Rehabilitation Counseling Master’s Degree Program

ONLINE STUDENT HANDBOOK

2016-2017

University at Buffalo
Graduate School of Education
Department of Counseling, School, and Educational Psychology
409 Baldy Hall, Buffalo, NY 14260-1000
Phone: 716-645-2484  Fax: 716-645-6616
# Table of Contents

Table of Contents ................................................................. 1

I. THE ROLE OF THE REHABILITATION COUNSELOR ................................................................. 3

II. PROGRAM MISSION AND OBJECTIVES ............................................................................. 3

III. THE PROGRAM: AN OVERVIEW ..................................................................................... 4
   A. Admission ....................................................................................................................... 4
   B. Affirmative Action ......................................................................................................... 5
   C. CORE, CHEA, CACREP Accreditation and CRC Certification ..................................... 5
   D. CRC Examination (Comprehensive Examination) and Student Verification Form .............. 6
   E. Comprehensive Examination ....................................................................................... 7
   F. Curriculum Overview ................................................................................................. 7
   G. Communication ............................................................................................................ 7
   H. Professionally Relevant Behavior, Academic Integrity, and Ethical Conduct ..................... 8
   I. Due Process Procedure .............................................................................................. 9
   J. Financial Support Information .................................................................................... 10

IV. PROGRAM IDENTIFICATION AND STAFF ....................................................................... 10
   A. The Rehabilitation Counseling Program ...................................................................... 10
   B. The Center on Rehabilitation Synergy (CRS) .................................................................. 11
   C. UBleams Assistance (UB Information Technology) ......................................................... 12
   D. Counseling, School, and Educational Psychology (CSEP) Department ............................ 12
   E. Graduate School of Education (GSE) .......................................................................... 12
   F. The University at Buffalo Graduate School ................................................................... 12
   G. Library Services ........................................................................................................... 13

V. DEGREE REQUIREMENTS .................................................................................................. 13
   A. Continuous Registration ............................................................................................. 13
   B. Leave of Absence ........................................................................................................ 13
   C. The Online Curriculum and Course Sequencing ......................................................... 14
      Fall Year 1 .................................................................................................................... 14
      Spring Year 1 ............................................................................................................... 14
      Summer Year 1 ............................................................................................................ 14
      Fall Year 2 .................................................................................................................... 14
      Spring Year 2 ............................................................................................................... 14
      Summer Year 2 ............................................................................................................ 14
      Fall Year 3 .................................................................................................................... 14
      Spring Year 3 ............................................................................................................... 15
   D. Clinical Training Experiences ..................................................................................... 15
   E. Standards for Course Load Expectations – GSE Policy .................................................. 18
   F. Evaluating Student Progress ....................................................................................... 18
   G. Academic Advisement .............................................................................................. 19
   H. Portfolio ...................................................................................................................... 19
   I. Capstone Experience - Comprehensive Exam or Research Project/Thesis ......................... 20
   J. Course Grades, Completion, and GPA ........................................................................ 21
   K. Good Academic Standing .......................................................................................... 22
   L. Academic Forms, Procedures and Deadlines .............................................................. 23
VI. UNIVERSITY SERVICES FOR STUDENTS WITH DISABILITIES........................................24
A. Accessibility Resources and Disability Services.........................................................24
B. Library Services............................................................................................................25
C. University Policies .......................................................................................................25

VII. Student Organizations ...............................................................................................26
A. Student Organizations.....................................................................................................26

Appendices ......................................................................................................................27
Appendix A: Rehabilitation Counselor Code of Ethics .......................................................27
Appendix B: The Rehabilitation Student Portfolio and CORE Standards .........................28
Appendix C: CRC/CRCC Scope of Practice .....................................................................43
Appendix D: About CRC Certification .............................................................................46

NOTICE TO STUDENTS: This handbook is a reference guide for students earning a Master of Science Degree in Rehabilitation Counseling at the University at Buffalo. It includes University and Departmental information and regulations, academic and clinical training requirements, and resources available to the student. Students are responsible for knowing the information and complying with the standards and deadlines contained in this handbook, the Graduate School of Education policies and procedures, and the UB Graduate School policies and practices (http://grad.buffalo.edu/study/progress/policies.html). Read and review its contents carefully and refer to it throughout the course of your program. Consultation with your assigned advisor is recommended if you require additional information or need clarification.
I. THE ROLE OF THE REHABILITATION COUNSELOR

Rehabilitation counseling is a counseling specialization and distinct profession concerned with assisting individuals with disabilities. It is an expanding field whose growth can be seen in both the increasing body of knowledge that constitutes the discipline and in the many settings where it is practiced. The rehabilitation counselor is one of a number of specialists working in a unified effort to help individuals with disabilities move toward living life as fully and as independently as possible. Disability is broadly considered to include diagnosable impairments in physical, developmental, psychological (emotional), and/or cognitive (mental) areas. Rehabilitation counselors work in diverse areas, including vocational settings such as state divisions of vocational rehabilitation, vocational evaluation programs, vocational counseling centers, Projects with Industry, Welfare-to-Work programs, supported employment programs, community rehabilitation programs, and Native American Rehabilitation Programs. Broader rehabilitation settings include medical and veteran rehabilitation centers, psychiatric centers, alcohol and substance abuse centers as well as other addiction programs, nursing homes, multi-purposed community centers, youth and family service agencies, penal and correctional institutions, secondary and postsecondary educational institutions, and in private practice. This is not an exhaustive list of settings, and depending on state laws, may include mental health counseling programs. The competencies and skills of the rehabilitation counselor may be applied to varied human environmental and personal factors; hence, the Master’s Degree in Rehabilitation Counseling makes our graduates employable in a wide variety of settings and with a variety of populations.

Although the role and function of the counselors will vary depending upon the nature of their employment, the primary approach uses a close, individualized, ongoing relationship with the client (may also be referred to as consumer, customer or patient in some settings). The uniqueness of the individual and the agency setting circumscribe the counselor’s role. This generally includes counseling with the goal of helping the client to resolve personal, family, social, educational, and vocational issues. Services may be provided on a one-to-one or family counseling basis or within the context of a group (e.g. counseling, educational, or support groups). In many settings, the rehabilitation counselor may also provide and arrange other services such as diagnostic evaluation, work adjustment training, educational or vocational placement, counseling and guidance, community and client advocacy, and service planning, supervision and coordination.

II. PROGRAM MISSION AND OBJECTIVES

The University at Buffalo M.S. Program in Rehabilitation Counseling is a comprehensive, fully accredited [Council on Rehabilitation Education, www.core-rehab.org] graduate degree program dedicated to collaborating with diverse individuals with disabilities to assist them in meeting their vocational and psychosocial goals. This program is currently delivered in two formats (on-campus since 1956 and online since 2008), each following equivalent requirements, guidelines and standards. As such, this
M.S. Program works to train high quality professional rehabilitation counselors to provide these collaborations in a variety of public and private rehabilitation agencies.

The University at Buffalo Rehabilitation Counseling M.S. Program, in partnership with our students, our alumni, our communities, and the Council on Rehabilitation Education (CORE), works to achieve the following objectives:

- Establish a state of the art, continuously evaluated rehabilitation counseling curriculum that leads to measurable, essential, professional competencies, knowledge, and attitudes.
- Demonstrate a commitment to collaboration with diverse individuals with disabilities, a welcoming student recruitment and selection process, excellent instruction, guest presentations by front line rehabilitation practitioners, careful supervision, and community relations.
- Demonstrate a holistic appreciation in all Program activities for the individual with a disability, his/her abilities, experiences, and challenges.
- Demonstrate a Program commitment to advocacy in breaking down physical and attitudinal barriers in the community that compound challenges for individuals with disabilities, barriers that inhibit the dreams of individuals with disabilities and full implementation of the Americans with Disabilities Act [www.ada.gov].
- Demonstrate the strongest possible commitment to personal integrity and professional ethics.
- Commit to rigorous, annual program-evaluation and continuous improvements.
- Foster rehabilitation counselors who cherish energy, creativity, active professional memberships, teamwork, curiosity, and continuing education.
- Collaborate with the Council On Rehabilitation Education [core-rehab.org] and the communities we serve to continuously align Rehabilitation Counseling Program instruction and supervision with the needs of individuals with disabilities.

The Online Rehabilitation Counseling Program mission and objectives are consistent with the larger unit in which it resides, the Graduate School of Education (GSE).

III. THE PROGRAM: AN OVERVIEW

Please visit the Graduate School of Education website: http://www.gse.buffalo.edu for additional information regarding the following areas and more.

A. Admission

Students are generally admitted to the Rehabilitation Counseling (RC) program at the beginning of each fall semester. Those applying to the program must submit: an online application, undergraduate transcripts (review of Grade Point Average), three letters of reference, and be willing to participate in a phone or in-person interview.
Submission of Graduate Record Examination (GRE) test scores (Verbal and Quantitative) is optional. Selection of students for the program is made on the basis of their ability, experience, and commitment to the field of rehabilitation. Each year, the number of students admitted is determined to optimize the quality of courses, supervision, and advisement.

Transfer students can only apply 20% (9 credits worth) of foreign credits (non-UB credits) to the completion of their master’s degree and all transfer credits must be approved by the program director. A syllabus from each course being reviewed for transfer must be supplied to the program director for review to determine their applicability and course equivalency. To be eligible for transfer, courses must be completed at an accredited or recognized institution and the student must have earned a B or better. If approved, the program director will file a Graduate Student Petition for Approval of (Non-UB) Transfer of Credit (398KB) form.

B. Affirmative Action

The program is committed to seeking and supporting the efforts of qualified individuals with disabilities or who are minorities wishing to enter the field of rehabilitation counseling. No person, in whatever relationship with the University at Buffalo, shall be subject to discrimination on the basis of age, belief, color, disability, national origin, ethnicity, religion, gender, or military veteran status. For more information, see the UB Equity, Diversity and Inclusion webpage: https://www.buffalo.edu/equity.html.

C. CORE, CHEA, CACREP Accreditation and CRC Certification

The program is fully accredited by the New York State Education Department and the Council on Rehabilitation Counselor Education (CORE) and Council for Higher Education Accreditation (CHEA). In July, 2017, CORE is merging with the Council for Accreditation of Counseling and Related Education Programs (CACREP). After that time the Rehabilitation Counseling program at the University at Buffalo will be considered accredited by CACREP. This accreditation is separate from CACREP accreditation for 60 hour Licensed Mental Health Counselor programs.

Students of CORE accredited programs are eligible to take the Certified Rehabilitation Counselor (CRC) Examination in their final year of the program under certification Category G. 75% of coursework needs to be completed at least one to two months prior to taking the exam. Students who pass the CRC exam are eligible to submit their transcript, showing degree conferral, to the Commission on Rehabilitation Counselor Certification (CRCC). This will allow them to immediately hold the credential as a Certified Rehabilitation Counselor (CRC) without the need for prior supervised employment in the field, as required for other certification categories.
D. CRC Examination (Comprehensive Examination) and Student Verification Form

All students are required to take the CRC examination during their final year in the program, while enrolled in Internship. The exam is offered three times per year (July, October, and March) and the application for the exam is usually due approximately five months prior to the exam date. The typical student will complete their application and pay all fees by October of the previous year to take the exam in March.

Students are responsible for the following steps for CRC exam eligibility and proof of completion:

- Students should be aware of the registration deadlines, which are several months in advance, and be prepared to pay an application fee (currently $385).
- An original printout of the Student Status Verification Form, found in the application packet, must be signed by the student’s academic advisor and included with the application. Students should contact their academic advisor to make arrangements for completion of this form at least two weeks prior to mailing of the application to ensure timely delivery. Jen Austin will send these forms to all online students, though it is the responsibility of the student to make sure these are filled out, complete, and on time. (This cannot be done via email because of the need for the student to submit an original document).
- After the exam, the student is responsible for supplying their advisor with verification that they completed the exam. When the student finishes the CRC examination, they will receive a Test Completion Verification form. This must be copied and sent to their academic advisor for filing as proof of meeting the graduation requirement. Additional information regarding submission of the form for database entry will be available in the Internship class.
- If a student does not pass the CRC exam, he/she will be given a diagnostic report from the CRCC indicating recommended areas for further study. The student must then pass the in-house, faculty-developed Comprehensive Exam in order to graduate. When needed, students should discuss registration for the in-house replacement exam with their Academic Advisor.

As of July, 2014, the CRCC started releasing immediate exam results. Please note that graduates who pass the CRC exam as a student are not recognized as a CRC until they submit their transcript to the CRCC to verify degree conferral. (Information on how to submit the transcript can be found in the Placement Information Manual or on the Rehabilitation Counseling Program Information page in UBlearns.) You may request your transcript in advance and have it held for degree conferral.
E. Comprehensive Examination

Those students who do not pass the CRC exam can still fulfill the comprehensive examination requirement needed for their degree by successfully passing the faculty-developed Comprehensive Exam. (See Section V - Degree Requirements below for additional information regarding the Comprehensive Exam requirement and its relationship to the Capstone Experience).

F. Curriculum Overview

The Master of Science Degree in Rehabilitation Counseling is one of several programs in the Department of Counseling, School, and Educational Psychology (CSEP). The program has two course delivery formats (on-campus and online). Both formats follow a cohort model with an equivalent curriculum to meet the Commission on Rehabilitation Education (CORE) guidelines and standards. The curriculum involves the equivalent of four (4) full-time semesters (12 credits per semester) or eight (8) semesters of part-time study (6-8 credits per semester), totaling 48 credit hours and often totaling 50 or more credits. For information on specific courses, see Degree Requirements section. Certain courses within the department cover foundations, knowledge, and skills that are common to all programs. These courses constitute a professional counseling core and include the study of the history of counseling, counseling theory and practice, ethical and professional issues, vocational development, working with groups, tests and measurements, and research methods. Rehabilitation counseling students are also required to take courses specific to the field of rehabilitation, introducing them to the basic principles, history, institutions, and resources within the field of rehabilitation, and to the medical and psychosocial challenges faced by individuals with disabilities and their families. All program courses are taught by rehabilitation counseling program or department faculty. (See Section V - Degree Requirements for further detail regarding coursework.)

G. Communication

Upon beginning the program, students in the Rehabilitation Counseling program are required to obtain and activate their UB email addresses. Go to the UB Information Technology website at http://www.buffalo.edu/ubit.html and click “Getting Started” Information on activating your UBITname, accessing UB online services, checking your email, and getting free software is provided. There will be an Online Orientation prior to the start of the semester that will introduce you to the MyUB, HUB Student Center, UBlearns, and important communication tools. Students are responsible for checking their UB email and UBlearns announcements on a regular basis, if not daily, to obtain information about program changes, course updates, and so forth.

There are a number of important announcements to update students regarding deadlines, academic forms, procedures, and general information that you will be responsible for. Please watch for these announcements; an email will also automatically be sent to alert you when an announcement is posted on UBlearns, MS REHAB
COUNSELING STUDENT PROGRAM INFORMATION course. It is the student’s responsibility to adhere to all guidelines and deadlines. A separate UBlearns course is available for online and campus students due to a variance in registration and other information.

It is expected that all communication with faculty, staff, professionals, and other students, will be respectful and appropriate (including tone, grammar, spelling, addressing the person professionally, and will allow appropriate time for response.)

Office hours for faculty may be posted, or by appointment, for either in-person or virtual meetings. Please check with the professors you wish to meet with. Email or phone calls are also appropriate and acceptable methods of communication.

H. Professionally Relevant Behavior, Academic Integrity, and Ethical Conduct

In addition to performing at acceptable academic levels in coursework, it is expected that a rehabilitation counselor-in-training will demonstrate exemplary levels of personal adjustment, maturity, good ethical judgment, and human relations skills in the various academic and pre-professional activities in which they are engaged. This aspect of their performance while enrolled in Field Work, Practicum, Internship, as well as involvement in other relevant professional activities, will be evaluated regularly, and will contribute significant information to the assessment of each student's progress toward the successful completion of the program. It is expected that students will demonstrate appropriate levels of performance in relation to clients, supervisors, and other professionals in their clinical placements that are acceptable to the agency professional personnel, and the Department faculty and staff. Specifically, the student should be able to perform adequately in the following areas:

1. The ability of the rehabilitation counselor-in-training to establish and maintain effective helping relationships with clients.
2. The ability of the rehabilitation counselor-in-training to engage in productive peer relationships in the clinical training experiences.
3. The ability of the rehabilitation counselor-in-training to communicate appropriately and work together with faculty members and staff.
4. The ability of the rehabilitation counselor-in-training to engage in constructive, collaborative consultation with other professional staff in serving clients with disabilities.
5. The ability to accept and profit from professional supervisory relationships.

Student’s performance will be reviewed in each of the above areas on a regular basis. Consultation with rehabilitation program instructors, faculty, site supervisors and clinical instructors will be a part of the process.

All students are required to understand and comply with the UB Graduate School’s academic integrity policy. This means that we do not tolerate academic dishonesty, such as plagiarism, use of previously submitted work, cheating, selling or purchasing assignments/papers, etc. Depending on the severity of the transgression(s),
academic dishonesty may result in warnings, revisions to work, reduction of grade, failure of the course, or university sanctions (failure of course, suspension from the university, expulsion). The link to the academic integrity policies within The Graduate School of the University at Buffalo can be found here: http://grad.buffalo.edu/study/progress/policies.html#preamble

I. Due Process Procedure

Students who are demonstrating significant difficulty in their academic and/or professional development will be notified in writing in a timely manner. According to due process, a plan for remediation shall be adopted that may include several options (e.g., personal therapy, personal growth experience, additional clinical training experiences, a leave of absence from the program, or other appropriate actions). Students will be on probation during the remediation program and a specific date for reevaluation will be set as appropriate in each instance. Students may be placed on probation for poor academic performance and/or excessive delays in finishing incomplete grades.

Following a remediation program, a formal meeting will be held by the rehabilitation counseling program director, faculty, and instructors to determine if the student shall be restored to full status in the Department, continued on probation, or dismissed. Students may participate in the formal hearing in person, or virtually, if they so choose. If the hearing result is dismissal from the program, the student will be provided a written notice including the details of the reasons for the action. An opportunity for a timely re-review of the case on appeal by the student will be provided. The re-review process will follow existing grievance procedures in effect at the University at Buffalo and administered by the Dean of the Graduate School of Education.

All students are responsible for being familiar with and adhering to the standards of the Code of Ethics for Rehabilitation Counselors. The Code was developed and endorsed by American Rehabilitation Counseling Association, the National Council on Rehabilitation Education, and the Commission on Rehabilitation Counselor Certification and covers all Certified Rehabilitation Counselors. Having been admitted to the Master’s Degree Program in Rehabilitation Counseling, all matriculated students are subject to the standards of behavior prescribed by the Code (see Appendix A). Violation of the rules delineated by the Code is grounds for punitive action; such action may vary from verbal warning to expulsion from the program. If there are any questions regarding the Code of Ethics, please speak to a faculty member.

If a student is experiencing an issue, concern, or conflict related to a course, the first step to resolution should be communication with the instructor. If the issue cannot be resolved, or if there is a program or curriculum issue, students should contact their advisor. If their advisor is unable to bring the matter to a resolution, students may contact the program director, David Burganowski, (dfb@buffalo.edu). Any issues which have not been resolved up to this level may be brought to the department chair.
J. Financial Support Information

Sources of financial support and student loans may be obtained through the University Office of Financial Aid 716-645-8232, [http://financialaid.buffalo.edu/](http://financialaid.buffalo.edu/). The student is responsible for working with the financial aid office directly to understand the rules and requirements related to their awards (e.g. eligibility, satisfactory academic progress, and verification). Faculty and staff working in the Rehabilitation Counseling program do not have access to financial aid records and do not monitor deadlines or guidelines for support.

IV. PROGRAM IDENTIFICATION AND STAFF

A. The Rehabilitation Counseling Program

You are part of the University at Buffalo Rehabilitation Counseling Master of Science Degree Program, within the Department of Counseling, School, and Educational Psychology (CSEP) in the Graduate School of Education (GSE). Your graduate degree is awarded through the Graduate School. CSEP faculty and instructors who are involved with the campus and/or online students are:

<table>
<thead>
<tr>
<th>Faculty Name/Title</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full-Time</strong></td>
<td></td>
</tr>
<tr>
<td>David Burganowski, Ph.D., CRC</td>
<td>716-645-1120</td>
</tr>
<tr>
<td>Program Director</td>
<td>716-829-2065</td>
</tr>
<tr>
<td>Research Associate Professor</td>
<td><a href="mailto:dfb@buffalo.edu">dfb@buffalo.edu</a></td>
</tr>
<tr>
<td>Kayte Conroy, Ph.D., LMHC, CRC</td>
<td>716-645-1115</td>
</tr>
<tr>
<td>Clinical Assistant Professor</td>
<td><a href="mailto:kconroy@buffalo.edu">kconroy@buffalo.edu</a></td>
</tr>
<tr>
<td>Timothy Janikowski, Ph.D.</td>
<td>716-645-1122</td>
</tr>
<tr>
<td>Associate Professor</td>
<td><a href="mailto:tjanikow@buffalo.edu">tjanikow@buffalo.edu</a></td>
</tr>
<tr>
<td>Scott Sabella, Ph.D., CRC</td>
<td>716-645-1123</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td><a href="mailto:sasabell@buffalo.edu">sasabell@buffalo.edu</a></td>
</tr>
<tr>
<td>Chia-Chiang Wang, Ph.D., CRC</td>
<td>716-645-1119</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td><a href="mailto:chiachia@buffalo.edu">chiachia@buffalo.edu</a></td>
</tr>
<tr>
<td>Omayra Munoz, Ph.D., CRC</td>
<td>716-645-1118</td>
</tr>
<tr>
<td>Clinical Coordinator (part-time)</td>
<td><a href="mailto:omayramu@buffalo.edu">omayramu@buffalo.edu</a></td>
</tr>
<tr>
<td><strong>Adjunct</strong></td>
<td></td>
</tr>
<tr>
<td>Louis Altman, J.D., CRC</td>
<td><a href="mailto:lnaltman@buffalo.edu">lnaltman@buffalo.edu</a></td>
</tr>
<tr>
<td>Diane Fernandez, LMHC, CRC</td>
<td>716-829-2877</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:def@buffalo.edu">def@buffalo.edu</a></td>
</tr>
<tr>
<td>Denise Riley, Ph.D., CRC</td>
<td>716-863-5075</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:dariley@buffalo.edu">dariley@buffalo.edu</a></td>
</tr>
</tbody>
</table>
B. The Center on Rehabilitation Synergy (CRS)

The Center on Rehabilitation Synergy (CRS) (www.crs.buffalo.edu) is a multifaceted organization serving rehabilitation professionals, teachers, family members, and employers requesting assistance. Areas of expertise and services range from transitioning from school to careers, supported employment, specialized counseling techniques and staff development. Being part of the Rehabilitation Counseling program since 1974, the Centers’ current projects include the Vocational Rehabilitation – Training, Education, and Development (VR-TED) project. This is a five year, 1.9 million dollar contract with the New York State Education Department/Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR). Through this contract, VR-TED staff provide extensive continuing educational training and technical assistance to nearly 1,000 New York State senior rehabilitation counselors, rehabilitation counselors, and rehabilitation staff members. Additionally, the CRS has a contract with the U.S. Virgin Islands Disabilities and Rehabilitation Services to provide technical assistance and training on supported employment, team building, and clinical supervision. Focusing on current trends and updated information the Center on Rehabilitation Synergy provides CRC hours needed to maintain certification. You may receive training from the Center in some of your classes. Dr. David Burganowski, CRC is the director of the Center on Rehabilitation Synergy.
C. **UBlearns Assistance (UB Information Technology)**

UBlearns is the course management system at UB, where instructors will post the syllabi, readings, instructional resources, assignments and also will communicate via discussion boards. UBlearns is powered by BlackBoard available 24 hours a day, seven days a week.

If you have any issues with signing into UBlearns or problems with this technology you can visit the student UBlearns help page at https://www.buffalo.edu/ubit/service-guides/teaching-technology/learning-resources-for-students/ublearns.html. Here you can find frequently asked questions and contact the UBlearns Help team with questions.

D. **Counseling, School, and Educational Psychology (CSEP) Department**

The Rehabilitation Counseling Program is one of a number of programs that comprise the Department of Counseling, School and Educational Psychology (CSEP). For information about other programs offered by the CSEP visit the department website at http://gse.buffalo.edu/programs.

E. **Graduate School of Education (GSE)**

The Department of Counseling, School, and Educational Psychology is part of the graduate School of Education (GSE) under the leadership of Dr. Jaekyung Lee, Dean. The three other departments that comprise GSE are Educational Leadership and Policy (ELP), Learning and Instruction (LAI), and Library and Information Studies (LIS). Key GSE administrators are located in 367 Baldy Hall, phone 716-645-6640.

F. **The University at Buffalo Graduate School**

All UB graduate degrees come from the University Graduate School (not to be confused with the Graduate School of Education). Therefore, the M.S. degree in Rehabilitation Counseling must conform to the University Graduate School guidelines. This is why you are encouraged to read the Graduate School publications carefully. Information regarding policies and procedures such as admissions, deadlines, grading, forms, rankings, financial support, news and other events can be found on their website and manual at the link: http://grad.buffalo.edu/Academics/Policies-Procedures/Admissions.html#GPA

If you have questions that cannot be answered by your Academic Advisor or the Program Director for matters related to the Graduate School policies and procedures, contact the Graduate School at 716-645-2939; grad@buffalo.edu.
G. Library Services

All University Libraries provide specialized service and assistance for students, faculty, and staff with disabilities. Librarians have been specifically designated to each library unit. Our program has a dedicated librarian, named Chris Hollister, who can help students with all library issues including search assistance, acquiring materials, navigating the UB library webpages, and general problem solving. His contact information is: cvh2@buffalo.edu, 716-645-1323. You may also use the “ask a librarian” feature on the UB library webpage: http://library.buffalo.edu/.

V. DEGREE REQUIREMENTS

The program leading to the Master of Science in Rehabilitation Counseling involves the successful completion of the equivalent of four full-time or eight part-time semesters of coursework delivered on campus, or online, totaling a minimum of 48 credit hours.

A. Continuous Registration

The program must be completed within four years of the date of matriculation. An extension of this time limit may be petitioned, but students may be required to take additional course work or show currency in other ways. Students need to maintain continuous registration each academic year (fall and spring semesters) from the time they matriculate until they graduate. Students who have not registered for at least one credit during each semester after admission through graduation will need to pay a $350 fee reactivation fee, and/or may need to reapply for admission to the program, per Graduate School policy. (See Leave of Absence policy below.)

B. Leave of Absence

Illness or other personal reasons may require an interruption in study. Students can petition for a leave of absence, usually one year in length, when it is impossible for them to maintain registration. Time on leave of absence does not count against the four-year limitation, and the requirement for continuous registration is waived. If students anticipate the need to be absent, they must file a request for leave, prior to the beginning of the semester beginning their leave period. Petitions filed after leave has begun may be denied, and will incur a $350 fee to be reinstated, if approved. If you plan to take a leave of absence, please contact your advisor immediately to review your options. To discuss the necessary documentation required for a leave of absence, please contact Jennifer Austin (jhaustin@buffalo.edu) for online students or Jennifer Rosseland-Bates (jmr1@buffalo.edu) for students on campus.
C. The Online Curriculum and Course Sequencing

The program includes professional “core” courses as well as courses that emphasize theoretical issues and practical techniques specific to rehabilitation counseling. Online students must attend Fall, Spring, and Summer semesters. A typical program includes the following online course sequencing:

ONLINE COURSE SEQUENCING

Below is a listing of the required courses and typical sequencing for all online students. Any variation from the course listing below may result in delayed graduation.

Fall Year 1
- CEP 649 Rehabilitation Foundations (3 credits)
- CEP 653 Foundations of Counseling Theory (3 credits)

Spring Year 1
- CEP 680 Career Development (3 credits)
- CEP 596 Field Work and Counseling Techniques* (3 credits)

Summer Year 1
- CEP 532 Understanding Statistical Research (3 credits)
- CEP 683 Vocational Placement* (3 credits)

Fall Year 2
- CEP 503 Tests and Measurement (3 credits)
- CEP 597 Counseling Practicum (150 contact hours; 4 credits)*

Spring Year 2
- CEP 661 Medical and Psychosocial Aspects of Disability (3 credits)
- CEP 658 Introduction to Group Work* (4 credits)

Summer Year 2
- CEP 615 Legal and Ethical Issues in Counseling* (3 credits)
- CEP 700 Independent Study: Portfolio Development** (1 credit)

Fall Year 3
- CEP 600 Internship (300 contact hours; 6 credits)***
- CRC Exam or Comprehensive Exam (required but no credits)
Spring Year 3

CEP 600 Internship (300 contact hours; 6 credits)***

Total Program Credits = 48 (we encourage students to take more elective credits beyond the required 48).

*Please note: CEP 596, CEP 597 and CEP 600 are synchronous courses and must be completed with weekly instructor supervision. Students will meet online as an entire group on a weekly basis during the semester. Students may also need to arrange synchronous meetings or presentations in CEP 683, CEP 658 and CEP 615. These courses cannot be passed without attendance at the synchronous meetings at designated times.

** The portfolio development, CEP 700, should be taken during the last semester before starting the internship placement.

***CEP 600 should be taken during the last academic year/semester of the master’s study.

D. Clinical Training Experiences

Practicum and internship placements must be arranged through the Rehabilitation Counseling program Clinical Coordinator, Dr. Omayra Munoz, (716) 645-1118, e-mail: omayramu@buffalo.edu. Currently, the Clinical Coordinator is a part-time staff member in the department who is responsible for overseeing linkages between students and cooperating counselors and their agencies. She is also responsible for securing and maintaining Affiliation Agreements between the University and cooperating agencies (e.g., rehabilitation facilities, mental health clinics, substance abuse treatment centers, private rehabilitation companies). Students will set up Practicum placements through a series of course assignments during the Field Work course and communication with the Clinical Coordinator. (See Practicum and Internship Placement Manual for additional detail regarding placement process and requirements). The Internship placement should be set up no later than during the semester prior to when the student plans to take the Internship course. It is important for the student to communicate directly with the Clinical Coordinator because there is no course connected to additional set up assignments beyond the Field Work course.

The instructional portion of all placement courses will compliment placement experiences by facilitating further development of basic rehabilitation counseling skills.

Many students come to the program with considerable experience in counseling and rehabilitation, gained through previous employment. It should be remembered that students are at the agency for an educational experience, not to serve as paid/unpaid employees, though they will help in the delivery of services. Occasionally, students want to use a place of employment to gather placement hours for Practicum or Internship. If a site meets the requirements for suitable placement, the fact that a student is a current or
former employee will not disqualify the site. Generally, students may use a place of employment for either Practicum or Internship, but not both, if the site and site supervisor meet program requirements. The placement must constitute a learning experience, such as working in a new program or with different clientele, and with a new supervisor. Permission must be requested well in advance and credit for past or current work experience will not be given. See Practicum and Internship Placement Manual for additional information, forms, and other details.

1. Field Work and Counseling Techniques (preparation for clinical experience)

Field Work and Counseling Techniques is the first of three sequential courses that provide a clinical experience component to the program. The expectation is that the student may not have had previous training or experience working in rehabilitation. This course provides basic training in counseling skills and prepares students for the practicum and internship experiences. Students are expected to complete assignments that include locating, visiting and exploring facilities and programs that employ Certified Rehabilitation Counselors to increase awareness and understanding of the field of rehabilitation counseling and the role and function of a rehabilitation counselor.

The counseling skill and technique building component of this course requires weekly class participation via our web-based video conferencing program Blackboard Collaborate for synchronous attendance—a compatible headset and microphone are required to participate.)

While enrolled in the Field Work course, it is expected that students will locate and secure an appropriate site for the Practicum experience and formulate ideas for the internship placement. The student individually chooses placements with the assistance of the university Clinical Coordinator.

Additional materials to explain guidelines, expectations, procedures, and policies for placement sites will be reviewed and discussed throughout the course.

2. Practicum (150 clock hours under supervision at the approved Practicum site)

Practicum is the second of three sequential courses that provide a clinical experience component to the program. The clinical/field portion of the Practicum course should allow the student a chance to thoroughly learn about one particular agency, its clientele, and the method of operation. Client contact may begin with pre-counseling, information gathering, or observation of an individual, group or family session. In preparation for the Internship experience, it is expected that students will begin counseling with a small caseload under the close supervision of their on-site and university supervisor/instructor, including audio or videotaping of counseling sessions when possible (after securing agency and client permission).

The Practicum placement course is designed to examine the values, beliefs
and behaviors of individuals from diverse populations. Students will advance cultural and ethical competence, increase sensitivity and encourage personal growth. The course will introduce students to counseling approaches, rehabilitation issues, and learn about the role and function of a rehabilitation counselor. The supervised rehabilitation counseling Practicum experience includes a minimum of 150 clock hours of agency contact time (10 hours per week for 15 weeks) with a total of at least 40 clock hours of direct service to individuals with disabilities, in addition to coursework and class time. Students must arrange their schedules with their on-site supervisor to ensure they meet these minimum requirements. At least one hour of weekly individual supervision with the on-site supervisor is required.

In addition, the university supervisor/instructor and students will meet for weekly university group supervision sessions, either on campus or via our virtual classroom for the online cohort (synchronous attendance via web-based video conferencing), augmented by individual university faculty supervision as needed. There will be direct and periodic communication throughout the semester between the site supervisor and the university supervisor/instructor and/or university Clinical Coordinator.

3. Internship (600 clock hours under supervision at the approved Internship site)

Internship is the third of the three sequential courses that provide a clinical experience component to the program. The supervised rehabilitation counseling internship experience includes a minimum of 600 clock hours of agency contact time with at least 240 hours (300 hours is recommended) of direct service to individuals with disabilities, in addition to coursework. Students are required to conduct their internship at a site different from their practicum, and with a different population and supervisor.

The internship should take a ‘counselor-in-training’ with basic skills in counseling and experience, and provide additional experience and practice. The student should be given responsibility for a small caseload to be handled with only somewhat more supervision than a beginning employee. At the end of the Internship, the student should be able to function as well as beginning agency staff.

Supervision is provided by the on-site supervisor via a regularly scheduled meeting of at least one hour per week. In addition, weekly university group supervision sessions, either on campus or via our virtual classroom for the online cohort (synchronous attendance via web-based video conferencing), augmented by individual university faculty supervision as needed. There will be direct and periodic communication throughout the semester between the site supervisor and the university supervisor/instructor and/or university Clinical Coordinator. Every student is required to have a supervisor with a CRC signing off on his or her hours. (This can be either the site supervisor or university supervisor/instructor, with advance permission from the instructor).
Students are required to complete a minimum of 600 clock hours of agency contact time in addition to coursework and weekly class attendance. Most students complete a part-time internship experience (20 hours per week for 30 weeks) over the course of their final two semesters (Fall & Spring). This is the preferred timeframe for completion, however, students may have the option to complete their 600-hour internship as a full-time student in one semester (40 hours per week for 15 weeks, 12 credits). This option would need to be discussed and approved by the Academic Advisor, Clinical Coordinator, and course instructor. It is also dependent upon appropriate availability of agency supervision and likelihood of being able to complete the required direct hours within the one semester timeframe. A one semester full-time placement also requires consideration of the impact on timing for scheduling the CRC exam.

Occasionally, student evaluations indicate a need for additional experience beyond standard requirements. In such cases, an additional semester or more of internship may be required before the student is eligible to graduate. When students are required to do additional internships, supervision will be provided on a case-by-case basis. Some students request an additional semester of internship for their own professional growth or other reasons. Program staff will make every effort to provide the necessary supervision, but because of resource limitations, it may not be possible to approve all requests for additional internship credits.

E. Standards for Course Load Expectations – GSE Policy

The UB Graduate School oversees all campus and distance graduate programs. The expectations for “Standards for Course Load Expectations” stem from the NYS Education Department requirements for all programs. For course load planning, based on a 15-week semester, students should anticipate the following expectations.

Each "Credit Hour" should be one in-class contact hour per week PLUS two or three hours of outside coursework. So expectations for a three-credit hour course should be three hours in-class per week + six to nine hours of coursework outside of class for an approximate total of between nine and twelve hours per week, per three-credit course.

NOTE: Placement hours are not included in the above calculation.
Time spent for online courses should be approximately equivalent

F. Evaluating Student Progress

Student evaluation is ongoing with progress being evaluated hierarchically at three levels: in courses, in field practice, and programmatically. This multi-level student monitoring process allows for an aggregate of student performance data from multiple sources in multiple settings. Each semester, faculty assemble to review student’s progress.
The student evaluation process is administered through faculty mentorship with oversight by the program director. Emphasizing student responsibility, the rehabilitation counseling faculty and instructors support the student through the process and makes annual reports. Data included in the evaluation process include: 1) course completion and grades, 2) quality of practicum and internship evaluations of performance, 3) completion of the Certified Rehabilitation Counselor Examination and satisfactory completion of the program Comprehensive Examination and Portfolio.

Evaluation tools and timeline:

- Course completion and grades as evidenced by student transcripts at the end of each semester;
- Evaluations of performance during and at the end of practicum, and internship experiences;
- Taking the Certified Rehabilitation Counselor (CRC) Examination while enrolled in internship;
- Satisfactory completion of the program Comprehensive Examination and Portfolio during the final year of enrollment;
- Qualitative feedback regarding professional development and attitude, as well as ethical conduct and academic integrity throughout enrollment.

G. Academic Advisement

Each student is assigned an Academic Advisor (the program director or his/her designee) upon beginning his/her program. The incoming student is expected to initiate and maintain regular contact with his/her advisor throughout the program. The Academic Advisor is charged with overseeing the student’s academic progress through program completion. Students who are demonstrating difficulty in their professional development and/or course work should work with their Academic Advisor to develop a plan for remediation.

H. Portfolio

Students are required to build a program portfolio that includes a collection of documents that represents his or her program progress as well as professional growth and development. The program portfolio is an authentic, ongoing assessment process whereby candidates in the Rehabilitation Counseling Program document their professional growth and development based on the Council on Rehabilitation Education (CORE) Standards. (See appendix B.) Students should save all projects, assignments, case studies, syllabi, etc. to ensure availability of an adequate selection of material to include in the portfolio.

The portfolio is designed to be a dynamic document that evolves with the progress made by the student as he/she proceeds through the program. Students will work with the Clinical Coordinator, their Academic Advisor, or other designated faculty
to develop the portfolio. Additional information and timeframe for review will be provided to all students during the CEP 700 Independent Study (portfolio course).

**What are some examples of portfolio submissions?** The following are possible submissions associated with CORE Standards. The examples given are not exhaustive and should only serve as guidelines.

- Written reports of formal and informal assessments
- Course exams and projects covering the particular body of knowledge in question
- Documentation of appropriate interventions with clients in practicum or internship
- Case summaries and notes from classes or field placements
- Case study from classes or field placements
- Evaluation by supervisor(s) addressing the particular competency of interest
- Reviews of literature or other papers completed for class work
- Written reports (having been purged of all client identification information) with that presenting evidence-based planning, interventions, or programming

Examples of focus areas may include pre-clinical training in counseling theories, ethics, and psychosocial aspects of disability; ability to form helping relationships and to assess and conceptualize clients; critical analysis of research and other evidence that supports vocational rehabilitation counseling practice; then on pulling it all together by reviewing the multiple sets of skills and knowledge gained over the course of the program and an understanding of oneself as a qualified rehabilitation counselor.

I. **Capstone Experience - Comprehensive Exam or Research Project/Thesis**

A capstone experience is the final requirement for the degree of Master of Science in Rehabilitation Counseling. The Capstone Experience requirement must be successfully met for graduation and the student will be dismissed from the program if it cannot be met. In order to complete this requirement, students must complete one of the following four options: 1) pass the CRC examination, 2) pass the faculty developed Comprehensive Exam, 3) complete a Masters Research Project, or 4) complete a Master’s Thesis:

1) Sitting for the **CRC examination** is a requirement of the program and the majority of students will fulfill the capstone requirement by successfully passing this exam. See section III.D. for more information on the CRC examination.

2) Those students who do not pass the CRC exam may take the **faculty-developed Comprehensive Exam** to fulfill their capstone requirement. Students must score 70% or higher to pass the faculty-developed exam. This exam is delivered online, or in the classroom, in a multiple-choice format and covers the following content related to required courses: (1) Counseling Theory, (2) Career Development and Vocational Placement, (3) Tests and Measurements, (4) Rehabilitation Foundations and Professional Issues, (5) Medical and Psychosocial Aspects of Chronic Illness and Disability.
Graduation will be delayed for those who do not pass on the first attempt of the CRC exam or replacement faculty-developed exam. Delayed students must enroll for academic credit the following semester and work with their academic advisor or program director to review deficient exam areas and re-take the CRC exam the next time it is offered.

3) **The Master's Research Project** is designed to give students experience in independent scholarly inquiry through written research under the direction of an advisor. The project is typically begun during the fall semester of the second year, and submitted in final form no later than one month prior to graduation. Students should register for CEP 700 for two or three credits. Master’s projects are usually written with your major Academic Advisor but may be written with any faculty member, with the consent of all concerned. The same standards of quality of scholarship and writing will apply as would be used with a master’s thesis though the scope of the project may be less, or the range of possibilities greater. Typically, the student is expected to access refereed journal articles, as well as other sources of information, in the preparation of the project. The project itself can take many forms, but generally consists of three chapters, typically the 1. Introduction, 2. Review of the Literature, and 3. Summary / Conclusions / Recommendations. The project is graded by the advisor, or substitute if so arranged.

4) **The Master’s Thesis** is more involved than the masters research project and requires that the campus student design a research study, form a thesis committee (advisor and two other faculty), propose the study, seek IRB approval, collect data, analyze results, produce a written thesis (Title page, Abstract, Table of Contents, Introduction, Literature Review, Methodology, Results, and Discussion of findings), and present his or her findings to your Thesis committee. The student’s advisor, who will serve as the chair of the Thesis Committee, must closely monitor this piece of original research. Before beginning the study and collecting data, the student must comply with the UB Institutional Review Board (IRB) standards. No research involving human beings can commence until a board comprised of faculty and community members has approved it. Students should carefully consider their ability to successfully complete a thesis without a delayed graduation. Interested students should consult with their Academic Advisors to find out more about the requirements of this option and should plan to begin work during their first semester.

J. **Course Grades, Completion, and GPA**

At the course level, students will be continually evaluated in terms of their mastery of course materials as well as their professional development. The course level evaluations are as critical as course sequences providing the base upon which professional practices are built. The Rehabilitation Counseling Program was designed to create professional, reflective, and effective counselors. The sequence of individual courses is strategically nested within the overall learning program and is intended to provide students with sequential experiences necessary to build the knowledge, skills, and dispositions necessary for effective practice. Specifically, the courses are offered in pedagogically efficient sequence designed to build a base of theoretical knowledge and
basic counseling skills and move toward more complex practical applications (i.e., ethical
considerations, treatment issues, diagnosis, and treatment planning).

Grades. Grading practices follow certain Graduate School and University guidelines.
Each instructor will announce specific grading policies in the class syllabus.
- A minimum Grade Point Average of 3.0 is required for graduation. This GPA
  pertains to courses included on the approved Application to Candidacy.
- It is expected that students will earn a B (3.0) or better in each required course
  in the program. If they earn below a B they may be put on academic review or
  probation. Those grades at C+ or below will have to be repeated until an
  acceptable grade is achieved.
- If unavoidable events require an incomplete, a written contract with the
  instructor, including specific dates and procedures for completing the course,
  will be developed. The incomplete coursework must be completed within one
  year from the date of the “I” grade. After that time, I grades are converted to
  “U” grades. The “U” grade indicates failure without academic penalty and will
  not be computed in the grade point average.

K. Good Academic Standing

Good academic standing means that a student is making acceptable progress toward
a graduate degree and is eligible to register and take academic coursework at this
University for the current semester. All graduate students are expected to remain in good
academic standing throughout the entire course of their study. Minimum Academic
Requirements for Good Academic Standing established by the Graduate School are as
follows:

Course grade and GPA expectations: To remain in good academic standing a
student must hold a GPA of B or better within the required program coursework.
Students are expected to earn a B (3.0) or better in all required courses within the
program. Students who earn below a B in coursework may be put on academic
review and probation and those who earn below a C+ or below will be required to
repeat the course until they receive an acceptable grade.

Satisfactory/Unsatisfactory Grades. “S” indicates credit and “U” indicates no
credit. An "S" grade will be awarded only in those instances where a student's
letter grade would have been a "B" (3.00) grade point or better. No more than
25% of required course credits (not including courses taken as a master’s thesis or
project guidance or clinical experiences shall be graded on an S/U basis.)

Academic review/probation. Students must maintain a GPA of 3.0 or better and
are expected to earn a B or better in all coursework. Any graduate student who
falls below the minimum academic requirements stated above, or who indicates a
lack of clinical progress (including adherence to ethical standards) as determined
by the program faculty, will receive an immediate academic review by her or his
graduate program faculty. Upon completion of the academic review, the graduate
program faculty may place the student on academic probation. Such notice will be made in writing by the Program Director or the Department Chair or other designee immediately following such a determination and will indicate the terms of the Probation and its removal. This action should be taken prior to the Add/Drop period of the next semester.

**Academic dismissal and transcripts.** Any graduate student not meeting the written terms of his or her academic probation may be academically dismissed from the University by her or his department/graduate program. Such dismissals shall be done in a timely fashion but no later than three weeks after the completion of the semester final examinations. The Office of the Graduate School will be notified in writing of all such academic dismissals. Graduate students who are dismissed for academic reasons from a graduate program will have a notation placed on their graduate transcripts indicating that they were academically dismissed and the date of the dismissal.

**Reinstatement.** A graduate student who has been officially dismissed and who seeks reinstatement shall submit a formal request for reinstatement along with a supporting statement of explanation to the Chair of the academic department. The established procedure or review group within the particular graduate program shall act upon the request. Only if such students are subsequently readmitted to the program from which they were dismissed will the dismissal notations be removed from the transcripts by written request to the Office of the Graduate School.

**L. Academic Forms, Procedures and Deadlines**

There are a number of academic forms, procedures, and deadlines that you will be responsible for. Please watch for information regarding these forms and be sure to adhere to the deadlines throughout your program or your graduation may be postponed. Announcements regarding deadlines, forms, and other relevant program information may be posted on UBlerns, MS REHAB COUNSELING STUDENT PROGRAM INFORMATION course, but it is the student’s responsibility to adhere to all guidelines and deadlines. A separate UBlerns course is available for online and campus students due to a variance in registration and other information. You may also contact Jennifer Austin, Online Program Manager; at jhaustin@buffalo.edu or Jennifer Rosseland-Bates, Assistant to the Chair, at jmr1@buffalo.edu (campus students) should additional questions arise regarding the following:

**Application to Candidacy (ATC):** This is your statement of program and is the most important document required for you to graduate. This form must be completed and approved by your department the semester before the one in which you intend to graduate. Those students receiving financial aid typically need to have an approved ATC on file by the summer prior to their internship, so their half-time status form can be approved for financial aid. The ATC form, and
instructions for completion, can be found on the Graduate School website: http://grad.buffalo.edu/study/progress/forms.html.

All students are required to submit this original ATC document by mail (or delivered in person) to Jennifer Austin at:
Jennifer Austin
481 Baldy Hall
Buffalo, NY 14260

Exclusive of "S" grades, courses submitted for candidacy in a master's or Doctoral program must average a "B" (3.00 grade point average) or better.

**M Form:** The multi-purpose form (M Form) is to be filed at least 30 days before graduation, certifying that, as far as the Department knows, you have completed all the requirements for your degree. **The Program Director is responsible for completing this form and submitting on your behalf to the Graduate School of Education. Students do not need to complete or sign this form.**

### VI. UNIVERSITY SERVICES FOR STUDENTS WITH DISABILITIES

<table>
<thead>
<tr>
<th>Accessibility Resources</th>
<th><a href="http://www.buffalo.edu/accessibility/">http://www.buffalo.edu/accessibility/</a></th>
<th>(716) 645-2608 (voice)</th>
<th>(716) 645-2616 (TTY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UB Counseling Services</td>
<td><a href="http://www.ub-counseling.buffalo.edu">www.ub-counseling.buffalo.edu</a></td>
<td>(716) 645-2720</td>
<td></td>
</tr>
<tr>
<td>Career Services</td>
<td><a href="http://www.student-affairs.buffalo.edu/career/index.php">http://www.student-affairs.buffalo.edu/career/index.php</a></td>
<td>(716) 645-2231</td>
<td></td>
</tr>
</tbody>
</table>

#### A. Accessibility Resources and Disability Services

The University is committed to creating and maintaining a campus that is accessible to all students. The Office of Accessibility Resources (formerly the Office of Disability Services) is the University's coordinating center on behalf of people with disabilities. If you need any assistance or information during your educational experience at the University, you can contact the Office of Accessibility Resources at (716) 645-2608 (voice), (716) 645-2616 (TTY), stu-accessibility@buffalo.edu. For submitting exams and instructions, stu-exams@buffalo.edu.

Accessibility Resources assists employees and students with a wide variety of problems they may encounter as they pursue careers or educational goals at SUNY Buffalo. If you need advice, information, counseling, adjustments in class scheduling or worksite, help with on-campus transportation, study aids, placement help, adapted housing, campus orientation and mobility instruction, or other services which you cannot resolve yourself, you should contact Accessibility Resources. The office is open
throughout the year, Monday through Friday, from 8:30 a.m. to 5:00 p.m.

Requests for accommodations do not automatically carry over for each semester. Students who are in need of assistance should alert each instructor during each semester a need is present.

B. Library Services

All University Libraries provide specialized service and assistance for students, faculty, and staff with disabilities. Librarians have been specifically designated to each library unit. Our program has a dedicated librarian named Chris Hollister who can help students with all library issues including search assistance, acquiring materials, navigating the UB library webpages, and general problem solving. His contact information is: cvh2@buffalo.edu, 716-645-1323. You may also use the ask a librarian feature on the UB library webpage: http://library.buffalo.edu/. For disability related library assistance you should first contact Accessibility Resources at 716-645-2608, 716-645-2616 (TTY). For submitting needs for article or book retrieval or conversion services you can use the following link: http://library.buffalo.edu/forms/dis.html.

C. University Policies

The University at Buffalo complies with all federal and state laws relating to non-discrimination, affirmative action, and access for individuals with disabilities.

Discrimination and Harassment

The University prohibits discrimination and harassment and requires that accommodations be provided to individuals when such accommodations are reasonable and necessary as a result of an individual’s disability, religion, pregnancy, maternity, or breastfeeding status.

Reasonable Accommodation

The University at Buffalo is committed to providing equal access to individuals with disabilities, including physical access to programs and reasonable accommodations for members of the University community.

Recruitment

The University at Buffalo is an affirmative action/equal opportunity employer and will conduct a competitive recruitment for all positions to identify and attract a diverse and qualified candidate pool.

Recruitment Exceptions

The University at Buffalo will conduct a competitive recruitment for all positions, unless there is a compelling justification to make a recruitment exception.
VII. Student Organizations

A. Student Organizations

There are campus student organizations of which you should be aware and which you may elect to participate. The Graduate Student Association (GSA) has funds to assist departmental student organizations, and they have a program of small grants to graduate students to defray the cost of research and expenses related to attending professional conferences. One of the clubs assisted by the GSA is the CSEP-GSA (the department chapter). It is important to support this organization and get involved in its activities. With GSA support, CSEP students have many social and professional activities. In addition, CSEP-GSA usually conducts at least one professional or research program each year. Meetings of the organization are announced in classes, student listserv (email) or on the department bulletin board.

Students who waive their GSA fee are not eligible to participate in GSA programs and events. Students who decide not to waive their fees are eligible for programs and events.
Appendices

Appendix A: Rehabilitation Counselor Code of Ethics

It is every student’s responsibility to be familiar with the Rehabilitation Counselor code of ethics for our field which can be downloaded from the Commission of Rehabilitation Counselor Certification (CCRC) website at the following link:
Appendix B: The Rehabilitation Student Portfolio and CORE Standards

PORTFOLIO GUIDELINES
COUNCIL ON REHABILITATION EDUCATION (CORE) STANDARDS


C.1 PROFESSIONAL IDENTITY

Knowledge areas:
- History and philosophy of rehabilitation
- Legislation
- Ethics
- Professional credentialing, certification, licensure and accreditation
- Rehabilitation counseling scope of practice
- Independent living
- Assistive technology
- Informed consumer choice and consumer empowerment
- Public policies
- Advocacy
- Systems knowledge of healthcare, education, and rehabilitation
- The ecological perspective

Outcomes as demonstrated by the ability to:

C.1.1 Rehabilitation counseling scope of practice
- C.1.1.a. explain professional roles, purposes, and relationships of other human service and counseling/psychological providers.
- C.1.1.b. articulate the principles of independence, inclusion, choice and self-determination, empowerment, access, and respect for individual differences.

C.1.2 History, systems, and philosophy of rehabilitation
- C.1.2.a. integrate into one’s practice, the history and philosophy of rehabilitation as well as the laws affecting individuals with disabilities.
- C.1.2.b. describe, in general, the organizational structure of the rehabilitation, education, and healthcare systems, including public, private-for-profit, and not-for-profit service settings.
C.1.2.c. explain the role and values of independent living philosophy for individuals with a disability.

C.1.3 Legislation related to people with disabilities
C.1.3.a. apply the principles of disability-related legislation including the rights of people with disabilities to the practice of rehabilitation counseling.

C.1.4 Ethics
C.1.4.a. practice rehabilitation counseling in a legal and ethical manner, adhering to the Code of Professional Ethics and Scope of Practice for the profession.

C.1.5 Professional credentialing, certification, licensure and accreditation
C.1.5.a. explain differences between certification, licensure, and accreditation.

C.1.6 Informed consumer choice and consumer empowerment
C.1.6.a. integrate into practice an awareness of societal issues, trends, public policies, and developments as they relate to rehabilitation.
C.1.6.b. articulate the value of consumer empowerment, choice, and personal responsibility in the rehabilitation process.

C.1.7 Public policies, attitudinal barriers, and accessibility
C.1.7.a. assist employers to identify, modify, or eliminate, architectural, procedural, and/or attitudinal barriers.

C.1.8 Advocacy
C.1.8.a. educate the public and individuals with a disability regarding the role of advocacy and rights of people with disabilities under federal and state law.

C.2 PSYCHOSOCIAL ASPECTS OF DISABILITY AND CULTURAL DIVERSITY

Knowledge areas:
Family development and dynamics
Psychological dynamics related to self-identity, self-advocacy, competency, adjustment, and attitude formation
Sociological dynamics related to self-identity, self-advocacy, competency, adjustment, and attitude formation
Multicultural awareness and implications for ethical practice
Diversity issues including cultural, disability, gender, sexual orientation, and aging issues
Current issues and trends in a diverse society  
Personal professional development strategies for self-monitoring

Outcomes as demonstrated by the ability to:

C.2.1 Sociological dynamics related to self-advocacy, environmental influences, and attitude formation
C.2.1.a. identify and articulate an understanding of the social, economic, and environmental forces that may present barriers to a consumer’s rehabilitation.
C.2.1.b. identify strategies to reduce attitudinal barriers affecting people with disabilities.

C.2.2 Psychological dynamics related to self-identity, growth, and adjustment
C.2.2.a. identify strategies for self-awareness and self-development that will promote coping and adjustment to disability.
C.2.2.b. identify and demonstrate an understanding of stereotypic views toward individuals with a disability and the negative effects of these views on successful completion of the rehabilitation outcomes.
C.2.2.c. explain adjustment stages and developmental issues that influence adjustment to disability.

C.2.3 Implications of cultural and individual diversity including cultural, disability, gender, sexual orientation, and aging issues
C.2.3.a. provide rehabilitation counseling services in a manner that reflects an understanding of psychosocial influences, cultural beliefs and values, and diversity issues that may affect the rehabilitation process.
C.2.3.b. identify the influences of cultural, gender, sexual orientation, aging, and disability differences and integrate this knowledge into practice.
C.2.3.c. articulate an understanding of the role of ethnic/racial and other diversity characteristics such as spirituality and religion, and socio-economic status in groups, family, and society.

C.3 HUMAN GROWTH AND DEVELOPMENT

Knowledge areas:
Developmental theories across the life span
Physical Development
Emotional Development
Cognitive Development
Behavioral Development
Moral Development
Theories of personality development
Human sexuality and disability
Spirituality
Transition issues related to family, school, employment, aging, and disability
Social and learning needs of individuals across the life span
Ethical and legal issues impacting individuals and families related to adjustment and transition

Outcomes as demonstrated by the ability to:

C.3.1 Human growth and development across the life span
C.3.1.a. articulate a working knowledge of human development and the needs of individuals with disabilities across the life span.
C.3.1.b. describe and implement approaches that enhance personal development, decision-making abilities, personal responsibility, and quality of life of individuals with a disability.

C.3.2 Individual and family response to disability
C.3.2.a. assist the development of transition strategies to successfully complete the rehabilitation process.
C.3.2.b. recognize the influence of family as individuals with disabilities grow and learn.
C.3.2.c. demonstrate counselor sensitivity to stressors and the role of positive attitudes in responding to coping barriers and challenges.

C.3.3 Theories of personality development
C.3.3.a. describe and explain established theories of personality development.
C.3.3.b. identify developmental concepts and processes related to personality development and apply them to rehabilitation counseling practice.

C.3.4 Human sexuality and disability
C.3.4.a. identify impact that different disabilities can have on human sexuality.
C.3.4.b. discuss sexuality issues with individuals with a disability as part of the rehabilitation process.

C.3.5 Learning styles and strategies
C.3.5.a. develop rehabilitation plans that address individual learning styles and strengths of individuals with a disability.

C.4 EMPLOYMENT AND CAREER DEVELOPMENT

Knowledge areas:
Career development
Career counseling
Disability benefits systems including workers’ compensation, long term disability, and social security
Job analysis, work site modification and restructuring, including the application of appropriate technology
Transferable skill analysis
Computer-based assessment tools
Vocational planning and assessment
Job and employer development
Employer consultation
Business/corporate human resource concepts and terminology
Workplace culture and environment
Work conditioning/work hardening
Job placement strategies
Computer-based job matching systems
Follow-up/post-employment services
Occupational information including labor market trends, and the importance of meaningful employment with a career focus
Supported employment, job coaching, and natural supports
Ethical issues in employment

Outcomes as demonstrated by the ability to:

C. 4.1 Disability benefits systems including workers’ compensation, long-term disability, and social security.
   C.4.1.a. Demonstrate understanding of various public and private disability benefits systems and the influence on rehabilitation, independent living, and employment.
   C.4.1.b. Explain the requirements of benefits available to people with disabilities through systems such as workers’ compensation, long-term disability insurance, and social security.

C. 4.2 Job analysis, transferable skills analysis, work site modification and restructuring
   C.4.2.a. Utilize job and task analyses methodology to determine essential functions of jobs for employment planning and placement, worksite modifications or job restructuring.
   C.4.2.b. Apply the techniques of job modification/restructuring and the use of assistive devices to facilitate placement of people with disabilities.
   C.4.2.c. Apply transferable skills analysis methodology to identify alternative vocational and occupational options given the work history and residual functional capacities of individuals with a disability.

C. 4.3 Career counseling, career exploration, and vocational planning
   C.4.3.a. Provide career counseling utilizing appropriate approaches and techniques.
   C.4.3.b. Utilize career/occupational materials to assist the individual with a disability in vocational planning.
C.4.3.c. facilitate involvement in vocational planning and career exploration.

C.4.4 Job readiness development
C.4.4.a. assess individuals with a disability’s readiness for gainful employment and assist individuals with a disability in increasing this readiness.

C.4.5 Employer consultation and disability prevention
C.4.5.a. provide prospective employers with appropriate consultation information to facilitate prevention of disability in the workplace and minimize risk factors for employees and employers.
C.4.5.b. consult with employers regarding accessibility and issues related to ADA compliance.

C.4.6 Workplace culture and environment
C.4.6.a. describe employer practices that affect the employment or return to work of individuals with disabilities and utilize that understanding to facilitate successful employment.

C.4.7 Work conditioning/work hardening
C.4.7.a. identify work conditioning or work hardening strategies and resources as part of the rehabilitation process.

C.4.8 Vocational consultation and job placement strategies
C.4.8.a. conduct and utilize labor market analyses and apply labor market information to the needs of individuals with a disability.
C.4.8.b. identify transferable skills by analyzing the consumer’s work history and functional assets and limitations and utilize these skills to achieve successful job placement.
C.4.8.c. utilize appropriate job placement strategies (client-centered, place then train, etc.) to facilitate employment of people with disabilities.

C.4.9 Career development theories
C.4.9.a. apply career development theories as they relate to individuals with a disability with disabilities.

C.4.10 Supported employment, job coaching, and natural supports
C.4.10.a. effectively use employment supports to enhance successful employment.
C.4.10.b. assist individuals with a disability with developing skills and strategies on the job.

C.4.11 Assistive technology
C.4.11.a. identify and describe assistive technology resources available to
individuals with a disability for independent living and employment.

C.5 COUNSELING APPROACHES AND PRINCIPLES

Knowledge areas:
- Counseling and personality theory
- Mental health counseling
- Interviewing and counseling skill development
- Theories and models for consultation
- Assistive technologies
- Vocational consultation
- Supervision theories, models and techniques
- Consumer empowerment and rights
- Boundaries of confidentiality
- Ethics in the counseling relationship
- Multicultural issues in counseling
- Gender issues in counseling
- Conflict resolution strategies
- Computer-based counseling tools
- Internet resources for rehabilitation counseling

Outcomes as demonstrated by the ability to:

C.5.1 Individual counseling and personality theory
- C.5.1.a. communicate a basic understanding of established counseling theories and their relationship to personality theory.
- C.5.1.b. articulate a personal philosophy of rehabilitation counseling based on an established counseling theory.

C.5.2 Mental health counseling
- C.5.2.a. recognize individuals with a disability who demonstrate psychological or mental health related problems and make appropriate referrals when appropriate.
- C.5.2.b. analyze diagnostic and assessment information (e.g., vocational and educational tests, records and psychological and medical data) and communicate this information to the consumer.
- C.5.2.c. explain and utilize standard diagnostic classification systems for mental health conditions within the limits of the role and responsibilities of the rehabilitation counselor.

C.5.3 Counseling skills and techniques development
- C.5.3.a. develop and maintain confidential counseling relationships with individuals with a disability using established skills and techniques.
- C.5.3.b. establish, in collaboration with the consumer, individual counseling goals and objectives.
- C.5.3.c. apply basic counseling and interviewing skills.
C.5.3.d. employ consultation skills with and on behalf of the consumer.

C.5.4 Gender issues in counseling
C.5.4.a. counsel individuals with a disability who face lifestyle choices that may involve gender or multicultural issues.
C.5.4.b. identify gender differences that can affect the rehabilitation counseling and planning processes.

C.5.5 Conflict resolution and negotiation strategies
C.5.5.a. assist individuals with a disability in developing skills needed to effectively respond to conflict and negotiation in support of their interests.

C.5.6 Individual, group, and family crisis response
C.5.6.a. recognize and communicate a basic understanding of how to assess individuals, groups, and families who exhibit suicide ideation, psychological and emotional crisis.

C.5.7. Termination of counseling relationships
C.5.7.a. facilitate counseling relationships with individuals with a disability in a manner that is constructive to their independence.
C.5.7.b. develop a plan of action in collaboration with the consumer for strategies and actions anticipating the termination of the counseling process.

C.5.8 Individual empowerment and rights
C.5.8.a. promote ethical decision-making and personal responsibility that is consistent with an individual’s culture, values and beliefs.

C.5.9 Boundaries of confidentiality
C.5.9.a. explain the legal limits of confidentiality for rehabilitation counselors for the state in which they practice counseling.
C.5.9.b. identify established rehabilitation counseling ethical standards for confidentiality and apply them to actual case situations.

C.5.10 Ethics in the counseling relationship
C.5.10.a. explain the practical implications of the CRCC Code of ethics as part of the rehabilitation counseling process.
C.5.10.b. confirm competency in applying an established ethical decision-making process to rehabilitation counseling case situations.

C.5.11 Counselor Supervision
C.5.11.a. explain the purpose, roles, and need for counselor supervision in order to enhance the professional development, clinical accountability and gate-keeping functions for the welfare of individuals with a disability.
C.6 GROUP WORK AND FAMILY DYNAMICS

Knowledge areas:
- Group dynamics and counseling theory
- Family dynamics and counseling theory
- Interdisciplinary team work
- Group leadership styles and techniques
- Group methods, selection criteria and evaluation strategies
- Group skills development

Outcomes as demonstrated by the ability to:

C.6.1 Group Dynamics and Counseling Theory
  C.6.1.a. apply theories and principles of group counseling when working with persons with disabilities.

C.6.3. Group leadership styles and techniques
  C.6.3.a. demonstrate effective group leadership skills.

C.6.4. Family dynamics and counseling theory
  C.6.4.a. apply an understanding of family systems and the impact of the family on the rehabilitation process.

C.6.5. Family support interventions
  C.6.5.a. use counseling techniques to support the individual’s family/significant others, including advocates.
  C.6.5.b. facilitate the group process with individual’s family/significant others, including advocates to support the rehabilitation goals.

C.6.6. Ethical and legal issues impacting individuals and families
  C.6.6.a. apply ethical and legal issues to the group counseling process and work with families.
  C.6.6.b. know the ethical implications of work in group settings with racial/ethnic, cultural, and other diversity characteristics/issues when working with people with disabilities.

C.7 ASSESSMENT

Knowledge areas:
- Assessment resources and methods
- Standardization
- Measurement and statistical concepts
- Selecting and administering the appropriate assessment method (e.g., standardized tests, situational assessment, place-access vs. assess-place)
- Obtaining, interpreting and synthesizing assessment information
Conducting ecological assessment
Assistive technology
Ethical, legal, and cultural implications in assessment

Outcomes as demonstrated by the ability to:

C. 7.1 Role of assessment
   C.7.1.a. explain purpose of assessment in rehabilitation process.
   C.7.1.b. use assessment information to determine eligibility and to develop plans for Services.

C. 7.2 Assessment resources and methods
   C.7.2.a. identify assessment resources and methods appropriate to meet the needs of individuals with a disability.
   C.7.2.b. describe resources to assist rehabilitation counselors in identifying appropriate test instruments and other assessment methods.
   C.7.2.c. describe computer-based assessments for rehabilitation and employment planning.

C.7.3 Individual involvement in assessment planning
   C.7.3.a. facilitate individual involvement in evaluating the feasibility of rehabilitation or independent living objectives and planning.
   C.7.3.b. utilize assessment as an ongoing process in establishing individual rapport, rehabilitation service planning, objectives and goals.
   C.7.3.c. evaluate the individual’s capabilities to engage in informed choice and to make decisions.

C.7.4 Measurement and statistical concepts
   C.7.4.a. describe basic measurement concepts and associated statistical terms.
   C.7.4.b. comprehend the validity, reliability, and appropriateness of assessment instruments.

C. 7.5 Selecting and administering the appropriate assessment methods
   C.7.5.a. explain differences in assessment methods and testing instruments (i.e. aptitude, intelligence, interest, achievement, vocational evaluation, situational assessment).
   C.7.5.b. apply assessment methods to evaluate a consumer’s vocational, independent living and transferable skills.

C. 7.6 Ethical, legal, and cultural implications in assessment
   C.7.6.a. know the legal, ethical, and cultural implications of assessment for rehabilitation services.
   C.7.6.b. consider cultural influences when planning assessment.
   C.7.6.c. analyze implications of testing norms related to the culture of an individual.
C.8 RESEARCH AND PROGRAM EVALUATION

Knowledge areas:
- Review of clinical rehabilitation literature
- Library research for rehabilitation related current information
- Basic statistics
- Research methods
- Outcome based research
- Ethical, legal and cultural issues related to research and evaluation

Outcomes as demonstrated by the ability to:

C.8.1. Basic statistics and psychometric concepts
  C.8.1.a. understand research methodology and relevant statistics.

C.8.2. Basic research methods
  C.8.2.a. interpret quantitative and qualitative research articles in rehabilitation and related fields.
  C.8.2.b. apply research literature to practice (e.g., to choose appropriate interventions, to plan assessments).

C.8.3. Effectiveness of rehabilitation counseling services.
  C.8.3.a. develop and implement meaningful program evaluation.
  C.8.3.b. provide a rationale for the importance of research activities and the improvement of rehabilitation services.

C.8.4. Ethical, legal, and cultural issues related to research and program evaluation.
  C.8.4.a. apply knowledge of ethical, legal, and cultural issues in research and evaluation to rehabilitation counseling practice.

C.9 MEDICAL, FUNCTIONAL, ENVIRONMENTAL AND ENVIRONMENTAL ASPECTS OF DISABILITY

Knowledge areas:
- The human body system
- Medical terminology
- Medical, functional, environmental and psychosocial aspects of:
  - Physical disabilities
  - Psychiatric rehabilitation
  - Substance abuse
  - Cognitive disability
  - Sensory disability
  - Developmental disability
- Assistive technology
Dual diagnosis and the workplace
The concept of functional capacity
Wellness and illness prevention concepts and strategies

Outcomes as demonstrated by the ability to:

C.9.1. The human body system
   C.9.1.a. explain basic medical aspects related to human body system and disabilities.

C.9.2. Medical terminology and diagnosis
   C.9.2.a. demonstrate an understanding of fundamental medical terminology.
   C.9.2.b. demonstrate an understanding of the diagnostic process used by medical and other health professions.

C.9.3. Physical, psychiatric, cognitive, sensory and developmental disabilities
   C.9.3.a. utilize existing or acquired information about the existence, onset, severity, progression, and expected duration of an individual’s disability.
   C.9.3.b. articulate the functional limitations of disabilities.
   C.9.3.c. apply working knowledge of the impact of disability on the individual, the family, and the environment.
   C.9.3.d. explain the implications of co-occurring disabilities.

C.9.4. Assistive technology
   C.9.4.a. determine the need for assistive technology and the appropriate intervention resources.
   C.9.4.b. support the evaluation of assistive technology needs as they relate to rehabilitation services.

C.9.5. Environmental implications for disability
   C.9.5.a. evaluate the influences and implications of the environment on disability.

C.9.6 Classification and evaluation of function
   C.9.6.a. demonstrate familiarity with the use of functional classification such as the International Classification of Function.
   C.9.6.b. consult with medical/health professionals regarding prognosis, prevention and wellness strategies for individuals with a disability

C.10 REHABILITATION SERVICES AND RESOURCES

Knowledge areas:
Case and caseload management
Vocational rehabilitation
Independent living
School to work transition services
Psychiatric rehabilitation practice
Substance abuse treatment and recovery
Disability management
Employer-based and disability case management practices
Design and development of transitional and return-to-work programs
Forensic rehabilitation and vocational expert practices
Managed care
Systems resource information including funding availability
Utilization of community-based rehabilitation and service coordination
Consumer advocacy and empowerment
Marketing rehabilitation services
Life care planning
Strategies to develop rapport/referral network
Case reporting
Professional advocacy
Clinical problem-solving skills
Case recording and documentation
Interdisciplinary consultation
Computer applications and technology for caseload

Outcomes as demonstrated by the ability to:

C.10.1 Vocational rehabilitation
   C.10.1.a. describe the systems used to provide vocational rehabilitation services to people with disabilities including the state/federal vocational rehabilitation program in the United States, private rehabilitation, and community-based rehabilitation programs.
   C.10.1.b. identify and plan for the provision of vocational rehabilitation services with individuals with a disability.
   C.10.1.c. provide information to prospective employers about the benefits of hiring people with disabilities.

C.10.2 Case and caseload management
   C.10.2.a. evaluate the need for and utilize case and caseload management services.
   C.10.2.b. apply principles of caseload management, including case recording and documentation.
   C.10.2.c. identify rehabilitation case management strategies that are evidence-based
   C.10.2.d. establish follow-up and/or follow-along procedures to maximize an individual’s independent functioning through the provision of post-employment services

C.10.3 Independent living
   C.10.3.a. identify and plan for the provision of independent living service alternatives with individuals with a disability.
C.10.4 School to work transition services
  C.10.4.a. develop knowledge of transition services that facilitate an individual’s movement from school to work.

C.10.5 Disability management
  C.10.5.a. describe employer-based disability management concepts, programs, and practices.

C.10.6 Forensic rehabilitation and vocational expert practices
  C.10.6.a. describe the purpose of forensic rehabilitation, vocational expert practice, and the reasons for referral of individuals for services.

C.10.7 Substance abuse treatment and rehabilitation
  C.10.7.a. describe different recovery models that apply to substance abuse treatment and rehabilitation.
  C.10.7.b. identify and recommend treatment options that facilitate recovery and successful rehabilitation outcomes.

C.10.8 Psychiatric rehabilitation
  C.10.8.a. identify and recommend treatment options that facilitate recovery and successful rehabilitation outcomes.

C.10.9 Wellness and illness prevention concepts
  C.10.9.a. promote constructive lifestyle choices that support positive health and prevent illness or disability.

C.10.10 Community Resources
  C.10.10.a. work with community agencies to advocate for the integration and inclusion of individuals with disabilities within the community.
  C.10.10.b. identify the benefits of rehabilitation services to potential individuals with a disability, employers, and the general public.

C.10.11 Community-based rehabilitation and service coordination
  C.10.11.a. assist individuals with a disability to access and utilize services available in the community.
  C.10.11.b. collaborate with advocate’s and other service providers involved with the individual and/or the family.

C.10.12 Life care planning
  C.10.12.a. describe the purposes of life-care planning and utilize life-care planning services as appropriate.

C.10.13 Insurance programs and social security
  C.10.13.a. demonstrate knowledge of disability insurance options and social security programs.
C.10.13.b. explain the functions of workers’ compensation, disability benefits systems, and disability management systems.

C.10.14 Programs for specialty populations
C.10.14.a describe programs of services for specialty populations including but not limited to: spinal cord injury, traumatic brain injury, intellectual disabilities, sensory disability, correctional and veterans.

C.10.15 Current technology and rehabilitation counseling
C.10.15.a. explain and plan for the appropriate use of assistive technology including computer-related resources.
C.10.15.b. utilize internet and other technology to assist in the effective delivery of services.
C.10.15.c. assist individuals with a disability in developing strategies to request appropriate accommodations.
C.10.15.d. assess individual needs for rehabilitation engineering services.
Appendix C: CRC/CRCC Scope of Practice

Assumptions

- The Scope of Practice Statement identifies knowledge and skills required for the provision of effective rehabilitation counseling services to persons with physical, mental, developmental, cognitive, and emotional disabilities as embodied in the standards of the profession's credentialing organizations.

- Several rehabilitation disciplines and related processes (e.g., vocational evaluation, job development and job placement, work adjustment, case management) are tied to the central field of rehabilitation counseling. The field of rehabilitation counseling is a specialty within the rehabilitation profession with counseling at its core, and is differentiated from other related counseling fields.

- The professional scope of rehabilitation counseling practice is also differentiated from an individual scope of practice, which may overlap, but is more specialized than the professional scope. An individual scope of practice is based on one's own knowledge of the abilities and skills that have been gained through a program of education and professional experience. A person is ethically bound to limit his/her practice to that individual scope of practice.

Underlying Values

- Facilitation of independence, integration, and inclusion of people with disabilities in employment and the community.

- Belief in the dignity and worth of all people.

- Commitment to a sense of equal justice based on a model of accommodation to provide and equalize the opportunities to participate in all rights and privileges available to all people; and a commitment to supporting persons with disabilities in advocacy activities to achieve this status and empower themselves.

- Emphasis on the holistic nature of human function which is procedurally facilitated by the utilization of such techniques as:
  - interdisciplinary teamwork
  - counseling to assist in maintaining a holistic perspective
  - a commitment to considering individuals within the context of their family systems and communities

- Recognition of the importance of focusing on the assets of the person.

- Commitment to models of service delivery that emphasize integrated, comprehensive services which are mutually planned by the consumer and the rehabilitation counselor.

Scope of Practice Statement

Rehabilitation counseling is a systematic process which assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated setting possible through the
application of the counseling process. The counseling process involves communication, goal setting, and beneficial growth or change through self-advocacy, psychological, vocational, social, and behavioral interventions. The specific techniques and modalities utilized within this rehabilitation counseling process may include, but are not limited to:

- assessment and appraisal
- diagnosis and treatment planning
- career (vocational) counseling
- individual and group counseling treatment interventions focused on facilitating adjustments to the medical and psychosocial impact of disability
- case management, referral, and service coordination
- program evaluation and research
- interventions to remove environmental, employment, and attitudinal barriers
- consultation services among multiple parties and regulatory systems
- job analysis, job development, and placement services, including assistance with employment and job accommodations
- the provision of consultation about and access to rehabilitation technology

Selected Definitions

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

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

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

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

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

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

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

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

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

Information about CRC exam schedules, eligibility and application requirements, and preparation can be found at: https://www.crccertification.com/about-crc-certification

The Commission on Rehabilitation Counselor Certification (CRCC) sets the standard for quality rehabilitation counseling services in the United States and Canada. As an independent, not-for-profit organization, CRCC certifies rehabilitation counselors with its widely recognized, national Certified Rehabilitation Counselor (CRC) designation.

The CRCC developed its credentialing process in an effort to protect individuals with disabilities. Persons who earn the designation of Certified Rehabilitation Counselor (CRC) must meet acceptable standards of quality in their practice and have the requisite educational and professional background. To become certified, rehabilitation counselors must meet stringent eligibility requirements including advanced education and work experience, and must achieve a passing score on the CRC Exam. To maintain the CRC designation, certificants must renew their certification every 5 years via continuing education or re-examination.

From time-to-time, organizations surface that may not adhere to the same standards as other well-respected organizations, such as the CRCC. This is because certification, as opposed to state licensure, is a voluntary process that is not government regulated.

Major Distinctions of the CRC Certification

- **National Accreditation**: The CRCC holds long-standing accreditation by the National Commission for Certifying Agencies (NCCA). Visit http://www.credentialingexcellence.org/ncca for more information about NCCA requirements for accredited organizations.
- **Eligibility Requirements**: CRCC has established specific eligibility requirements for certification, such as advanced education and work experience. Eligibility categories are based on research into current practices and requirements in the field.
- **Competency Standards**: A passing score on the CRC certification exam ensures that applicants meet nationally-accepted, key competency standards based on current practice in the field. Research is conducted at regular intervals to ensure the ongoing validity of the exam.
- **Code of Ethics**: CRCs are required to adhere to the CRCC’s Code of Professional Ethics for Rehabilitation Counselors as overseen by the CRCC Ethics Committee.
- **Skill Development**: CRCC requires that individuals renew their certification every five years by documenting the accrual of at least 100 clock hours of continuing education or by re-examination.
- **Current Practices**: CRCC is committed to the continuous improvement and updating of the research which forms the foundation of the CRC Exam, as well as the techniques used to validate the exam through its administration.
certification process is built upon 40 years of empirical research of the competencies and job functions that are vital to the counselor's performance.

- **Written Policies**: CRCC has clearly stated policies and procedures regarding all aspects of its certification process as outlined in the CRC Certification Guide.

For the professional rehabilitation counselor, CRC certification:

- Establishes a professional identity,
- Establishes a minimum level of knowledge and a continuous upgrading of skills,
- Promulgates a code of ethical practice,
- Provides a review process of published standards of practice,
- Promotes ongoing role and function studies to validate their practice,
- Provides employers and clients with a recognizable point of difference,
- Is required by many state agencies, and
- Can lead to faster career and salary advancement.