your UMB email address.

**How do I know what books are required for my classes?**

Through WISER, noted on your course registration is a link to the bookstore with information about any text books required for the course. If you are taking an online class, the syllabus will be posted on Blackboard and there will be information about necessary books listed there. The instructor may also have listed your text books at the bookstore. You can view the text books using the course number at <https://www.bkstr.com/massachusetts-bostonstore/shop/textbooks-and-course-materials>.

**How do I access the Graduate Writing Center?**

The university-wide Writing Center provides free services for undergraduate and graduate students to support their academic and professional writing at any stage of the writing process. They offer individual writing consultations in person and online and work collaboratively with writers and provide feedback on any writing, from class essays to cover letters to theses and dissertations to manuscripts for publication and anything in between. You can find more information about the resources provided at the Writing Center at [Writing Center - UMass Boston \(umb.edu\)](#)

**How do I access the library?**

The library is accessible from the link <https://www.umb.edu/library/>.

From this webpage there are a number of instructional modules students can access to improve their Information Literacy:

<https://umb.libguides.com/c.php?g=956607&p=6904883>

Additional information about library resources can be found at <https://umb.libanswers.com/>

For more information, contact the library at [library.reference@umb.edu](mailto:library.reference@umb.edu) or 617-287-5940, or visit the reference librarians on the 4<sup>th</sup> floor of the Library.

**Where do I go for IT help?**

The Information Technology Services Division will help you with managing your student password, getting the support you need for full participation in the classroom, and accessing Blackboard. If you would like direct support visit the website [Help - UMass Boston \(umb.edu\)](#) contact them by phone (617-287-5229) or email ([ITServiceDesk@umb.edu](mailto:ITServiceDesk@umb.edu)).

**Where do I go for academic advising?**

An academic advisor will be assigned to you at the beginning of your program at UMass Boston. Your academic advisor will work with you to develop a plan of study and identify which semester you need to take courses to complete your program in your desired timelines. Your academic advisor will also communicate with you each semester prior to pre-registration to ensure that you are on track to complete your program. If you have issues that are not resolved you can reach out to the Graduate Program Director.

**How do I register for classes?**

Registration begins at the beginning of November for the spring semester and the beginning of April for the fall and summer semesters. You can check the academic calendar for the exact date. Students are emailed an invitation by Janice McDonald, the program's administrative assistant, to register before each registration period. Students should use their program of study to select the courses they need and can reach out to their advisor to discuss electives or other questions about their course selection.

**How and when do I apply for graduation?**

Graduation is NOT automatic. Graduating students apply for graduation by filling out the degree application form that should be emailed to students at the beginning of the semester in which they plan to graduate. We strongly suggest students print out an unofficial copy of their transcript to make sure all courses, grades, and transfer credit are present. Submit the completed degree application to the Registrar's Office by the degree deadline date. Once your degree application is approved, the Bursar's Office will bill you for the mandatory \$200 commencement fee. You will need to pay the fee to officially graduate even if you do not plan to attend the ceremony. More information about the graduation process can be found here:

<https://www.umb.edu/registrar/graduation/graduation-process/>

**Is it possible to enroll in the programs on a part-time basis?**

Yes, part-time study is allowed for the master's degree.

**Can I start in the spring term?**

Master's students may begin in summer, spring, or fall semesters.

**How long will it take me to earn my degree?**

Master's students may expect to complete the degree program in 2 years, including summers (full-time), or in 3–5 years (part-time).

**Am I able to contact individual professors?**

We encourage current and potential students to make connections with faculty members to discuss their research interests and current areas of work. These discussions may be useful in selecting the specific academic course or concentration to pursue, as well as for getting advice on internships, employment, conferences and other means of participating



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in professional activities. View our faculty and staff list at  
<https://globalinclusion.umb.edu/people/faculty-staff>.

## **Professional Rehabilitation Counseling Organizations**

A professional counselor's development involves socializing into a new professional identity-this is no small task! We encourage students to belong to professional rehabilitation counseling organizations. Professional counseling organizations provide many member benefits and services for students including strengthening professional identity, providing networking opportunities with fellow graduate students as well as licensed professional counselors, opportunity to attend annual conferences, symposiums and webinars, access to professional journals and newsletters containing up-to-date professional literature, and opportunities for advocacy for persons with disabilities and the profession.

More information about the importance of professional associations, their mission and vision, and opportunities for students is covered in detail in the Portfolio course (REHAB 611). Student membership applications are available through each of the following counseling associations respective websites:

- **American Counseling Association (ACA)** is the largest “umbrella” counseling organization in the United States. It represents the interests of all professional counselors and has been actively involved in promoting the profession of counseling throughout the country and has been a strong advocate for portability of licensure. The ACA also provides student liability insurance that is needed during the field training courses. Therefore, all practicum and internship students are required to be active student members of ACA. However, student membership in professional organizations is strongly encouraged throughout the entire program of study. <https://www.counseling.org/>
- **American Rehabilitation Counseling Association (ARCA)** is a division of the ACA. ARCA is an organization of rehabilitation counseling practitioners, educators, and students who are concerned with improving the lives of people with disabilities. Its mission is to enhance the development of people with disabilities throughout their life span and to promote excellence in the rehabilitation counseling profession. <http://www.arcaweb.org/>
- **National Rehabilitation Association (NRA)** is the oldest professional member organization in the United States that advocates for the rights of individuals with disabilities while also promoting high quality, ethical, and collaborative practice across the rehabilitation professions. The NRA is comprised of counselors, educators, researchers, and diverse agents of community integration, is committed to continuously impacting and improving upon the multifaceted conditions across

our society necessary to enhance the quality of life of individuals with disabilities, their families, and our communities. <http://www.nationalrehab.org>

- **National Rehabilitation Counseling Association (NRCA)** is a professional organization, open to those who embrace an inclusive view of the rehabilitation counseling profession as a multifaceted, tiered profession reflecting levels of practice and who are committed to working with people who have physical, sensory, developmental, intellectual, and emotional disabilities to overcome functional and social barriers to employment, independent living in order to achieve fulfilling lives of their own design.  
<https://nationalrehabcounselingassociation.wildapricot.org>
- **International Association for Rehabilitation Professionals (IARP)** is the leading international rehabilitation professional association for professionals working in the private rehabilitation industry. IARP strives to strengthen the community of rehabilitation professionals through the provision of meaningful educational opportunities, promotion of quality research and publications within the rehabilitation community and influencing regulatory and policy issues related to the rehabilitation profession. <https://rehabpro.org/#>

### **Attendance at Conferences and Professional Meetings**

Attending professional conferences and meetings provides an excellent opportunity for students to network and lay the groundwork for possible employment opportunities. Students are encouraged to attend professional counseling conferences as well as conduct poster presentations and educational sessions. Such activities provide broad exposure to the field and an opportunity to meet others at various levels of professional development in the field of professional counseling. Both the School for Global Inclusion and Social Development and the Graduate Student's Association have funds to help subsidize student attendance at a conference if they are presenting a paper or poster. Please discuss this opportunity with your academic advisor if this is of interest to you.

### **Involvement in Campus Activities**

Students are encouraged to become involved in the UMB community and pursue interests outside of the classroom by joining one of the 100+ student groups and organizations. This provides the opportunity to grow your career network. It is a diverse community that will encourage, challenge and inspire you. Some student organizations include the Black Student Center, Casa Latinx, Chinese Students & Scholars Association, and the Queer Student Center. Alternatively, you might consider growing your leadership skills by joining participating in student government through the Graduate Students Association that provides support for graduate research, skill development, and social engagements throughout the academic year. You can find more information at <https://www.umb.edu/admissions/admitted-students/>

**Code of Professional Ethics for Rehabilitation Counselors**

The Code of Professional Ethics for Rehabilitation Counselors may be viewed here:  
[https://www.crc certification.com/filebin/pdf/ethics/CodeOfEthics\\_01-01-2017.pdf](https://www.crc certification.com/filebin/pdf/ethics/CodeOfEthics_01-01-2017.pdf)

The American Counseling Association Code of Ethics may be viewed here:  
<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

**Plans of Study**

Please see the following pages for plans of study for full-time and part-time students in both of our rehabilitation counseling tracks.

Plan of Study  
 Clinical Rehabilitation Counseling Track  
 Full Time

Courses	Semester	Meeting time (if available)
COU 601 Research and Evaluation	Fall 2	
REHAB 602 Medical and Psychological Aspects of Disabilities	Fall 1	
REHAB 603 Foundations of Rehabilitation	Fall 1	
COU 605 Principles of Vocational Educational and Psychological Assessment	Summer 2	
COU 608 Abnormal Psychology	Fall 1	
REHAB 609 Psychiatric rehabilitation	Fall 2	
REHAB 610 Case Management	Spring1	
REHAB 611 Portfolio management (1-credit class, meets 4 times in semester)	Fall 1	
REHAB 612 Vocational Rehabilitation and Placement	Spring 2	
COU 613 Vocational Development and	Summer 2	

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Career Information		
REHAB Motivational Interviewing	Summer 1	
REHAB 615 Counseling Theories	Spring 1	
COU 616 Group Counseling and Group Dynamics	Summer 1	
COU 620 Clinical Application of Human Development	Spring 1	
COU 653 Perspective in Cross Cultural Counseling	Fall 1	
COU 674 Psychopharmacology for counselors	Spring 1	
Elective	Spring 2	
REHAB 688 Practicum	Summer 2	
REHAB 698 Internship	Fall 2	
REHAB 698 Internship	Spring 2	

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Plan of Study  
 Clinical Rehabilitation Counseling Track  
 Part Time

Courses	Semester	Meeting time (if available)
COU 601 Research and Evaluation	Summer 3	
REHAB 602 Medical and Psychological Aspects of Disabilities	Fall 1	
REHAB 603 Foundations of Rehabilitation	Fall 1	
COU 605 Principles of Vocational Educational and Psychological Assessment	Summer 2	
COU 608 Abnormal Psychology	Fall 2	
REHAB 609 Psychiatric Rehabilitation	Fall 3	
REHAB 610 Case Management	Spring 1	
REHAB 611 Portfolio (1-credit class, meets 4 times in semester)	Fall 1	
REHAB 612 Vocational Rehabilitation and Placement	Spring 3	
COU 613 Vocational Development and Career Information	Summer 2	
REHAB 614 Motivational Interviewing	Summer 1	
REHAB 615 Counseling theories	Spring 1	
COU 616 Group Counseling and Group Dynamics	Summer 1	
COU 620 Clinical Application of Human Development	Spring 2	
COU 653 Perspective in Cross Cultural Counseling	Fall 2	

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COU 674 Psychopharmacology for counselors	Spring 2	
Elective	Any semester – will be an additional class	
REHAB 688 Practicum	Summer 3	
REHAB 698 Internship	Fall 3	
REHAB 698 Internship	Spring 3	

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Plan of Study  
 Vocational Rehabilitation Counseling Track  
 Full Time

Courses	Semester	Meeting time (if available)
COU 601 Research and Evaluation	Fall 2	
REHAB 602 Medical and Psychological Aspects of Disabilities	Fall 1	
REHAB 603 Foundations of Rehabilitation	Fall 1	
REHAB 605 Principles of Vocational Educational and Psychological Assessment	Summer 2	
REHAB 610 Case Management	Spring1	
REHAB 611 Portfolio (1-credit class, meets 4 times in semester)	Fall 1	
REHAB 612 Vocational Rehabilitation and Placement	Spring 2	
COU 613 Vocational Development and Career Information	Summer 2	
REHAB Motivational Interviewing	Summer 1	
REHAB 615 Counseling Theories	Spring 1	
COU 616 Group Counseling and Group Dynamics	Summer 1	
COU 620 Clinical Application of Human Development	Spring 1	
COU 653 Perspective in Cross Cultural Counseling	Fall 1	
Elective	Fall 1	
Elective	Spring 1	
Elective	Fall 2	

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Elective	Spring 2	
REHAB 688 Practicum	Summer 2	
REHAB 698 Internship	Fall 2	
REHAB 698 Internship	Spring 2	



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Plan of Study

Vocational Rehabilitation Counseling Track – Part time

Courses	Semester	Meeting time (if available)
COU 601 Research and Evaluation	Summer 3	*requires additional summer class
REHAB 602 Medical and Psychological Aspects of Disabilities	Fall 1	
REHAB 603 Foundations of Rehabilitation	Fall 1	
COU 605 Principles of Vocational Educational and Psychological Assessment	Summer 2	
REHAB 610 Case Management	Spring1	
REHAB 611 Portfolio (1-credit class, meets 4 times in semester)	Fall 1	
REHAB 612 Vocational Rehabilitation and Placement	Spring 3	
COU 613 Vocational Development and Career Information	Summer 2	
REHAB Motivational Interviewing	Summer 1	
REHAB 615 Counseling Theory and Practice II	Spring 1	
COU 616 Group Counseling and Group Dynamics	Summer 1	
COU 620 Clinical Application of Human Development	Spring 2	
COU 653 Perspective in Cross Cultural Counseling	Fall 2	
Elective	Fall 2	
Elective	Fall 3	

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Elective	Spring 2	
Elective	Any semester	
REHAB 688 Practicum	Summer 2	
REHAB 698 Internship	Fall 2	
REHAB 698 Internship	Spring 2	

