

**REHABILITATION COUNSELING AND
ADMINISTRATION PROGRAM**

STUDENT MANUAL

Fall 2012 and Spring 2013

REHABILITATION INSTITUTE

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

William Crimando, Ph.D., CRC
Professor and Coordinator of Rehabilitation Counseling and Administration
333A Rehn Hall
Rehabilitation Institute
Mail Code 4609
Southern Illinois University
Carbondale, IL 62901
618-453-8293
crimando@siu.edu

Dear Student:

This student manual contains overviews of the Master's in Rehabilitation Counseling (RC) and Rehabilitation Administration and Services (RA&S) degrees housed in the Rehabilitation Institute at Southern Illinois University-Carbondale. Although the degrees differ, students participate in many of the same core courses and all RCA faculty teach in both degree areas. This manual orients you to the objectives and expectations of each degree; it will also help you to understand your obligations and responsibilities.

While the manual itself is comprehensive, it is not sufficient to provide you with all of the necessary information for success in your master's degree. Maintaining a relationship with your academic advisor is necessary to ensuring that you are able to complete your requirements in a timely manner as well as to ensure that you are able to accomplish your individual goals. It is critical that you be responsible for maintaining contact with your advisor and with the RCA program staff.

Congratulations on your acceptance to one of the nation's premier rehabilitation training programs! We are pleased that you have chosen to join the Rehabilitation Institute community and we look forward to helping you achieve your goals.

Best wishes,

William Crimando, Ph.D., CRC
Professor and Coordinator-RCA Program

Table of Contents

The Rehabilitation Institute	5
Mission of the Rehabilitation Counseling and Administration Program (RCA)	6
RCA Program Professional Service and Research Objectives	6
RCA Faculty	7
RCA Student Objectives.....	7
Your future in RCA	8
Careers in Rehabilitation Counseling	8
Careers in Rehabilitation Administration	10
Accreditation, Licensure, and Certification	10
Admission Criteria and Procedures	11
Criteria.....	11
Health Care Worker Background Check Act.....	12
Financial Assistance.....	13
Graduate Assistantships	13
Traineeships	13
Other sources of Financial Aid	14
Financial Aid Conditions.....	14
Student Information	14
Advisement	14
Time Limits	15
Retention Policies	15
Academic Standing..	16
Grades	16
Professional Behavior.....	16
Plagiarism.....	16
Overall	17
Termination.....	17
Grievance Procedures.....	17
Campus Technology and Student Resources.....	18
E-mail	18
Desire to Learn (D2L)	18
Online Graduate Catalogue	18
Morris Library	18
Writing Centers	18
Departmental Mailboxes	18
Student Organizations.....	18
Degrees within the RCA Program.....	19
Rehabilitation Counseling Degree	19
Mission of the Rehabilitation Counseling Degree	19
Programs and Coursework	20
Electives	20
Clinical training	20
Interpersonal Communication Skills Laboratory (REHB 501)	20
Pre-practicum (REHB 589)	20
Practicum (REHB 594C).....	20
Internship in Rehabilitation Counseling (REHB 595b)	21

Selection of the internship site	21
Approval of the internship site.....	22
Internship Credit.....	23
Certified Rehabilitation Counselor (CRC) Exam	23
Transfer of Credits	23
Degree in Rehabilitation Administration and Services.....	23
Mission of the Rehabilitation Administration and Services Degree	23
Programs and Coursework	24
Rehabilitation Core	25
Professional Coursework	25
Internship Requirements.....	27
Transfer of credits.....	27
Comprehensive examination	28
RCA Policy on Double Major	28
Research Requirements for RC and RA&S Students.....	31
Preparation	31
Role of the advisor in research paper or thesis preparation.....	31
Human Subjects Approval.....	32
The Research Paper	32
Research Course	33
The Thesis	33
Prospectus of Thesis	33
Graduation	34
Continuing Enrollment and Leave of Absence Policy	35
Inactive Status	36

Table of Appendices

A. Rehabilitation Counseling and Administration Request for change of faculty advisor	37
B. RC Course of Study.....	38
C. Illustrative Programs for Cohort Models	39
D. Individualized Plan of Study	42
E. Proposal for Double Major.....	44
F. Application for SIUC Graduate Tuition Scholarship.....	45
G. Sample Letter Request for Internship at Off-campus Site	46
H. Sample Letter Request of Transfer of Credits	47
I. Practicum Agreement, Rehabilitation Counseling Degree.....	48
J. Internship Agreement, Rehabilitation Counseling Degree	49
K. Student Conduct Code	51
L. Code of Professional Ethics for Rehabilitation Counselors.....	52
M. Scope of Practice Statement	53
N. Organization of the Research Paper	57
O. Recommended Thesis Outline	59

THE REHABILITATION INSTITUTE

The Rehabilitation Institute was established by Dr. Guy Renzaglia in 1956. Dr. Renzaglia's retirement in 1978, Dr. Jerome Lorenz was named Director of the Institute and he served in that capacity until his untimely death in 1983. Dr. Carl Flowers is currently serving as Acting Director of the Institute.

The Rehabilitation Institute is located within the College of Education and Human Services. It maintains seven separate degree-granting academic programs and five service units.

Academic Programs

1. Bachelor of Science Degree in Rehabilitation Services
2. Bachelor of Science Degree in Communication Disorders and Sciences
3. **Master of Science Degree in Rehabilitation Counseling**
4. **Master of Science Degree in Rehabilitation Administration and Services**
5. Master of Science Degree in Behavior Analysis and Therapy
6. Master of Science Degree in Communication Disorders and Sciences
7. Doctor of Philosophy in Rehabilitation (Ph.D.)

Service Units

1. Region V Technical Assistance and Continuing Education (TACE) Center presents continuing education programs for Rehabilitation Counselors in Illinois, Indiana, Ohio, Wisconsin, and Minnesota.
2. Evaluation and Developmental Center (EDC) provides direct client services, including evaluation, work adjustment and counseling, as well as providing training opportunities for students in each of the separate degree programs at the Rehabilitation Institute.
3. Project 12 Ways offers a wide range of services to families in eleven southern Illinois counties. Services are designed to enhance parent-child relationships and to increase healthy parent-child interaction.
4. Employability Development Program is a contractual program with the Illinois Department of Corrections at the Southern Illinois Adult Transition Center (House of Glass). It is a community based facility for the systematic and gradual re-introduction of selected criminal offenders into full community life.
5. Center for Autism Spectrum Disorders (CASD) helps fulfill the University's mission in several important and unique ways. CASD serves as a site for teaching and interdisciplinary training of graduate students who will be the

future professionals in their disciplines of behavior analysis, speech language pathology, and other related professions. The Center also is the home for research and evaluation related to creating and disseminating knowledge about autism spectrum disorders.

Because of the wide variety of courses offered by each of the specific degree programs, Rehabilitation Counseling and Administration students are encouraged to take elective courses in other areas of the Rehabilitation Institute. Students are also able to meet individual academic needs or explore areas of special interest through enrolling in elective courses in other departments throughout the University.

MISSION OF THE REHABILITATION COUNSELING AND ADMINISTRATION PROGRAM (RCA)

The Rehabilitation Counseling and Administration Program at Southern Illinois University Carbondale is a program designed for students to receive a Master of Science degree in Rehabilitation Counseling, Rehabilitation Administration or both. The completion of either degree involves mastery of core requirements, electives, a thesis or research paper, and possible field experience. An additional and centrally important requirement is that the students demonstrate appropriate judgment and maturity in field work, abide by the Code of Ethics for Rehabilitation Counselors, and develop professional identity through affiliation and involvement with professional rehabilitation counseling organizations such as the American Rehabilitation Counseling Association (ARCA), the National Rehabilitation Counseling Association (NRCA), National Rehabilitation Association (NRA) or National Association of Rehabilitation Leadership (NARL).

REHABILITATION COUNSELING AND ADMINISTRATION PROGRAM PROFESSIONAL SERVICE AND RESEARCH OBJECTIVES

The Rehabilitation Counseling and Administration Program at Southern Illinois University Carbondale is committed to the following objectives related to faculty service and research.

1. To remain current with the latest professional developments through participation and leadership in professional organizations and activities.
2. To support local agencies through the provision of consultation, training and board membership.
3. To cooperatively work with the regional Technical Assistance and Continuing Education (TACE) to develop training materials and provide training activities.

4. To seek service and training grants which allow faculty and students to offer diverse services to the profession, clients, the university and the community.
5. To participate in conferences and workshops which offer education and training to professionals in the field.
6. To remain current with national research trends and activities through an ongoing research program.
7. To collaborate with colleagues within the university and with colleagues at other universities on new or continuing research projects.
8. To support research activities by participation on editorial review boards.
9. To remain current with national research trends through grant-funded research activities.
10. To disseminate research findings through presentations at professional meetings and publications in professional journals, books, monographs and other scholarly works.

THE RCA FACULTY

The Rehabilitation Counseling and Administration Program currently has five faculty who have a wide variety of clinical and academic experiences. Some faculty are Certified Rehabilitation Counselors (CRC) and are active in professional rehabilitation organizations at the national, state and regional level. Faculty engage in research, program development, in-service education programs and consultation with federal, state, local, and private agencies serving individuals with disability.

REHABILITATION COUNSELING and ADMINISTRATION STUDENT OBJECTIVES

The Rehabilitation Counseling and Administration Program at Southern Illinois University Carbondale is designed to:

1. Prepare qualified rehabilitation counselors and administrators to enter the rehabilitation professions in public and private rehabilitation settings.
2. Prepare graduates who are competent and knowledgeable in the areas of rehabilitation counseling, rehabilitation administration, assessment and evaluation, vocational and career development, research, case and

caseload management, medical and psychosocial aspects of disability, and job development and placement as their particular profession requires. Rehabilitation counseling preparation will include at least 48 semester hours of coursework, including a 128-hour practicum (16 weeks times 8 hours per week) and a 640-hour internship (16 weeks times 40 hours per week). Rehabilitation administration preparation will include a minimum of 33 semester hours of coursework and may include additional course and field work.

3. Prepare graduates with awareness and sensitivity to the unique needs of individuals with disability and to the needs of minority population members who have disabilities.
4. Prepare graduates who have demonstrated competence in the application of research knowledge to rehabilitation issues, as evidenced by successful completion of a master's research paper or thesis or through demonstrating competence through successful completion of the research class for rehabilitation counselors.
5. Prepare graduates who are knowledgeable, concerning the importance of professional advocacy, and are capable of being advocates for individuals with disabilities.
6. Encourage graduates to participate in community service and professional functions, including membership in professional organizations, such as the American Rehabilitation Counseling Association, the National Rehabilitation Counseling Association, National Rehabilitation Association, National Association of Rehabilitation Leadership, and regional and state organizations related to those associations.
7. Prepare graduates who understand and act in a manner consistent with the Code of Ethics for Rehabilitation Counselors.

YOUR FUTURE IN REHABILITATION COUNSELING AND ADMINISTRATION

CAREERS IN REHABILITATION COUNSELING

Rehabilitation counseling is a rapidly evolving profession which entered the field of human services about 50 years ago. Early rehabilitation counselors had the general goal of returning the individual with disability to functioning as effectively as possible, in order that he/she could become self-supporting.

In the ensuing 50 years, the country's rapid technological advancements made working with individuals with disabilities more complex. Among the complexities that affected the rehabilitation counselor were technical advances in

prosthetic devices, medications, assessment, and therapeutic approaches to counseling. In addition to being influenced by these same developments, individuals with disability were also affected by the increasingly demanding and complex world of work he/she hoped to enter. In the early 1950s, the federal government legislated the provision of services to new populations which included: individuals with mental retardation, individuals with psychiatric disabilities, older adults, and individuals who are economically deprived. Not only did these populations require specialized services, but also caused rehabilitation agencies to develop new goals and broader purposes. The combined effect of these advancements mandated the development of more highly trained rehabilitation counselors.

The modern concept of the rehabilitation counselor is one of a professional individual trained at the master's level from an accredited Rehabilitation Counseling Program who is skilled in individual counseling, assessment, vocational assistance and guidance, and in the use of occupational information. He or she is aware of special medical, social and psychological problems common to persons with physical, cognitive, and emotional disabilities, and is skilled in the development of employment opportunities and work adjustment activities. The professional rehabilitation counselor of today is aware of community relations, client advocacy, and other factors that impinge upon the client's full participation in society.

The Scope of Practice Statement for Rehabilitation Counselors has been developed and endorsed by the American Rehabilitation Counseling Association (ARCA), the National Rehabilitation Counseling Association (NRCA), the Council on Rehabilitation Counselor Certification (CRCC), and the Council on Rehabilitation Education (CORE). The Scope of Practice Statement may be found in **Appendix L**.

Graduates of Rehabilitation Counseling may seek employment in State Divisions/Departments of Vocational Rehabilitation, community or institutional settings in mental health or corrections, shelter-care facilities, special workshops for individuals with disability, programs for older adults, schools or hospitals for individuals with mental retardation, and other areas where there is a rehabilitation focus. A considerable number of graduates now enter private practice. Many programs for alcohol and substance abuse also employ rehabilitation counselors. In whatever setting the rehabilitation counselor finds him/herself, the central goal is the mobilization of varied skills and resources to enhance the full independence, freedom, and self-determination of the client.

CAREERS IN REHABILITATION ADMINISTRATION AND SERVICES

Rehabilitation administrators ensure that services are efficiently and effectively delivered to clients with disabilities. They oversee programs and manage the concerns of varied population, including clients, referral sources, board members, and staff. Program graduates hold top administrative jobs with organizations like the Illinois Association of Rehabilitation Facilities, St. Francis Rehabilitation Hospital, the Knox County Association for Retarded Citizens, and the Illinois Office of Rehabilitation Services.

Vocational Evaluators use tests, vocational counseling, occupational information, work activities, both real and simulated, and other tools for occupational assessment and exploration. Evaluators help clients form vocational goals and recommend possible jobs for them. Program graduates hold jobs as evaluators with the Chicago Lighthouse for the Blind, Neumann Associates, and the Evaluation and Developmental Center-a component of the Rehabilitation Institute in Carbondale, Illinois.

Job development and placement specialists help place clients with disabilities in competitive employment and on-the-job training. Specialists analyze a client's capabilities and talk to clients and service providers in order to develop recommendations for placement. Program graduates work as specialists with community rehabilitation programs, the Illinois Department of Commerce and Community Affairs, and Illinois Office of Rehabilitation Services.

Transition specialists help students with disabilities move from home and special education programs to community living and work. Specialists work with other human service professionals, especially those from special education and vocational education. Specialists train and assess clients, coordinate services, and develop service plans and follow-up programs.

ACCREDITATION, LICENSURE, AND CERTIFICATION

The Rehabilitation Counseling degree at Southern Illinois University Carbondale is fully accredited by the Council on Rehabilitation Education (CORE). Curriculum, clinical training, and the general course of study are designed to meet nationally approved standards of this accrediting body. As a graduate of an accredited program, the student is eligible to sit for the national Certified Rehabilitation Counselor Examination (CRC). As students in an accredited Rehabilitation Counseling, the examination may be taken just prior to graduation without the additional experience requirement. Students must sit for the CRC exam. Students who wish to qualify for licensure as a professional counselor (LPC) may also take a four-course series that will enable them to sit for the exam in most states.

Studies in Substance Abuse is an elective sequence within the Rehabilitation Counseling degree designed to train students to work and become certified as Addictions Counselors. Studies in Substance Abuse is accredited by the Illinois Alcohol and Other Drug Abuse Professional Certification Association (IAODAPCA), Inc.

ADMISSION CRITERIA AND PROCEDURES

The Rehabilitation Counseling and Administration Program actively seeks students with the academic and clinical potential to become competent Rehabilitation Counselors and Administrators. Special effort is directed toward qualified individuals from minority groups and individuals with disability.

CRITERIA

To be eligible for admission to the RCA Program, students must:

1. Have a 2.7 or above Undergraduate GPA (A = 4.0).
2. Complete the Rehabilitation Counseling and Administration Application online.
3. Submit a \$50.00 application fee by credit card or check.
4. Submit four good letters of recommendation preferably from academic sources who can address the student's potential for graduate work.
5. Submit official transcripts from all institutions of higher learning attended.
6. Write a biographical statement/personal statement of interest which reflects the student's motivation to become a rehabilitation counselor or administrator and also demonstrates their ability to communicate their thoughts in written form.
7. Be admitted to the Graduate School.
8. Submit results from GRE (Graduate Record Examination) or MAT (Miller's Analogy Test) if applying for the Rehabilitation Counseling degree.
9. Achieve a minimum TOEFL score of 550 (paper); 213 (computer), 80 (internet) for Graduate School admission if applying as an international student.

Admission to the RCA Program is determined by vote of the RCA faculty after reviewing the student's complete application. Final decision for admission is based on the judgment of the RCA faculty. At the discretion of the RCA faculty, under some circumstances, students may be admitted conditionally. In order to remain in the program or be fully admitted, these students must meet the conditions specified.

Rehabilitation Counseling applicants who have taken rehabilitation or other courses prior to admission to the Rehabilitation Counseling degree may, upon admission, **petition to have six semester hours** of coursework (taken previously) accepted toward the master's degree in Rehabilitation Counseling. Rehabilitation Administration applicants must take at least 9 semester hours of coursework after admission into the program; at the discretion of the program, the student may be required to take more hours. Students should petition in writing to the Coordinator of the Rehabilitation Counseling and Administration Program, listing those courses they wish to apply to their Master of Science Degree in Rehabilitation Counseling or Administration. Courses accepted must be relevant and appropriate to the Rehabilitation Counseling and Administration program and final judgment is at the discretion of the RCA faculty. Specific procedures for initiating transfer of credits may be found on Page 18 of this manual.

Students in the Rehabilitation Administration program may be eligible to sit for the CRC Credential

HEALTH CARE WORKER BACKGROUND CHECK

The Health Care Worker Background Check Act {225 ILCS 46} was enacted to protect individuals from possible harm through criminal background check of certain health care workers. Health care employers are prohibited from hiring or employing a person who has been convicted of committing or attempting to commit one of the following offenses: murder, homicide, manslaughter or concealment of homicidal death; kidnapping or child abduction; unlawful restraint or forcible detention; assault, battery or infliction of great bodily harm, sexual assault or sexual abuse; abuse of gross neglect of a long-term care facility resident; criminal neglect of an elderly or disabled person; theft, financial exploitation of an elderly or disabled person, robbery or burglary; criminal trespass, arson, unlawful use of weapons or aggravated discharge of a firearm; manufacture, delivery or trafficking of cannabis; manufacture, delivery or trafficking of controlled substances.

Individuals who have been convicted of any of the above listed offenses should be aware that such a conviction may preclude placement for practicum or internship, clinical requirements for completion of the Rehabilitation Counseling and Administration Program. **THE REHABILITATION COUNSELING AND ADMINISTRATION PROGRAM IS NOT HELD RESPONSIBLE FOR FINDING PRACTICUM OR INTERNSHIP SITES UNDER THESE CIRCUMSTANCES.**

Individuals convicted of any of the above offenses may consider obtaining a waiver under the Health Care Worker Background Check Act. It should be noted, however, that a health care employer is not obligated to hire or retain a person convicted of the specified offenses even if that person is granted a waiver. Additional information about the Health Care Worker Background Check Act or

about obtaining a waiver may be obtained from the Office of Health Care Regulation in Springfield, Illinois.

FINANCIAL ASSISTANCE

GRADUATE ASSISTANTSHIPS

A limited number of graduate assistantships are available to Rehabilitation Counseling and Rehabilitation Administration students directly from the RCA Program. Assistantships are awarded on a competitive basis and determined by vote of the Rehabilitation Counseling and Administration faculty. Graduate assistantships are awarded for 50 percent time or 25 percent time and include payment of tuition, as well as a monthly wage. Students receiving a graduate assistantship are required to work 10-20 hours per week under the supervision of assigned faculty. The number of hours required to work is dependent on the percentage of graduate assistantship support, as mentioned above.

Announcements of application periods and appropriate forms are posted by the Rehabilitation Counseling Program. Awards of graduate assistantships are determined on a semester-by-semester basis. Assistantships may also be available through the Evaluation and Developmental Center (EDC), Technical Assistance and Continuing Education (TACE) Program, Office of Disabled Student Services (DSS), or other programs on campus. Students interested in specific assistantships outside the Rehabilitation Counseling and Administration Program should contact the specific program for availability and application information. Additional information regarding financial aid may be obtained from the Financial Aid Office or the Graduate School.

TRINEESHIPS

When available, traineeships are awarded from a federal grant which usually allows tuition and fees, and a monthly stipend. Traineeships are considered "scholarship" funds. Consequently, students awarded traineeships do not have a work requirement during their training in order to receive the monthly stipend. Students receiving traineeships are required (after completion of the Rehabilitation Counseling and Administration Program) to work in a not-for-profit agency or institution serving individuals with disability, for two years for every one year of support with a traineeship. Students may receive no more than one calendar year of support from a traineeship.

OTHER SOURCES OF FINANCIAL AID

Students may obtain additional information from the University Financial Aid Office. A Graduate Tuition Scholarship may also be requested from the Graduate School (**Appendix E**).

FINANCIAL AID CONDITIONS

1. Students with traineeships must enroll for 12 semester hours for each 16-week semester. If a student fails to earn the required number of hours or goes below a 3.25 grade point average, he/she will be ineligible to receive a traineeship for the following semester.
2. Students with graduate assistantships must enroll for a minimum of six semester hours each semester (Fall and Spring) and a minimum of three semester hours for the Summer Session, in accordance with Graduate School policy. Students must also maintain a "B" average (3.25 grade point average) in order to maintain a graduate assistantship.
3. Any incomplete grades (INC) must be completed within two weeks after the start of the next semester. If the student receiving a traineeship fails to complete a course, he/she will have support revoked for the semester and will not be reinstated until the semester after the INC is removed. Under special circumstances, this requirement may be waived by faculty.
4. Students receiving a graduate assistantship may not receive a traineeship or additional assistantship monies unless total receipt of monies does not exceed 50 percent.

STUDENT INFORMATION

ADVISEMENT

Each student admitted into the Rehabilitation Counseling and Administration Program is assigned to one of the RCA faculty who will serve as his/her academic advisor. The advisor plays an important role in your choice of courses and helps direct you to develop your career goals or special area of interest. The advisor is concerned about your professional growth and development and generally directs your thesis or research paper. As you progress through the program, you may find that your emphasis and interests develop along the lines of another faculty member other than your own advisor. In such cases, it is appropriate that you request a change of advisor. To do this, complete the appropriate form (**Appendix A**), indicating your desire to change to another advisor, and secure the signatures of both advisors, as well as that of the RCA

Coordinator. Request for change of advisor may only be made for academic advisement, thesis or research paper, or both.

Although the advisor's role is to assist you in obtaining your academic goals, the responsibility for being aware of and meeting departmental and university deadlines is solely yours. The advisor is not responsible for reminding you or notifying you of deadlines such as application for CRC or Comprehensive Exam, financial aid, practicum or internship, graduation, or final days for registration or adding or dropping courses.

Time Limits. The Graduate School requires that all graduate work, from beginning to completion of requirements, be accomplished within a six (6) year period. This time period begins the semester the student takes his/her first class. If the student has petitioned to have course work completed before admission count towards their degree requirements, the six-year period begins with those classes. After six years, courses are considered outdated and will no longer apply to the student's graduation requirement. Students must re-take any courses that were taken more than six years previously, in order for them to count toward the graduation requirement. They may also take substitute classes at the discretion of the advisor. Students may petition for a one semester extension beyond the six year limit. In order to petition, students should first discuss their situation with their academic advisors and, with the advisor's approval and support, the student should submit, in writing, a letter to the Coordinator of the Rehabilitation Counseling and Administration Department, requesting the extension. The request should state why the extension is necessary and outline a specific plan for completing the program if the extension is granted. If the Rehabilitation Counseling and Administration faculty agree that the extension is warranted, the Coordinator will write a letter to the Graduate School requesting the extension. The final decision regarding the extension is made by the Graduate Dean.

RETENTION POLICIES

University requirements and retention policies, as specified in the Graduate Catalog, apply to all Rehabilitation Counseling and Administration students. Students should review the university retention policies in the Graduate School catalogue. The policies outlined below refer to the minimum performance standards of the Rehabilitation Counseling and Administration Program. These policies supplement Graduate School policies to cover conditions unique to the Rehabilitation Counseling and Administration Program. They should be considered as guidelines for advisement and planning for students throughout their training. Students should be aware that in order to successfully complete their programs of study, they must demonstrate satisfactory performance in both academic and clinical courses in the program. Students may petition through their advisor for reconsideration of any action taken and, if dissatisfied, should consult the Grievance Procedures in the following section.

1. Academic Standing: The student must maintain an overall grade point average of 3.25 in order to remain in good academic standing within the Rehabilitation Counseling and Administration Program. If the grade point average falls below 3.25, the student is placed on probation for one semester. At that time, the student's progress in the program will be reviewed by the faculty. When the grade point average is considerably below 3.25 and it is unlikely that the student can recover in one semester, he/she may be dismissed from the program. Good academic standing is also dependent on satisfactory performance in the clinical portion of the program.
2. Grades: Incompletes must be completed within the first three weeks of the next semester or a written contract with the instructor, with time for completion, must be filed. Failure to complete the course within the designated time limits will result in submission of an "F" grade.
3. W/F (Withdraw/Failing): W/F shall not be considered an appropriate grade for a student in Rehabilitation Counseling and Administration. Accrual of two such grades will result in dismissal from the Rehabilitation Counseling and Administration Program.
4. Professional Behavior: A student is expected to act in a professional manner while representing the department or University. Students not doing so may be referred to the faculty for disciplinary action. If the student is acting as a graduate assistant at the time, disciplinary action will be consistent with the Collective Bargaining Agreement between the Board of Trustees of Southern Illinois University and the SIUC Graduate Assistants United, IEA-NEA, in effect at the time.
5. Plagiarism: Students are expected to maintain the highest levels of scholarly behavior, which includes avoidance of plagiarism. Plagiarism, here, is defined as representing another's work as one's own, including any instance of singly or combining any of the following without acknowledging the original source: paraphrasing or directly quoting another's work (either word-for-word, or paraphrase by word substitution or order modification); or using another's written or spoken theories, hypotheses, ideas, opinion or statistics when they are not "common knowledge"; or using another's tables or graphics. In all instances of using another's work, acknowledgment must be in a manner consistent with the stylebook in effect for the entity for whom the student's work is being created (in most cases in the Rehabilitation Institute, this means the current stylebook of the American Psychological Association). Instances of plagiarism will be considered unprofessional behavior and, when discovered, result in disciplinary action. The nature of the consequences will be contingent on the nature and extent of the plagiarism, and whether the instance is a "first offense" or the latest offense.

6. **Overall:** The general goal of the RCA program is to prepare competent Rehabilitation Counselors and Administrators to work in agencies, institutions, clinics, workshops, and other sites that are devoted to serving individuals with disability. Erratic performance, poor academic or poor clinical performance or poor work attitudes are concerns to be addressed with the student by the academic advisor, who will also report these concerns as part of routine student progress reports given at every regularly scheduled Rehabilitation Counseling and Administration Program faculty meeting. Suggestions for intervention will be given by the rehabilitation counselor faculty. The academic advisor will meet with the student to discuss and outline a plan and intervention to resolve the problem. However, if there is continued evidence of the student's inability to make a direct contribution, or improve performance or achieve clinical or academic competence, the student will be terminated from the program.
7. **Termination:** Termination may be recommended if, in the opinion of the RCA faculty, the student: demonstrates poor performance academically or in the clinical setting; violates the Student Conduct Code found in **Appendix J**; or, engages in unethical behavior or other behavior unbecoming to a rehabilitation professional. The Rehabilitation Institute uses, as a guideline, the Code of Ethics for Rehabilitation Counselors, (see **Appendix K**). Students may be terminated from the program if they violate rules or practices of the institutions where they are assigned to do their practicum or internship. The decision to terminate a student from the program may be appealed according to Grievance Procedure.

GRIEVANCE PROCEDURES

It is expected that the student will try to resolve disagreements of grievances first with his/her advisor or directly with the faculty member with whom they have a disagreement. If this process does not meet resolution, the student should present his/her argument to the RCA Coordinator. If the student still feels that his/her case has not been equitably resolved, he/she may petition (in writing) to the Coordinator of the Rehabilitation Counseling and Administration Program for an Appeals Committee which consists of three faculty members. If the student desires further appeal, he/she may then petition (in writing) to the Director of the Rehabilitation Institute. Issues involving dismissal from the program or suspension for a period of time can be heard by an Appeals Committee. If the case is not resolved at this level, the Rehabilitation Institute Grievance Procedure would be applicable. These policies and procedures are available through the office of the Director of the Rehabilitation Institute. Should these procedures fail to satisfy the complaint, the Graduate School and the University have additional grievance procedures. These procedures may be obtained through the Graduate School.

CAMPUS TECHNOLOGY AND STUDENT RESOURCES

E-mail. All students are required to acquire an SIU e-mail address (you can create your e-mail address at this website <https://helpdesk.siu.edu/index.php/Tutorials/Create-your-SIU.EDU-E-Mail-Address>). You must give your e-mail address to the RCA program assistant and check for e-mail messages on a daily basis. Computer labs are available for this purpose at no extra cost to the student.

Desire2Learn. Many of the classes use **Desire2Learn (D2L)** either as adjunct or central repository of lectures, assignments, quizzes, and so on. You can access D2L at online.siu.edu. Use your Dawg Tag and Kerberos password to access your account. Students are expected to learn the D2L system well in advance of needing it to complete an assignment.

Online Graduate Catalogue. The online graduate catalogue provides information on graduate school and university policies, in a hypertext-linked and reduced form. It provides specific information on your rights and responsibilities, as well as information on grievance and appeals procedures. It can be found at http://gradschool.siu.edu/catalog_12-13/REHABILITATION_INSTITUTE.pdf .

Morris Library. The University library is an excellent resource to students and contains a large number of books, journals, periodicals, and a computer lab which students may use during their academic program. Students should become acquainted with the library and its resources early in their academic program.

Writing Centers. RCA students are expected to be able to communicate in writing, both technically (on reports) and scholarly (on course papers and research). The University provides writing centers, where students can receive free tutoring in writing. RCA students who have trouble with writing should avail themselves of these services. If a student shows consistent inability to communicate in writing, an advisor may require a student to use these services before agreeing to supervise the Master's paper.

Departmental Mailboxes. Rehabilitation Counseling and Administration information regarding activities within the department, changes of schedule or procedure, as well as other notices, will be emailed, put in your mailbox, or you can check with Michelle Mansfield in the main office of the Rehabilitation Counseling and Administration Program (ROOM 308). **IT IS STUDENTS' RESPONSIBILITY TO CHECK THEIR MAILBOXES DAILY.**

STUDENT ORGANIZATIONS

Students are encouraged to participate in professional rehabilitation counseling organizations through student membership, as well as participate in

departmental, college and university student groups. Students are encouraged to become student members of the American Rehabilitation Counseling Association and National Rehabilitation Counseling Association, as well as become involved with Rehabilitation Counseling Associations at the State and regional level.

Graduate and Professional Student Council. More than 4,000 graduate and professional students enrolled in approximately 85 academic programs are represented by the Graduate and Professional Student Council. The GPSC constituency consists of all part and full-time graduate and professional students who are currently enrolled in departments recognized by the Graduate School.

DEGREES WITHIN THE RCA PROGRAM

REHABILITATION COUNSELING DEGREE

The Rehabilitation Counseling Program (RC) is a 48-semester hour clinical program. Graduates of the program receive a Master of Science in Rehabilitation Counseling. The completion of the RC Program involves mastery of core requirements, electives, a comprehensive examination, a thesis or research paper, a clinical practicum and internship.

Mission of the Rehabilitation Counseling Degree. The mission of the Rehabilitation Counseling degree is threefold. First, the degree is designed to prepare qualified rehabilitation counselors to work with persons with disabilities toward the goal of maximum vocational, personal and social independence. This preparation is accomplished by classroom and clinical experience in (1) individual and group counseling; (2) evaluation and assessment; (3) employment and occupational choice; (4) case and caseload management; (5) knowledge and use of medical and psychosocial information; (6) knowledge of job development and placement process; and, (7) training in problems of special populations. Community service, professional functions, advocacy, applied research activities and ethical standards are integrated throughout student preparation and development.

The second task of the degree is to provide in-service training and consultation services to public and private rehabilitation agencies and facilities, and to professionals and consumers. The Rehabilitation Counseling Degree supports and encourages the development of workshops, training sessions and special programs to all segments of the rehabilitation community. These special programs reflect the national and regional training and significant emerging trends in rehabilitation.

The third task of the Rehabilitation Counseling Degree, in concert with the Rehabilitation Institute and the University, is to contribute to the body of knowledge on disability and rehabilitation practices and issues. The degree

remains current with developments within the field through internal and collaborative research projects, and the dissemination of research results.

Programs and Coursework. All Rehabilitation Counseling students must meet all core requirements (see **Appendix B** for listing of core requirements). If a student receives a grade below "B" in a core requirement, he/she will be required to repeat the course or make up the grade in a manner approved by the instructor. Which of these options is used is at the discretion of the instructor. When competency in the course is demonstrated to the instructor's satisfaction, through either satisfactory performance when repeating the course or through meeting written criteria previously established by the instructor and given to the student, a letter signifying competence is sent by the instructor to the RC Coordinator and placed in the student's file. The initial grade received by the student is not changed, even though the student is required to repeat the course or does make-up work to reach a satisfactory competency level.

Electives. With approval of the advisor, students may elect to take a variety of courses from other areas within the Rehabilitation Institute or University which are related to the student's specific academic need or interest. Course descriptions of additional courses can be found in the Graduate Catalog.

Clinical training. Clinical training is designed to enable students to apply the information concepts and skills they have learned in their academic courses. All students must complete the prerequisite courses (REHB 501, REHB 551, and 589) with a "B" or better before they enter practicum. Prior work experience will not be counted toward practicum or internship credit.

Interpersonal Communication Skills Laboratory (REHB 501). The counseling laboratory is held in the first semester of the student's training. Interpersonal skills and counseling processes are practiced and reviewed by way of audio and/or videotape, role playing, and group interaction. The intention of this laboratory experience is to expose the student to the "basics" of interaction skills with another person in preparation for the practicum.

Pre-practicum (REHB 589). Pre-practicum is a one credit hour course which is designed to give students specific orientation to their practicum experience. Included in the course are: introduction to potential practicum sites, crisis intervention skills training, introduction to ethical standards for rehabilitation counselors, and introduction to professional issues.

Practicum (REHB 594C). Enrollment in practicum is contingent on the student's completing REHB 501, 551 and 589 with a "B" or better, and exhibiting satisfactory interpersonal skills. Proficiency in interpersonal communication skills must be demonstrated prior to enrollment in practicum or internship. The Rehabilitation Counseling Program recognizes that certain communication difficulties or differences may interfere significantly with the student's performance

in clinical work and may influence the individual's professional effectiveness in providing clinical services to clients or in interactions with colleagues or other professionals. Before beginning internship, students must have completed practicum (REHB 594C) with a "B" or better. The faculty supervisor of practicum and internship and the supervisor on the internship site will determine satisfactory completion of the respective clinical requirement. Where performance is not satisfactory, the student will be required to repeat the practicum or internship (not necessarily at the same setting) or have it extended until competence is achieved. In those instances where it appears unlikely that the student will be able to achieve minimum competency, the student will be terminated from the Rehabilitation Counseling Program. Satisfactory participation in agency functions, professional and ethical behavior, as well as counseling and other skills, will be evaluated also.

A total of four (4.0) semester credit hours of practicum are required. This involves the student's participation of eight hours per week for 16 weeks at the practicum site. The student must spend the majority of time during the practicum experience in client counseling. Student counseling sessions during practicum must be audio or video taped, or there must be provision for direct supervision by the student's supervisor, such as through a two-way mirror. Students taking practicum will be assigned to a faculty supervisor and should register under that faculty member's section number. Each student in practicum is required to meet with his/her assigned faculty supervisor or clinical supervisor under faculty member's supervision for one hour per week during the 16 weeks of practicum, in order to review tapes of counseling sessions. Faculty supervision, by way of review of students' audiotapes, is scheduled by the instructor. Practicum may be taken at the student's place of employment if it is at an approved site and the majority of the audiotapes are with new (rather than ongoing) clients.

Internship in Rehabilitation Counseling (REHB 595B). Prerequisite to internship is successful completion of practicum with a "B" or better. General internship requirements include that the eight (8.0) credit hour internship consist of 40 hours per week for 16 weeks or 20 hours per week for 32 weeks at the agency site. Each student will be assigned a faculty supervisor and a supervisor at the clinical site must also be identified. A written evaluation of the student by his/her clinical supervisor at the agency, in consultation with the student's faculty supervisor, and one written evaluation of the internship experience by the student must be completed at the end of the student's internship. Both evaluations must be available for placement in the student's file before the grade can be assigned.

Selection of the Internship Site. The student should explore with his/her advisor the type of internship he/she would select in line with his/her career plans and interests of a particular population. Internship should be completed at one site. An Internship Agreement must be signed by the student, faculty supervisor and site supervisor, and returned to the RC office for inclusion in the student's file. The Internship Agreement serves as a contract among the three parties.

Approval of Internship Site. Credit may be given for the internship **only** if it is taken at a faculty-approved site. Students may petition (in writing) the Rehabilitation Counseling Program faculty for approval of a site, if the site has not been previously approved. **Each site must be approved by the RCA faculty before it can be used as an internship site.** While there is some latitude, the usual requirements are 1) that the student's responsibilities during internship include 50 percent of time in individual and group counseling; 2) that an agency staff member with a Master's degree or higher in Rehabilitation Counseling (preferably a CRC) or related field (such as psychology, social work, marriage and family, or substance abuse counseling) agree to serve as the student's on-site supervisor. When CRC supervision is not possible, regular supervision by a Rehabilitation Counseling and Administration faculty member with CRC must be obtained. It is expected that the student will be an active participant in services to clients, and that ongoing training programs that contribute to the student's professional growth and development will be provided by the agency. For sites within this immediate area, the student should contact his/her faculty advisor. **No student shall make independent contact or negotiations for an internship,** unless specifically approved to do so by his/her advisor. The advisor will make the initial contact and arrange for a student interview or other application for internship as required by the agency.

Occasionally the student has reason to take his/her internship outside of the immediate area. In some instances, the student will have had contact with an agency. If so, he/she should first discuss the site with his/her faculty advisor. Then the student should submit a formal written request to their advisor who in turn will bring the request to the Rehabilitation Counseling and Administration faculty for a decision (a sample of such a written request is found in Appendix F). The written request must include 1) the name and address of the site; 2) the name, title, address and professional qualifications of the individual who has agreed to serve as the student's site supervisor; and, 3) a description of the population the site serves, as well as a general description of the agency (brochures or pamphlets describing the agency should be submitted whenever possible). The advisor will then contact the site for information on its activities, training potential, overall plan for internship, and qualifications of supervisors. When this information is received, it will be reviewed by the Rehabilitation Counseling and Administration Program faculty for approval as an appropriate site for the student.

Students may elect to complete their internships at their places of employment (if employed at an approved facility). Approval of the RCA faculty is required for all such internships. Essentially the student must demonstrate that qualitative learning is taking place, usually in the form of working with a different program, exposure to new clientele, offering additional services, or participating in more extensive or specialized supervision (e.g. Videotaping of counseling sessions).

Internship Credit. Internship is credited for eight semester hours. Students should be registered under the faculty supervisor's section number. The student **will not receive a grade** until the agency supervisor's evaluation and the student's evaluation of the experience have been received by the Rehabilitation Counseling and Administration Program faculty supervisor.

Certified Rehabilitation Counselor (CRC) Exam. The Certified Rehabilitation Counselor (CRC) exam is offered twice a year and serves as the Rehabilitation Counseling Comprehensive Examination. Rehabilitation Counseling students must take the CRC exam prior to graduation. Failure to do so will delay graduation. Students authorized to take the CRC exam must sign a release form which authorizes the CRCC to release student exam results to the coordinator. Please visit the CRCC website for a complete listing of testing schedules; the deadline for registering for the exam is typically 6 months prior to taking the exam.

Transfer of credits. No more than six semester hours of graduate work, taken prior to admission to any program, may be applied to a student's 48-hour requirement for their degree. These courses must be appropriate to rehabilitation, must be graduate-level courses, and must be within the six-year time requirement for degree completion established by the Graduate School. Courses taken as an undergraduate and which were applied to the student's undergraduate degree requirements are not eligible for transfer. The student must petition the Rehabilitation Counseling and Administration Program for transfer of these six credit hours from another college or university, or unclassified credits from SIUC, by submitting a request to the Coordinator of the Rehabilitation Counseling and Administration Program, indicating the course number and name, the number of semester hours, semester taken, and grade received (**Appendix G**). (If the courses are appropriate to the degree, the Coordinator will then submit the request, with a supporting letter from the Rehabilitation Counseling and Administration Program, to the Graduate School who determines whether or not to accept the courses as part of the student's master's degree program.

DEGREE IN REHABILITATION ADMINISTRATION

The degree in Rehabilitation Administration and Services is the Master's of Science (M.S.) degree. The M.S. degree is felt to be most appropriate for individuals who are or plan to become practitioners or administrators within direct service programs. The M.S. degree emphasizes professional applied training and the ability to appropriately utilize and evaluate rehabilitation research.

Mission of the Rehabilitation Administration and Services Degree. The mission of the Rehabilitation Administration and Services degree is to prepare competent rehabilitation administrators and service providers in the areas of vocational evaluation, job development and placement, adjustment services, and private practice. Classes and field experience prepare students to

work with populations with disabilities and hold positions such as administrators, directors, program coordinators, supervisors, vocational evaluators, and adjustment specialists.

The degree aims to help practitioners fulfill their community and professional responsibilities, improve their skills in research, and remain current in their professional knowledge and skills. Students are also taught how to represent rehabilitation programs to various publics. All RA&S graduates are expected to have the following competencies:

- Uses tools of the profession appropriately
- Demonstrates knowledge of current issues in profession
- Performs according to ethical and legal standards
- Develops plans effectively
- Presents self appropriately for the profession
- Adheres to professional standards regarding marketing and public relations
- Demonstrates leadership skills
- Communicates effectively in written presentation
- Communicates effectively in oral presentation
- Uses published research to support writing and decision-making practices
- Maintains effective interpersonal relationships and networks
- Uses APA style in scholarly reports

The faculty also serve as consultants, and lead workshops, programs, and training sessions. These services, designed to update practitioners on rehabilitation issues and special populations, are available to the entire rehabilitation community. Faculty participation in joint Institute/rehabilitation agency projects, committees, and task forces at the state, regional, and national levels also helps disseminate knowledge to practitioners.

In addition, the faculty furthers the knowledge and skills of rehabilitation professionals through research projects and programs. Such research is coordinated with the needs of the field. To this end, the faculty studies developments within rehabilitation and related fields.

Input from graduates, alumni, practitioners, employers and others helps the faculty assess the program and develop training. This feedback is another aid in achieving the program's mission.

Programs and Coursework. Students receive their degrees in Rehabilitation Administration and Services. Preference in admissions to the Administration concentration will be given to applicants having no fewer than 3

years of approved, acceptable rehabilitation or related work experience. All students must complete a minimum of 33 semester hours of graduate course work, which includes a research paper or thesis. Students applying for RA&S admission, but not meeting the professional experience criterion, may be considered for admission. If admitted, students will be required to complete a full-time internship (6.0 semester hours). During the first semester of full-time study, or a comparable time for part time students, the student must have a plan of study approved by the advisor and program coordinator. This plan of study normally includes rehabilitation administration core and professional course work, although specific plans may differ for students with varying backgrounds and career goals.

All students are expected to work with their advisers to construct a Plan of Study and submit them by the end of the first semester after they are admitted, or by the end of the first course they complete in the program, whichever comes first. The RCA Coordinator approves all plans of study, once they have been approved by the student's advisor. Given work, family, course scheduling, etc., plans of study may be changed in subsequent semesters with the concurrence of the faculty advisor and the RCA Coordinator. Such changes are common as few can predict employee release-time from work, financial support for education/training in a new job, or family obligations. All changes, however, will conform with all Graduate School requirements and with RA&S standards. The submission of a Plan of Study is an important student responsibility. This plan will guide the course of the graduate education and will ease matriculation through the program.

Rehabilitation Core (9-10 hours). All RA&S students must take the following courses:

REHB 513-3/4 Medical and Psychosocial Aspects of Disability

REHB 593-6 Research in Rehabilitation

OR

REHB 593-3 Research in Rehabilitation AND REHB 599-3 Thesis

Professional Coursework. The student must complete a series of courses approved by her or his faculty adviser and the degree program coordinator. This series of courses will normally consist of the Rehabilitation Administration concentration. Changes may be made at the discretion of the Rehabilitation Counseling and Administration Program Coordinator. Students without 3 years of appropriate experience will be expected to take the rehabilitation services sequence and an approved internship.

Rehabilitation Administration Concentration

REHB 570-3 Rehabilitation Administration

REHB 573-3 Programming, Budgeting and Community Resources

REHB 576-3 Development and Supervision of Rehabilitation Employees
REHB 578-3 Program Evaluation in Rehabilitation
REHB 579-3 Advanced Fiscal Management
REHB 580-3 Professional and Community Relations in Rehabilitation
REHB 581-3 Professional Issues in Rehabilitation
REHB 582-3 Seminar in Rehabilitation Services

Students may opt for the Services program sequence (16 semester hours), as part of their Plan of Study. The Rehabilitation Services Sequence includes the following classes:

REHB 521-3 Vocational Development and Placement
REHB 530-3 Assessment Procedures
REHB 575-4 Case Management
(These may be taken in lieu of REHB 573, REHB 578, REHB 579, and REHB 595-6 Internship in Rehabilitation)

(Please see **Appendix C** for Cohort Model)

CRC. Students in the Rehabilitation Administration and Services degree may be eligible to sit for the CRC Credential with the addition of six graduate courses:

- a. **ONE** course on Theories and Techniques of Counseling;
- b. **ONE** course on Foundations of Rehabilitation Counseling;
- c. **ONE** course on Assessment;
- d. **ONE** course on Occupational Information or Job Placement;
- e. **ONE** course on Medical or Psychosocial and Cultural Aspects of Disabilities;
- f. **ONE** course on Community Resources or Delivery of Rehabilitation Services.

Examples of relevant course work would address content in the following areas:

- Career Counseling and Assessment
- Case and Caseload Management
- Foundations, Ethics and Professional Issues
- Group and Family Counseling
- Individual Counseling
- Job Development and Placement Services
- Medical, Functional and Environmental Aspects of Disabilities
- Psychosocial and Cultural Issues in Counseling
- Rehabilitation Services and Resources
- Vocational Consultation and Services for Employers

In addition, there is an employment requirement: Thirty-six (36) months of acceptable employment experience (see Section 6), including a minimum of twenty-four (24) months under the supervision of a CRC.

- If the CRC candidate meets the employment criteria, but lacks supervision of employment by a CRC, a **Provisional CRCC Contract** must be completed

Internship Requirements. Starting about their third full semesters in the program, students required to take the Rehabilitation Services Sequence are expected to work supervised in a rehabilitation setting of their choice, at the approval of their advisors. The work can be of any professional nature, as long as it is related to their professional coursework. The normally expected six-hour (6.0) internship would consist of 480 clock hours.

When students have identified a field experience site, they must meet with a local supervisor who will agree to supervise the field experience. This is normally a senior employee of the proposed site who has experience in the professional role sought by the student. When the supervisor has agreed to supervise the field experience, he or she and the student develop a behavioral contract listing what the student will do for the appropriate amount of time. Both the student and supervisor sign the contract, which is then submitted to the student's advisor for approval.

During the field experience, students will maintain a Field Experience Log (available from advisors) briefly detailing time spent on the experience. This log may be used during regular supervision hours, and must be turned in prior to grading.

At the end of the field experience, the advisor will send a rating instrument to the field supervisor for completion. These instruments are used in computing the student's final grade, although they are not the sole criterion.

Transfer of credits. All but nine (9.0) semester hours of graduate work, taken prior to admission to the RA&S degree, may be applied to a student's degree requirements. These courses must be appropriate to rehabilitation administration, must be graduate level courses, and must be within the six-year time requirement for degree completion established by the Graduate School. Courses taken as an undergraduate and which were applied to the student's undergraduate degree requirements are not eligible for transfer. The student must petition the Rehabilitation Counseling and Administration Department for transfer of these credit hours from another college or university, or another program or department at SIUC, or unclassified credits from SIUC, by submitting a request to the Coordinator of the Rehabilitation Counseling and Administration Department, indicating the course number and name, the number of semester hours, semester

taken, and grade received (**Appendix G**). (If the courses are deemed appropriate to the degree, the Coordinator will then submit the request, with a supporting letter from the Rehabilitation Counseling and Administration Department, to the Graduate School who determines whether or not to accept the courses as part of the student's master's degree program.

Comprehensive examination. All students must complete an oral comprehensive examination. Oral comprehensives are arranged with advisers, and test the student's knowledge of the rehabilitation literature in general, literature related to their research paper or thesis, and literature related to their professional coursework.

RCA POLICY ON DOUBLE MAJOR

The Graduate Catalog states that students may earn a double major if such a program is appropriate to the student's vocational and professional goals. If a student is interested in pursuing a double major, he/she must submit to the Graduate School a written statement of justification for the proposed program and a program of study which has been endorsed by both cooperating units. (Such endorsement requires the signature of the student's academic advisor in both units as well as the Coordinator of the graduate program in each unit.)

Since the Rehabilitation Counseling and Administration Program requirements are based upon state, regional and national competencies for the professional rehabilitation counselor, the following policies for students choosing a double major which includes Rehabilitation Counseling and Rehabilitation Administration will be followed:

1. Students requesting a double major from other graduate programs within the Rehabilitation Institute or from other departments within the University must apply and be accepted to the Rehabilitation Counseling and Administration Department by the usual application procedures.
2. Students requesting the double major option with Rehabilitation Counseling as one of the majors must complete 42 hours of coursework after admission to the Rehabilitation Counseling and Administration Department.
3. Students in the double major option with Rehabilitation Counseling as one of the majors must complete a practicum of 4 credit hours in Rehabilitation Counseling (8 hours per week for 16 weeks). The practicum must be done at a site which has been approved by the Rehabilitation Counseling and Administration faculty and must be a site which provides direct service to persons with disability. Students in practicum must audio or videotape counseling interactions with

clients and meet with a Rehabilitation Counseling and Administration faculty member or individual under the faculty member's direct supervision, for one hour per week of direct counseling supervision.

4. Students in the double major option with Rehabilitation Counseling as one of the majors must fulfill the regular internship in rehabilitation counseling (40 hours per week for 16 weeks in an agency or facility serving persons with disability). The site must be a site approved by Rehabilitation Counseling and Administration faculty and must have a site supervisor with a master's degree in Rehabilitation Counseling (CRC preferred) or a master's degree in a closely related field. A Rehabilitation Counseling and Administration faculty member will also serve as supervisor of an internship. At least 50% of internship must be spent in direct client counseling.
5. The thesis or research paper for students in the double major must be a joint effort between the two program majors, with each academic advisor in each department supervising and signing off on the paper.
6. Retention policies and other conditions in the Student Handbook for Rehabilitation Counseling students will apply to all students, including those in double majors. This includes passing either the Comprehensive exam or CRC exam.

The Graduate School Catalog describes requirements and procedures for a double major. It is useful, in addition, to keep in mind the following:

1. Students interested in exploring a double major option should consult with their advisors toward the end of the first semester of classes. The student must complete at least one semester in the primary major before being allowed to begin a double major.
2. Half the coursework for each major must be at the 500 level or above.
3. At least 18 semester hours must be earned for the second major (Rehabilitation Counseling requires that 42 hours be earned after admission to the Rehabilitation Counseling Degree).
4. The minimum number of hours required for the double major must total 60 percent of the sum of the total required for the two majors individually. For example, if Major One requires 45 hours and Major Two requires 36 hours, the Plan of Study for the double major must show no less than 49 hours.

The application process for the double major is as follows:

1. Students already admitted to the Rehabilitation Counseling or Rehabilitation Administration Degree who wish to double major in another area should discuss the double major with their academic advisor. Students outside the unit who are considering Rehabilitation Counseling as their second major should discuss the double major with the Coordinator of Rehabilitation Counseling and Administration.
2. Secure the form for the double major from the Graduate School. (The Department does not keep copies of the Double Major form.)
3. Submit the form which has the proposed plan of study for the double major to the Coordinator of the Rehabilitation Counseling and Administration Program who will in turn take the form to the Rehabilitation Counseling and Administration faculty for review. The decision of whether to approve the double major will be at the discretion of the Rehabilitation Counseling and Administration faculty.

Both Rehabilitation Counseling and Rehabilitation Administration & Services are evolving and rapidly changing fields. In order to keep abreast of changes and in order to be aware of specific professional issues that have direct impact on the field, as well as on clients, it is important that Rehabilitation Professionals be involved in their professional organizations.

There are a number of important issues involved in membership and professional affiliation as students transition from the student role to that of clinical practitioner on a professional level. There are a number of important reasons why Rehabilitation Counseling students should obtain and maintain membership in both the American Rehabilitation Counseling Association (ARCA) which is part of the American Counseling Association (ACA) and the National Rehabilitation Counseling Association (NRCA) which is part of the National Rehabilitation Association (NRA). Similarly, Rehabilitation Administration students should obtain and maintain membership in NRA, as well as at least one of its divisions, which include National Association of Rehabilitation Leadership (NARL), Rehabilitation Program Evaluation Network (RPEN), and National Association of Multicultural Rehabilitation Concerns (NAMRC). Membership provides opportunities for:

1. Networking and professional connectedness.
2. Information and education through conferences, publications, and continuing education opportunities.

3. Understanding guidelines of responsible standards of professional performance.
4. Professional identity.

RESEARCH REQUIREMENTS FOR RC AND RA&S STUDENTS

In order to complete the degrees in Rehabilitation Counseling and Administration, the student must complete a research paper, thesis, or research course in which he/she demonstrates competence in conducting research. Generally a research paper consists of library research, in which there is an in-depth review of the current literature on a specific topic. The thesis consists of an empirically-based research study in which data are gathered and presented.

PREPARATION

Students should be aware that final approval of the research paper or thesis is from the Graduate School. Students should, therefore, obtain a copy of the Graduate School Guidelines for the Preparation of a Research Paper or Thesis from the Graduate School and prepare their paper accordingly. For Rehabilitation Counseling and Administration Program requirements, the student must obtain the following publication: Publication Manual of the American Psychological Association, 6th Edition (APA Manual). Without this publication, it will be impossible to complete the research paper or thesis. This manual provides the student with the APA style required of all research studies which are psychological in nature. Students should strive toward a parsimonious writing style that communicates their ideas in a clear, concise and orderly fashion. The student is strongly encouraged to carefully read the pages of the APA Manual which discuss such topics as: Orderly Presentation of Ideas, Smoothness of Expression, Economy of Expression, Precision and Clarity in Word Choice, Grammar, etc. Reading the Elements of Style, by Strunk and White, may also be helpful in putting your ideas down on paper. After completing their research paper or thesis, students must obtain an approval form from the Rehabilitation Counseling and Administration Program assistant. The student must obtain the signatures of the faculty advisor and the Coordinator of the Rehabilitation Counseling and Administration Program on the approval form. The completed paper and form must then be electronically submitted to and approved by the Graduate School.

Role of the advisor in research paper or thesis preparation. The faculty advisor assists the student in choosing between writing a research paper or thesis. In either case, the student should work closely with his/her advisor to determine a topic and plan the development of the research paper or thesis. Ideas for a research paper or thesis should be generated early in the student's

academic program. The advisor not only guides the development of the research paper, but also determines when the paper has been completed satisfactorily and can be approved. The paper or thesis should be developed by sections, so that the Introduction, Review of the Literature, etc. can be continuously reviewed by the advisor. The student cannot present a "completed package" and expect acceptance in little time and with few changes. Therefore, **the complete draft must be submitted to the advisor no later than two months before the planned graduation date.**

At times, students choose to work with another faculty member whose research area more closely parallels their own interest. In such cases, it is appropriate for the student to ask for a change of advisor. This change should be requested before any work has begun! In order to change advisors, the student must (a) fill out the appropriate form (**Appendix A**); (b) obtain the consent and signatures of both the current advisor and the proposed advisor; and, (c) obtain the consent and signature of the RCA Program Coordinator.

HUMAN SUBJECTS APPROVAL

The Department of Health and Human Services requires that all research projects involving human subjects be screened to confirm that the subject's rights, privacy, welfare and civil liberties are protected. Research which strictly involves literature review is exempt; however, research that involves case studies, interviews, surveys, examination of individual records or files, or other direct or indirect contact with human subjects must be submitted to the Human Subjects Committee for approval. The approval from Human Subjects Committee must be included in the thesis or research paper (if appropriate) when it is submitted to the Graduate School. Please note that approval must be obtained **prior** to beginning the study, or the research may not be accepted by the Graduate School! Forms and guidelines for approval may be obtained from the Carbondale Committee for Research Involving Human Subjects (Phone: 453-4533) or from the Rehabilitation Counseling and Administration Program Assistant.

THE RESEARCH PAPER

The research paper is an in-depth study of a specified topic or problem through a comprehensive review of the literature. The research paper is not an extended term paper. The research paper should focus on a specific topic or problem significant to the field of Rehabilitation Counseling and Administration. Depending upon the topic or problem selected, the literature review may include review of programs, treatments, or research studies in a chosen area. The literature review should be current, comprehensive, and include information not readily available in another single source or volume. In completing the research paper, the student is expected not only to survey, review, and summarize the

literature, but also to evaluate, interpret, and present a scholarly conclusion of the implications for applied or theoretical consequences to the field of rehabilitation. In short, the research paper must demonstrate the student's ability to read, understand, synthesize, and present research literature. A detailed outline of the Research paper is presented in Appendix M.

RESEARCH COURSE

In lieu of the research paper or thesis, Rehabilitation Counseling students may opt to complete a research course and an annotated bibliography. Students may enroll in REHB 593A (a course designed to help the student become a knowledgeable consumer of rehabilitation research) for 3-4 credit hours. If students enroll for 3 credit hours, they must then enroll in 1 credit hour of REHB 593 using their advisor's section number. This additional credit experience will be used to generate an annotated bibliography on the research topic identified by the student when enrolled in 593A.

THE THESIS

The thesis is an empirically based research study addressing an area that is important to rehabilitation theory or practice. The thesis differs from the research paper in that a research design is developed and data are collected, analyzed and presented. Data may be either quantitative or qualitative in nature. The research design, data collection strategy, statistical analysis and interpretation employed will depend upon the specific research questions or hypothesis you have developed. The student must carefully consider his/her ability to undertake a thesis before beginning the process. It is recommended that those students who elect to complete a thesis have some background in research methodology and statistical analysis.

Prospectus for Thesis. The thesis proposal must be approved by a three-person faculty committee by way of the following steps:

1. The student must discuss with his/her advisor the topic area, interests and competencies related to completion of a thesis.
2. The student should prepare a prospectus, similar to a comprehensive outline of the proposed study. The prospectus should, minimally, indicate the purpose for conducting the study, the hypotheses (or research questions), methodology and potential contribution that the study will make to the field of rehabilitation.
3. The prospectus must be approved by a three-person committee of faculty members who have agreed to serve on the student's Thesis

Committee. Therefore, the prospectus serves as both an outline of the study and an agreement between the student and the Thesis Committee as to the nature and appropriateness of the research study.

After the approval of the prospectus by the Thesis Committee, most theses must also be approved by the Carbondale Committee for Research Involving Human Subjects (see the prior section on Human Subjects Approval for more information). The student may then implement the study, write his/her thesis, and present it for an oral defense before the Thesis Committee. Directly after the oral defense, the thesis is graded on a pass/fail basis. At this point, there may be changes which must be made to final draft before submitting the thesis to the Graduate School.

The recommended outline for thesis is presented in Appendix Q. This outline is not a requirement; however, its use as a guide for form and style is strongly recommended (titles of all chapters may be chosen by the student).

GRADUATION

Applications for graduation should be filed with the Office of Admissions and Records during the first week of the semester in which the student wishes to graduate. (This is approximately the second or third week in January for the May graduation and the second or third week in June for the August graduation.) These deadline dates are strictly adhered to. At that time, students should request a transcript be sent to the Rehabilitation Counseling and Administration Program office. They should also contact the Graduate School for the booklet, ***Guidelines for the Preparation of Research Reports, Theses and Dissertations***, as well as the appropriate approval forms.

The Graduate School requires a departmental clearance approximately three weeks before commencement. It is the student's responsibility to insure that the RCA graduate survey is completed prior to this date. This should be taken care of in advance of the student leaving town, so that any existing problems can be cleared up. The student should check and clear any deficiencies with his/her advisor or other appropriate person. Items to be cleared consist of these:

1. Meets semester hour requirements for the degree.
2. Core requirements satisfied.
3. Grades submitted for all courses, including thesis or research report.
4. Unclassified and/or transfer courses approved for RC or RA&S credit.
5. Comprehensive Exam (RA&S) or CRC exam (RC) taken.

6. Internship, if required, successfully completed and grade submitted. (Grade will not be submitted until the evaluation from the supervisor, as well as the student's report, have been received.)
7. Research Report/Thesis title recorded if required.
8. Proof that the advisor's copy (if required), has been submitted.
9. Research Report/Thesis delivered to the Graduate School.
 - a. Original copy of Research Report is to be electronically submitted to the Graduate School as a Microsoft Word file (.doc or .docx extension).
 - b. One electronic copy of the Thesis must be submitted to the Graduate School (PDF format).
 - c. Research reports should be personally submitted to the Graduate School by the student.
 - d. See the **Guidelines for the Preparation and Submission of Dissertations and Theses at** <http://gradschool.siu.edu/dtrguide.html>, or **Guidelines for the Preparation and Submission of Research Papers at** http://gradschool.siu.edu/research_guide.html, as appropriate, for further instructions.

Should the student fail to complete all requirements for the degree during the semester for which he/she applied to graduate, he/she must reactivate the application by the end of the first week of the term during which he/she plans to graduate. This can be done with a letter to Admissions and Records and the Graduate School.

CONTINUING ENROLLMENT AND LEAVE OF ABSENCE POLICY

Students admitted to the M.S. in Rehabilitation Counseling or Rehabilitation Administration & Services at SIUC must be enrolled for each fall and spring semester of their academic careers. Students not intending to enroll for course work for a given fall or spring semester shall be automatically enrolled for one (1.0) semester hour of **REHB 601, Continuing Enrollment**.

Alternatively, students who are making satisfactory progress toward the completion of their degrees and who do not intend to enroll for a given fall or spring semester may, upon application to the department and showing good

cause, be granted a Leave of Absence for said semester. Approval of the request will be at the discretion of the student's advisor with concurrence of the RCA Coordinator.

INACTIVE STATUS

Students who make no attempt to take classes, complete their projects with their research advisors, or otherwise contact their advisors, will be put into "Inactive" status. Status may be reactivated at any time, at the student's request and at the discretion of the academic advisor. While in inactive status, no action will be taken on the part of the student by the faculty or staff of the Rehabilitation Counseling and Administration Program. The University, however, will still keep track of the student and he/she may be assessed charges for continuing research credits for the time in inactive status. No extensions will be granted, if the student's six-year limit expires while he/she is in inactive status.

APPENDIX A

REHABILITATION COUNSELING AND ADMINISTRATION REQUEST FOR CHANGE OF FACULTY ADVISOR

I hereby request change of faculty advisor in the Rehabilitation Counseling Program as follows:

For: _____ Academic Advisement
For: _____ Thesis/Research Paper

Reason:

Student Signature

From: _____ Approved
 Current Advisor Disapproved

Faculty Signature

To: _____ Approved
 New Advisor Disapproved

Faculty Signature

Approved
 Disapproved

Date

RCA Coordinator's Signature

APPENDIX B

RC COURSE OF STUDY

Courses and field training are designed to build the skills required of the rehabilitation counselor in field practice. The teaching approach combines experiential and classroom exposure to practices and concepts. The core requirements represent the basic functions of the rehabilitation counselor in areas of: (1) individual and group counseling; (2) vocational guidance and occupational information; (3) evaluation and assessment; (4) medical and psychosocial adjustment to disabilities; (5) case management; and, (6) agency functions and history. Students also receive clinical supervision from faculty during practicum and internship, at which time students strengthen clinical skills. Rehabilitation Counseling students also gain an awareness of current research in the field, as well as the ability to critically review and conduct research through the required thesis or research paper.

CORE REQUIREMENTS

<u>Core Course Numbers and Titles</u>		<u>Credit Hours</u>
REHB 400	Introduction to Rehabilitation	3
REHB 501	Interpersonal Communication Skills	3
REHB 513	Medical and Psychosocial Aspects	4
REHB 521	Vocational Development and Placement	3
REHB 530	Assessment Procedures in Rehabilitation	3
REHB 551	General Rehabilitation Counseling	4
REHB 575	Case Management	4
REHB 589	Prepracticum	1
REHB 594c	Practicum in Rehabilitation Counseling	4
REHB 595b	Internship in Rehabilitation Counseling	8
<i>Research in Rehabilitation</i>		4
REHB 593 (4 credits)	Paper	
or		
REHB 593A (4 credits)	Research Course	
or		
REHB 599 (4 credits)	Thesis	
Electives		8
Total Hours:		49

APPENDIX C

REHABILITATION COUNSELING – ILLUSTRATIVE PROGRAM FOR COHORT MODEL

YEAR 1; FALL	SPRING	SUMMER
<p>Rehb 551-4- General Rehabilitation Counseling Rehb 513-4-Medical and Psychosocial Aspects of Disability Rehb 400-3-Introduction to Rehabilitation Rehb 589-1 Prepracticum; 12 hours</p> <p>Classes Offered</p> <p>Rehb 400- Introduction to Rehabilitation Rehb 461-Introduction to Alcohol and Substance Abuse Rehb 566 Rehb 513- Medical and Psychosocial Aspects of Disability Rehb 551- General Rehabilitation Counseling Rehb 589-Prepracticum; Doc Seminar (571)- Advanced Disability Seminar</p> <p>If students enter in the Summer, one can slightly change curriculum and graduate within two years.</p>	<p>Rehb 501-3-Interpersonal Rehabilitation Counseling Skills (or elective) Rehb 521-3- Vocational Development and Placement Rehb 575-4-Case Management Research (course, paper, or thesis)-4; 14 hours=26 total hours</p> <p>Classes Offered</p> <p>Rehb 400- Introduction to Rehabilitation Rehb 461-Introduction to Alcohol and Substance Abuse Rehb 471- Rehabilitation for the Alcohol Abuser Rehb 566- Alcohol, Drugs and Family Rehb 501-Interpersonal Rehabilitation Counseling Skills Rehb 521- Vocational Development and Placement Rehb 575-Case Management</p>	<p>Rehb 501- Interpersonal Rehabilitation Counseling Skills (or elective); for a total of 6 hours=32 total hours</p> <p>Classes Offered</p> <p>Rehb 461-Introduction to Alcohol and Substance Abuse Rehb 471 Rehb 501-Interpersonal Rehabilitation Counseling Skills Rehb 520 Rehb 560 Rehb 585</p>
YEAR 2; FALL	SPRING	
<p>Rehb 594C-4-Practicum Rehb 530-3-Rehabiliation Assessment Elective-3 10 hours=42 total hours</p> <p>Classes Offered Rehb 530 & Rehb 594C</p>	<p>Internship-8 hours Rehb 595B; 50 total hours</p> <p>Classes Offered Rehb 595B-8 hours</p>	

Cohort Model
Rehabilitation Administration & Services Degree
Rehabilitation Administration Concentration

Fall Admission: Exec Program

<u>First Fall</u>	<u>First Spring</u>	<u>First Summer</u>
570 Rehab Administration	593A Res in Rehab Couns	578 Program Evaluation
581 Professional Issues	573 Prog, Budg, & Comm Res or	576 Dev & Supv Rehab Emp
580 Prof. Relationships (Mktg)	579 Adv Fiscal Mgt*	
	582 Sem in Rehab Svcs	
<u>Second Fall</u>	<u>Second Spring</u>	
513 Med and Psychosoc Aspects	579 Adv Fiscal Mgt	
593 Res in Rehab (Paper)		

573 and 579 are taught in alternate years

Fall Admission: Voc Svcs Supplement

<u>First Fall</u>	<u>First Spring</u>	<u>First Summer</u>
530 Assessment Procedures	593A Res in Rehab Couns	578 Program Evaluation
570 Rehab Administration	521 Voc Devel and Placement	576 Dev & Supv Rehab Emp
580 Prof. Relationships (Mktg)	575 Case Management Practices	
581 Professional Issues	582 Sem in Rehab Svcs	
<u>Second Fall</u>	<u>Second Spring</u>	
513 Med and Psychosoc Aspects	595 Internship	
593 Res in Rehab (Paper)		

Spring Admission: Exec Program

<u>First Spring</u>	<u>First Summer</u>
593A Res in Rehab Couns	578 Program Evaluation
573 Prog, Budg, & Comm Res or	576 Dev & Supv Rehab Emp
579 Adv Fiscal Mgt	
582 Sem in Rehab Svcs	

<u>First Fall</u>	<u>Second Spring</u>
513 Med and Psychosoc Aspects	573 Prog, Budg, & Comm Res or
570 Rehab Administration	579 Adv Fiscal Mgt
581 Professional Issues	593 Res in Rehab (Paper)
580 Prof. Relationships (Mktg)	

Spring Admission: Voc Svcs Supplement

<u>First Spring</u>	<u>First Summer</u>
513 Med and Psychosoc Aspects	578 Program Evaluation
521 Voc Devel and Placement	576 Dev & Supv Rehab Emp
575 Case Management Practices	
582 Sem in Rehab Svcs	

<u>First Fall</u>	<u>Second Spring</u>
580 Prof. Relationships (Mktg)	593A Res in Rehab Couns
530 Assessment Procedures	595 Internship
570 Rehab Administration	
581 Professional Issues	

APPENDIX D

INDIVIDUALIZED PLAN OF STUDY REHABILITATION COUNSELING DEGREE

STUDENT _____ ADVISOR _____

<u>Coursework</u>	<u>Semester</u>	<u>Grade</u>
400 (3 hrs)	_____	_____
521 (3 hrs)	_____	_____
501 (3 hrs)	_____	_____
513 (4 hrs)	_____	_____
530 (3 hrs)	_____	_____
551 (4 hrs)	_____	_____
575 (4 hrs)	_____	_____
589 (1 hr)	_____	_____
Elect (3 hr)	_____	_____
(Course Title) _____		
Elect (3 hr)	_____	_____
(Course Title) _____		
Elect (3 hr)	_____	_____
(Course Title) _____		
<u>Clinical</u>		
594c (4 hrs)	_____	_____
(Practicum Site) _____		
595b (8 hrs)	_____	_____
(Internship Site) _____		

Page Two

Research

593 (4 hrs) _____

(Paper Title) _____

OR

593A (4 hrs) _____

OR

599 (4 hrs) _____

(Thesis Title) _____

CRC Exam Date Taken _____

REMINDERS:

Clear all incompletes

Clear any "Fails" on the Comprehensives

Check dates for submission of paper

Apply for graduation at the Graduate School

Apply to Admissions and Records to have an up-to-date transcript sent to RCA office near the end of completion of master's program

APPENDIX E

PROPOSAL FOR A PROGRAM LEADING TO A MASTER'S DEGREE WITH A DOUBLE MAJOR

Student's Name _____ **ID#** _____

Current Major _____ **Admitted** _____
(term/year)

The degree program (department) listed first below must already be authorized to grant the degree title desired. For example, if the degree desired is to carry the title of M.A., then the program listed first must be authorized to grant the M.A.

Name of Degree _____

(Current Major)	(Additional Major)
------------------------	---------------------------

First Major Department Courses Second Major Department Courses

Dept. **Number** **Sem. Hrs.** **Dept.** **Number** **Sem. Hrs.**

Total Semester Hours

Total Semester Hours

(Thesis/Research Paper Title or Subject)

Approved:

(Graduate Advisor/Dept.) _____ **(date)** _____

(Dean of the Graduate School) (date)

APPENDIX F

APPLICATION FOR SIUC GRADUATE TUITION SCHOLARSHIP

<http://gradschool.siu.edu/TuitionWaiver.pdf>

APPENDIX G

SAMPLE LETTER REQUEST FOR INTERNSHIP AT OFF-CAMPUS SITE

(Date)

Dr. (Advisor)
Rehn Hall – Mail Code 4609
Southern Illinois University Carbondale
1025 Lincoln Drive
Carbondale, IL 62901

Dear Dr. (Advisor):

This letter is to ask that you bring to the Rehabilitation Counseling and Administration Program faculty my request to have Enlightened Ways Rehabilitation Facility, located in Wauconda, Illinois, approved for my internship for Spring Semester 2001. Enlightened Ways is a private, non-profit corporation and the facility in Wauconda is a Rehabilitation Center for individuals with spinal cord injury, traumatic brain injury, and other neurological disorders. Nancy Andolina has agreed to serve as my site supervisor. She has a Master's degree in Rehabilitation Counseling/Rehabilitation Administration and Services and is a CRC. Ms. Andolina may be reached at (708) 523-0331. Enclosed is a brochure describing the facility. Please let me know if you need additional information. Thank you for your time and consideration.

Sincerely,

(Your Name)

Enclosure

APPENDIX H

SAMPLE LETTER REQUEST FOR TRANSFER OF CREDITS

(Date)

Dr. William Crimando, Ph.D., CRC
Professor and Coordinator
Rehn Hall – Mail Code 4609
Southern Illinois University Carbondale
1025 Lincoln Drive
Carbondale, IL 62901

Dear Dr. Crimando:

This is to request that the following courses, taken prior to my admission to the Rehabilitation Counseling and Administration Program, be accepted for credit towards my degree in (Rehabilitation Counseling or Rehabilitation Administration and Services).

Spring 2004

REHB 400, 3 credit hours, grade of “A”

Fall 2003

REHB 521, 3 credit hours, grade of “A”

If more information is needed, please advise.

Sincerely,

Your Name
(Your ID#)

APPENDIX I

PRACTICUM AGREEMENT REHABILITATION COUNSELING PROGRAM SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

_____ is accepted for
practicum in Rehabilitation Counseling at _____
during _____ Semester, 20 ___. The **practicum** entails eight hours per
week for a period of 16 weeks. During this time, _____
will be expected to spend at least 50% of his/her time in direct counseling of
clients. Counseling sessions must be audiotaped or videotaped, and permission
for taping must be obtained from the client. The student will take appropriate
safeguards to maintain the confidentiality of the tapes, and all tapes will be erased
following supervision. _____
is also expected to meet with his/her faculty supervisor at least one hour per week
for each week of **practicum** to review the taped counseling sessions. During
practicum, students are expected to abide by the policies and procedures of the
agency or facility serving as their **practicum** site. Maintenance of confidentiality of
clients, their families and significant others is to be followed at all times. Decisions
regarding any release of information are to be made by the on-site supervisor.
Questions or problems involving the **practicum** should immediately be directed to
the student's faculty supervisor at 618-453-8263.

Faculty Supervisor

Site Supervisor

Rehabilitation Counseling
Student

APPENDIX J

INTERNSHIP AGREEMENT REHABILITATION COUNSELING PROGRAM SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

_____ is accepted for
internship at _____ for _____ Semester,
20_____.

The duration of the internship is for a period of _____ hours a day,
days a week for a period of _____ weeks. Under the terms of the
agreement, the above-named student is required to complete a total of
clock hours of internship experience which should include at least 50% time in
direct client counseling. Other activities may include but are not limited to: case
management, evaluation and assessment, note writing and other paperwork as well
as experience in the full range of agency services. Students in internship are
expected to present themselves in a cooperative, ethical and professional manner.
Maintenance of standards of confidentiality of case records, clients, their families
and significant others is to be followed at all times. During the internship, students
are expected to abide by the policies and procedures of the host facility or agency.

_____ will serve as the on-site supervisor, and will have the responsibility for on-site supervision. The on-site supervisor is expected to complete an evaluation of the student=s progress at the end of the internship. The internship site may elect to use additional evaluation materials as appropriate. _____

_____ will serve as the faculty supervisor of the student and will make periodic contacts with the site supervisor at the internship site to assess the student's progress.

If, at any time during the internship, problems or questions arise, the student or site supervisor should contact the faculty supervisor immediately. The undersigned understand and agree to the conditions of this agreement and will abide by the requirements and responsibilities outlined within.

Rehabilitation Counseling Internship Student

Rehabilitation Counseling Program
Faculty Supervisor for Internship

Internship Site Supervisor

Date

PLEASE RETURN THE ORIGINAL SIGNED COPY OF THIS FORM TO
THE REHABILITATION COUNSELING PROGRAM
FACULTY SUPERVISOR FOR INCLUSION IN
THE STUDENT'S PERMANENT FILE

APPENDIX K

STUDENT CONDUCT CODE

To access the student conduct code please visit

http://www.gradschool.siu.edu/catalog_09-10/33-Student_Conduct_Code.pdf

APPENDIX L

CODE OF PROFESSIONAL ETHICS FOR REHABILITATION COUNSELORS

To access the code please visit
http://www.crccertification.com/pages/crc_ccrc_code_of_ethics/10.php

APPENDIX M

SCOPE OF PRACTICE STATEMENT

SCOPE OF PRACTICE FOR REHABILITATION COUNSELING

I. 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.
- The 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.

II. 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:
 1. Interdisciplinary teamwork.

2. Counseling to assist in maintaining a holistic perspective.
 3. 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.

III. SCOPE OF PRACTICE STATEMENT

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

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

IV. 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 attitudes, 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 counselee to determine the advisability of referrals to other specialists, advising the counselee 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

(state goals)k, 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 N

Organization of the research paper. The research paper generally consists of three chapters:

- I. Introduction: The Statement and Defense of the Problem. (What is the specific topic, issue, problem you have chosen to study? Why is it important to study?)

This chapter should give an overview of the study and clear focus of what the study will entail. The introduction includes a statement of the problem you wish to study and a defense of why the problem is of importance. The statement of the problem consists of four essential elements, all of which must be included. They include: (1) the basic purpose of the study; (2) the local and/or national need for the study; (3) a brief description of the plan you intend to use to achieve the purpose of your study; and, (4) a background of the study.

- II. Survey of the Literature. (What has been written previously about the topic, issue or problem?)
- III. Discussion and Implications. (Synthesize the literature presented in Chapter II and explain its meaning. How is this information useful to Rehabilitation Counseling or Rehabilitation Administration? What problems might be solved or what recommendations might you make for the field, based on what you have studied?)

Detailed Outline of the Research Paper

Chapter I: Statement and Defense of the Problem.

- A. Introduction. (Definition of the problem/topic. What are you going to study?)
- B. Background of the Problem (such as unresolved issues, social concerns, relevance of the paper).
- C. Significance of the Study. (Justify the need for the paper. What is the difficulty or area of concern? Why is this paper needed? To complete requirements for the degree does not count!)
- D. Purpose and Objectives of the Paper. (Specifically, what are you going to do and why are you doing it?) How are you approaching the problem you have identified?
- E. Definition or clarification of any terms which may be unfamiliar or unclear to the reader.

Chapter II: Overview of the Literature.

- A. Overview of Organization of Chapter (if necessary).
- B. The literature review should focus on the major topic as a whole and any relevant subtopics which interrelate. The Literature Review should present factual information. That is, report what is found in the literature and not your opinion about what it means or what should, or should not, be done with the information. (You will get your opportunity to do that in the next chapter.) The literature review should be presented in a systematic, logical way. Do not just cite study after study. Literature should be integrated in such a way as to directly address the purpose of the paper. For the most part, literature reviewed should be current (within the past five years, except in the case of presentations of a historical perspective or when there are classic articles important to the understanding of the topic).

Chapter III: Discussion and Implications.

- A. Summation and synthesis of everything covered in the literature review. (This is not, however, a replication of Chapter II.)
- B. Your interpretation of the material and conclusion, implications which can be drawn, based on what you have read in the literature. Although this is your opportunity to state your opinion and take a position, your position should have a rationale and be defensible, based on what you have learned through your literature review.
- C. Conclusions/Implications/Recommendations of what you have found for the field of rehabilitation. All good research should generate ideas for future study.

APPENDIX O

Recommended Thesis Outline

I. Chapter I--Introduction.

This chapter orients the reader to your study and tells him/her what you are investigating and why.

- A. Introduce the problem to be addressed by the study.
- B. Give the background of the problem with brief overview of the relevant literature.
- C. Make a statement of the value and need for the study and its relationship to the field of rehabilitation.
- D. Present a specific statement of the problem. This may include:
 - 1. A detailed statement of the purpose of the study.
 - 2. The research question or questions to be addressed.
 - 3. The conceptual and/or working hypothesis(es) generated.
- E. Significance of the study or what you anticipate the impact of your findings will be.
- F. Definition or clarification of terms which may be unfamiliar or unclear to the reader.
- G. Assumptions and limitations of the study. Even the best research has limits to its design, conclusions and generalizability which must be noted

II. Chapter II--Review of the Literature.

The relevant literature is presented in this chapter, giving the reader a coherent summary of the important research relating to your topic.

- A. Brief overview of the organization of the chapter.
- B. The literature review should focus on the major topic as a whole and any relevant subtopics which interrelate. The literature review should present factual information (not your opinion or critique) that is presented in a coherent, integrated fashion and directly relates to the purpose of your study. Generally, the literature review must include current sources (i.e., within the last five years) as well as any "classic" research which may be relevant.

III. Chapter III--Methodology or Research Design.

The research design and procedures employed are discussed in this chapter. In short, you tell the reader what you did, where you did it, when you did it, how you did it, and with whom.

- A. Describe the participants: Identify the population and the sample employed, report the major characteristics of the sample (e.g., age, gender, years of education, etc.).
- B. Apparatus or instruments: Describe fully any tests, questionnaires, rating scales, etc. which you used to collect your data.
- C. The variables employed: If you use an experimental design, you must identify the independent and dependent measures.
- D. Procedure: This is a statement of the steps or procedures you have followed in implementing your study. Write this section, keeping in mind that you must allow another researcher to replicate your study, if he/she wishes.
- E. Data analysis: Describe the statistical analyses you are using to understand the data you have collected. Briefly discuss your rationale for selecting these statistics.

IV. Chapter IV--Results and Discussion or Presentation of Data

- A. Results: Relate the findings of the study to the research question(s) or hypothesis(es) identified in Chapter I. Here you are reporting the findings of your study or the results of the data analyses in text, graphical or tabular format.
- B. Discussion: Your findings are discussed and their meaning is examined and related to your purpose as identified in Chapter I. You must also attempt to explain or account for the expected or unexpected findings you have obtained.
- C. Limitations: Rigorously identify the limitations of the study and your findings, especially in regard to the study's generalizability.
- D. Conclusions: In light of the limitations discussed, present any reasonable conclusions which may be drawn from your study.
- E. Implications/Recommendations: In light of both the limitations and conclusions, offer recommendations for further lines of study.

V. Chapter V--Summary.

The entire thesis is summarized, giving the reader a synopsis of your study. Chapters IV and V may be combined at the discretion of your research advisor.