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**THE MASTER OF SCIENCE IN CLINICAL REHABILITATION COUNSELING  
STUDENT HANDBOOK**



**SCHOOL OF REHABILITATION SERVICES AND COUNSELING**

**COLLEGE OF HEALTH PROFESSIONS**

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## **Message to Students**

This manual is designed to answer many of the questions you may have about the Master of Science Degree in Clinical Rehabilitation Counseling. It is your responsibility to familiarize yourself with its contents. This manual contains information on the Program's mission and objectives, admission procedures, application for candidacy, comprehensive examination, course requirements and class sequences, practicum and internship requirements. It is not a substitute for meeting with your advisor but rather a supplement to meeting with them. It is the student's responsibility to also consult the online University Catalog for additional information. Please note that degree program changes may be made without immediately appearing in this manual; therefore, students should check with their faculty advisor. The Program reserves the right to make such program changes and notify students regarding such changes. Students may also find Rehabilitative Services Program information available on the School of Rehabilitation Services and Counseling website. Further questions can be directed to your advisor or the Master of Science Program Coordinator.

**NOTE TO THE STUDENT:** You are about to embark upon a course of graduate study that will prepare you for professional career assisting persons with disabilities to maximize their full capacities in all aspects of their lives. Graduate students are expected to maintain a professional demeanor throughout their graduate program as well as be familiar with the University's policies on academic dishonesty.

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# **MASTER OF SCIENCE DEGREE IN CLINICAL REHABILITATION COUNSELING STUDENT HANDBOOK**

## **INTRODUCTION**

The Master of Science (MS) degree program in Clinical Rehabilitation Counseling at The University of Texas Rio Grande Valley began in 1997 to train culturally responsive rehabilitation counselors in the growing Rio Grande Valley, the State of Texas, and across the nation. The degree is offered by the School of Rehabilitation Services and Counseling in the College of Health Professions. The Program is designed to foster the integration of theory, skill, and practice in counseling, specializing in working with persons with disabilities. Students are prepared with the education needed to successfully function as a professional rehabilitation counselor and are required to experience a 100-hour supervised practicum (40 clock-hours direct service) and a 600-hour supervised internship (240 clock- hours direct service) in which to learn and practice the necessary skills to work as a professional counselor. The MS in Rehabilitation Counseling degree is a 60-semester hour program and is nationally accredited by the Council for Accreditation of Counseling Related Educational Programs (CACREP).

## **SCOPE OF PRACTICE IN CLINICAL REHABILITATION COUNSELING**

The official scope of practice statement for rehabilitation counseling reads as follows: 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 behavior interventions. The specific techniques and modalities utilized within the rehabilitation counseling process may include, but are not limited to: a) assessment and appraisal; b) diagnosis and treatment planning; c) career (vocational) counseling; d) individual and group counseling treatment interventions focused on facilitating adjustments to the medical and psychosocial impact of disability; e) case management, referral, and services coordination; f) program evaluation and research; g) interventions to remove environmental, employment, and attitudinal barriers; h) consultation services among multiple parties and regulatory systems; i) job analysis, job development, and placement services, including assistance with employment and job accommodations; and j) the provision of consultation about, and access to, rehabilitation technology.

Rehabilitation counselors may be found working in a variety of settings, including Veterans Affairs vocational rehabilitation programs or VA hospitals and medical centers, public vocational rehabilitation agencies, substance abuse facilities, sheltered workshops, mental health centers, public schools, centers for independent living, in business with disability management programs, college and university offices for students with disabilities, private non-profit agencies, private practice with Social Security Administration or attorneys who work with industrial injury worker's compensation cases, medical insurance companies, rehabilitation programs, and job placement services.

Many rehabilitation facilities include training for a specific job. Job training is often one of several steps in the rehabilitation process, and occurs only after a sufficient amount of evaluation, research, and counseling has been completed to find the most suitable job for a client. Many rehabilitation counselors keep in touch with the business community to learn the

type of workers needed by industry and the training required for each job. Regular labor market survey analyses are a typical function of rehabilitation counselors in many work settings. Counselors in vocational rehabilitation agencies spend some of their time publicizing the program and informing businesses and community leaders about the services they offer. Rehabilitation counselors in a private industry typically manage caseloads and assist clients who have sustained workers with psychological and stress issues in the sometimes difficult task of returning to work and adjusting to a disabling condition.

An increasing number of counselors specialize in a particular area of rehabilitation; some work almost exclusively with individuals who are blind, deaf, injured at work, have a psychiatric or intellectual disability or have alcohol or other substance abuse disorders. The amount of time spent counseling each client varies with the severity of the problems as well as with the size of the counselor's caseload. Some rehabilitation counselors are responsible for many people in various stages of rehabilitation. Others such as those who work with individuals with severe disabilities may work with relatively few cases at a time.

**Employment Options and Job Outlook.** The [Occupational Outlook Handbook](#) (OOH) (2021-2022) indicates that job opportunities for rehabilitation counselors is *growing faster than average* among other occupations, with a *strong demand for rehabilitation and mental health counselors*. The reasons for this demand pertain to improved medical technology and procedures in prolonging or bettering quality of life for persons with disabilities, advancements in assistive technology, and needed assistance for businesses to work within and interpret the laws regarding hiring and/or accommodating persons with disabilities, and changes in Social Security and Welfare Reform laws.

### **PROGRAM MISSION AND OBJECTIVES**

The Master of Science degree in Clinical Rehabilitation Counseling was developed to meet a growing demand to train counselors in public and private rehabilitation agencies, mental health centers, vocational rehabilitation agencies, substance abuse centers and in industry. Rehabilitation counselors, through case findings and referrals, assessment, counseling, and job placement activities, assist persons with physical, intellectual and/or psychological disabilities to adapt/adjust to their vocational and personal lives. Program faculty prepares students for a professional career in rehabilitation counseling with the diversity to work in a variety of settings.

Consistent with the Program's mission are the following objectives:

1. Students will articulate the elements related to professional identity including; the history and philosophy of the counseling profession, the value of professional organizations, legal and ethical practice, and advocating for the profession and clients that are served.
2. Students will demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.
3. Students will demonstrate an understanding of development across the lifespan and the impact on typical and atypical functioning.
4. Students will utilize career development theories in the formation of diverse, individualized and developmentally appropriate career activities and interventions.
5. Students will demonstrate the skills necessary to engage in an effective and therapeutic helping relationship.
6. Students demonstrate competency in preparing and facilitating group counseling.
7. Students will identify effective and diverse assessment strategies in order to facilitate culturally

- appropriate treatment planning.
8. Students will apply research methods and program evaluation to inform evidence-based practice.
  9. Clinical Rehabilitation Counseling graduate students will demonstrate both knowledge and an understanding of the application of techniques and interventions for the prevention and treatment in working with diverse populations in various settings.
  10. To provide an opportunity to develop a strong sense of professional identity as a rehabilitation counselor through readings, exposure to experts in the field via conferences/teleconferences, membership and participation in state and national counseling associations (TRAN, NRA, TRA, ARCA, NRCA, ACA, TCA, IARP, ADARA, NCRE).
  11. To provide the didactic and clinical experiences necessary to become competent Certified Rehabilitation Counselors (CRC) and meet the academic course requirements for License as a Professional Counselor (LPC).

### **FINANCIAL ASSISTANCE**

Student loans and scholarships are available through application at the Financial Aid Office. The Graduate College has a Financial Aid officer who works with graduate students. Inquiry regarding these sources of assistance should be addressed to the office.

A limited number of graduate assistantships are available to qualified applicants in all departments offering graduate degrees. The Program may also have traineeship funds available from the U.S. Department of Education, Rehabilitation Services Administration (RSA). These funds typically pay for students' tuition and fees as well as provide a monthly stipend. Students receiving an RSA stipend grant must sign a contract agreeing to seek employment with the public or private non-profit rehabilitation agency at a ratio of two years of service for each year of funding.

### **ADVISEMENT**

A faculty advisor is assigned to each student at the time of enrollment (see Appendix C). Academic planning is achieved through a cooperative effort between the student and the advisor. Every student in the Clinical Rehabilitation Counseling Program is strongly encouraged to make full use of the advising system. This includes, but is not limited to, a meeting with an academic advisor prior to registration each semester to confirm course selections. It is recommended that students plan out their course of study at the beginning of their program. It is the responsibility of each student in the Program to read and follow the procedures outlined online. During your first full semester, you must meet with your advisor, who will help you fill out the degree plan outlining when to take each class.

Communication is essential for students' success in this program. Students must communicate with their assigned advisor at least once each semester to ensure they receive proper guidance when registering for courses. Advisors are also full-time faculty with full courseloads and other responsibilities. Please allow up to three days to receive a response to emails when emailing advisors. Students must use proper email etiquette and send emails promptly to avoid late registration, have the hold removed for pre-requisite courses, and other time-sensitive items.

### **COMPREHENSIVE EXAMINATION**

All candidates for graduate degrees of the Clinical Rehabilitation Counseling Program are required to successfully pass a Comprehensive Examination (CPCE).

The Counselor Preparation Comprehensive Exam:

- Provides a master's program comprehensive exam that meets high psychometric standards.
- Gives programs an objective view of the knowledge level of their students.
- Allows programs to examine student functioning in various curricular areas.
- Promotes longitudinal self-study.
- Compares a program's results to national data.
- Stimulates student integration of knowledge learned in separate courses.
- Gives students comparative strength and weakness feedback.

The CPCE consists of 160 multiple-choice questions, with 20 items per CACREP area. Of the 20 items per section, 17 will be scored items and the remaining three will be pretest items that are not identified to the student. These 24 unscored items are used to gather statistical information on item performance for use in future examinations. Both scored and unscored items are of the same structure and are interspersed within the examination. Scores for each section and a total score will be reported to institutions for each student. CCE will provide statistics on the program's students and national data. Candidates will have 3 hours and 45 minutes to complete the examination. There is a \$75 fee associated to this exam. The CPCE is a computer-based exam and will be administered on the UTRGV campus in Edinburg.

Note: Students who have completed 75% of the program (i.e., 45 semester credit hours of our degree plan) are eligible to take the CPCE.

To learn more about the CPCE, please visit the following link:

<https://www.cce-global.org/assessmentsandexams/cpce>

When the student has been deemed eligible to sit for the exam, further instructions and details as to how to pay for, register for and sit for the exam will be given.

Additionally, Master's degree candidates wishing to take the Certified Rehabilitation Counselor examination must inform the Master's Program Coordinator (MPC) of their intent to sit for the CRC Examination or the School of Rehabilitation Comprehensive Examination (SRCE) at the beginning of the semester they intend to take the exam. Students opting to take the CRC Examination can obtain information on examination dates, examination locations, study guides, and scores required to pass the examination at:

Commission on Rehabilitation Counselor Certification (CRCC) 1699 East Woodfield Road Suite  
300, Schaumburg, Illinois 60173  
Telephone: (847) 944-1325  
<https://crccertification.com/>

Students taking the CRC examination are responsible for making arrangements independently and must submit the Pass/Fail documentation to the Master's Program Coordinator.

Students who fail the CPCE or the CRC Examination will be given the option of taking the School of Rehabilitation Comprehensive Examination. The School of Rehabilitation Comprehensive Examination is comprised of 100 multiple choice questions based on portions of all core Rehabilitation coursework taken. The Examination is offered three times each year and examination dates are posted on the Rehabilitation Counseling Program bulletin board as well as



the Master's Program Coordinator's office door.

No student will be permitted to take the Comprehensive Examination unless the student has an overall earned "B" average (GPA of 3.0) 75% of graduate work completed. The passing grade for the exam is 80% or better. Students who score less than 75% may be required to take an oral examination with two or more faculty members present, or they may be failed outright without an opportunity to take an oral examination. Those students who fail will be required to take the Comprehensive Examination during the next writing period. Any student who fails the Comprehensive Examination on the second attempt will, at the discretion of the faculty, either be a) dropped from candidacy for the degree and unable to re-enter the Program; b) required to take additional courses in areas shown to be deficient, or c) required to complete a research paper in the area(s) found to be deficient. Students are encouraged to keep all PowerPoints and notes from each class taken during the Clinical Rehabilitation Counseling program to use when studying for the Comprehensive Examination. Students will be notified by the Master's Program Coordinator if they pass or fail the examination about two weeks from the testing date.

### **PRACTICUM AND INTERNSHIP REQUIREMENTS**

**Practicum:** Practicum can only be taken after completion of REHS 6300, 6360, and REHS 6370. Students must maintain an overall G.P.A. of 3.0 in these courses, and a minimum of 39 completed semester hours. Practicum students are enrolled in 6390 and are required to complete a minimum of 100 clock hours, 40 of which must include direct client contact. —Approximately 4-6 weeks before the start date of the practicum semester, the Graduate Clinical Coordinator will contact students and provide a clinical placement packet that includes orientation, approval forms, and a list of agencies approved for field experience. It is the student's responsibility to contact an agency of interest and inquire about interview, resume, and other preliminary requirements (tb test, background check, COVID test, training etc.).

**Internship:** As part of the Master of Science Program in Clinical Rehabilitation Counseling, a 600-hour supervised internship must be completed in an approved rehabilitation setting. The internship experience is the last phase of the total training process to be customarily undertaken when all except one course has been completed or with the permission of a faculty advisor. Internship sites are to be chosen by the student with prior approval from the Field/Clinical Experience Coordinator in consultation with the Master's Program Coordinator. The chosen site must have an Affiliation Agreement with UTRGV for student placement in the site. Students must also contact the Master's Program Coordinator for clearance to register for the course. Students who are uncertain as to the type of experience they should choose or available site options are encouraged to meet with the Field/Clinical Experience Coordinator at least eight weeks before the internship semester. Internship can only be completed after Practicum and when the student has completed a minimum of 45 semester hours. Students must maintain a GPA of 3.0 or better at the time of engaging in the Internship. Please note that students have two options to complete the Internship; (1) Option 1 – students can take REHS 7300 Internship in Clinical Rehabilitation Counseling over the course of two semesters requiring a repetition of the course to fulfill the 600-hour clinical/field experience requirement; (2) Option 2 –Students can take REHS 7600 in one semester to fulfill the 600-hour clinical/experience requirement. Concerning summer semester, taking REHS 7600 with additional didactic courses is not allowed.

### **FACULTY**

Faculty members who contribute to the Rehabilitation Counseling Program provide a multidimensional education environment in which the core knowledge of rehabilitation counseling



is provided. All graduate faculty members meet CACREP core faculty and qualification standards.

### **PROFESSIONAL CREDENTIALING**

The Master's Program in Clinical Rehabilitation Counseling is nationally accredited from the Council for Accreditation of Counseling Related Educational Programs (CACREP). This means that students are eligible to sit for the National Counselor Exam (NCE) in their final semester of the program or anything after graduation. NCE is the exam required to become a Licensed Professional Counselor (LPC) in Texas. Students will, however, need to complete all the requirements of that licensure, including 3,000 additional post-master hours (1,500 clock-hours direct service) of supervision under an LPC supervisor in an approved setting.

### **REHABILITATION COUNSELOR CERTIFICATION**

The Commission on Rehabilitation Counselor Certification (CRCC) is the nationally recognized body whose primary purpose is to provide assurance that professionals engaged in the practice of rehabilitation counseling meet and maintain acceptable standards of practice. The Certified Rehabilitation Counselor (CRC) is a professional Rehabilitation Counselor who has met educational and work experience requirements as set by a national commission regarding standards of practice, demonstration of knowledge by achieving a passing score on an objective examination, maintaining certification by completing acceptable continuing education courses (100 hours within 5 years). And, CRC has been recognized as a health care provider, eligible and recognized to work with Texas Rehabilitation Commission and Texas Commission for the Blind, private practice medical/vocational case management companies, and insurance companies. The exam is offered three times a year and deadline for application is generally 5 months before the exam. For further information about certification and an application, contact:

Commission on Rehabilitation Counselor Certification (CRCC)  
1699 East Woodfield Road Suite 300, Schaumburg, Illinois 60173  
Telephone: (847) 944-1325  
<https://crccertification.com/>

### **LICENSED PROFESSIONAL COUNSELOR**

The Texas Board of Examiners of Professional Counselors has been designated by the Texas Legislature as the licensing body for counselors in Texas who want to pursue a career as a Licensed Professional Counselor (LPC). Licensing as a generic counselor in the specialty as a rehabilitation counselor is available. Any person practicing counseling activities and claiming the credential of an LPC is required by law to submit appropriate credentials for evaluation and take an examination before LPC recognition is granted. Graduates of the UTRGV's Master's degree program with the Rehabilitation Counseling emphasis are prepared with the educational requisites for application to the State of Texas licensing board as a Rehabilitation Counselor, however, must also complete a 3,000 internship under an LPC supervisor. Students are highly encouraged to contact the Board to gain specific information in requirements that may be applicable at the time one applies for licensure, as the Master's Program will not be responsible for misinformation. Interested students should ultimately verify criteria for recent changes in Licensure with Texas State Board of Examiners of Professional Counselors at: <https://www.bhec.texas.gov/texas-state-board-of-examiners-of-professional-counselors/index.html>

In considering certification (CRC) and/or licensure (LPC), it is important to determine what type of job setting and/or desired population with which you would like to work. Most mental health centers require counselors to be working toward their LPC, whereas, many private medical case management companies and the Division of Assistive and Rehabilitation Services (OARS) require

counselors to either hold the CRC credential or be a CRC eligible. Other public sector employers of rehabilitation counselors prefer but may not require counselors to hold CRC; therefore, there exists many job opportunities where a master's degree in Clinical Rehabilitation Counseling is sufficient in itself to secure certain jobs.

Policy on Endorsement of students. Students seeking recommendations for credentialing, licensure, and employment need to contact those faculty members from who they are seeking endorsement. Faculty recommend only those individuals that meet all of the standards required for the certification, licensure, or the position for which the individual is applying. Faculty providing endorsement should be knowledgeable about the competencies, skill level, and ethical behaviors of the student. If students do not meet the professional or ethical standards of the School or counseling profession there will be no endorsement.

## **CURRICULUM**

The Master of Science in Clinical Rehabilitation Counseling is 60 semester hour degree program. Students transferring from a related graduate program elsewhere may request up to a maximum of 6 hours count toward his or her 60-hour program. All core courses are 3 semester hours while Internship is available in either a 3 or a 6-semester hour course. All courses in the degree plan are required.

Required core courses for the MS in Clinical Rehabilitation Counseling Degree include:

- REHS 6300, Foundations in Clinical Rehabilitation Counseling
- REHS 6305, Ethics, Legal and Professional Issues in Clinical Rehabilitation Counseling
- REHS 6310, Case Management
- REHS 6315, Research and Program Evaluation
- REHS 6320, Psychosocial Aspects of Disability
- REHS 6325, Group Counseling in Rehabilitation
- REHS 6330, Assessment and Testing
- REHS 6335, Addictions Counseling in Clinical Rehabilitation
- REHS 6340, Adv. Counseling and Diagnostics in Clinical Rehabilitation Counseling
- REHS 6345, Medical Aspects of Disability
- REHS 6350, Career Development and Job Placement
- REHS 6355, Developmental Lifespan and Disability
- REHS 6360, Counseling Theories in Clinical Rehabilitation Counseling
- REHS 6365, Multicultural and Social Diversity
- REHS 6370, Techniques in Clinical Rehabilitation Counseling
- REHS 6375, Psychiatric Rehabilitation
- REHS 6385, Couple and Family Counseling
- REHS 6390, Practicum in Clinical Rehabilitation Counseling
- REHS 7300\*/7600, Internship in Clinical Rehabilitation Counseling (\*REHS 7300 is repeated once to fulfill the 600 hour requirement)

## **REQUIREMENTS, RETENTION AND READMISSION**

Qualified students of minority and those with disabilities are encouraged to apply to the Program. There is a growing need for rehabilitation counselors who can culturally identify with persons with disabilities.

For "clear" admission to study in the Clinical Rehabilitation Counseling Program, students must have an overall 3.0 GPA. A student entering under "clear" admission status must maintain a 3.0 GPA. If a grade of "C" results in bringing a student's semester GPA under 3.0, he or she will be

placed on probation and must raise his or her GPA over 3.0 the next semester to continue. If not, dismissal will result the following semester. A similar letter of petition and request for re-entry will then be required by the student to potentially continue.

Students with less than a 3.0 GPA may be granted "probationary" admission. Students admitted under probationary status cannot enroll for more than 9 hours of graduate study and must have no grade lower than a "B" to continue the following semester. If a student obtains passing grades of "B" or better in nine hours of graduate study with no grade less than a "B," his or her status will be changed to "clear" admission.

Students entering into the Program on "probationary" status who receive a grade of "C" or lower will be suspended from the Program until they have filed an appeal through the Graduate College website. A grade of "C" or lower following the second probation will result in automatic dismissal from UTRGV. The Graduate College has determined that any student receiving three C's during a master's program will be dropped from the university regardless of that student's GPA.

Upon completion of all course work or typically in the student's last semester, students are required to pass a three-hour Comprehensive Exam. Eligibility (or the CRC Exam) to sit for this exam also requires a GPA of 3.00. In all cases where students' GPA drops below a 3.0, they must set up a formal meeting with their advisor to assist and advise on a plan to raise their GPA and set priorities to assist students in successfully completing their degree.

Students must adhere to academic progress standards as dictated by The University of Texas Rio Grande Valley Graduate Catalog. Additionally, students who obtain a failing grade of "F" in any graduate course within the Clinical Rehabilitation Counseling Program's core curriculum will be suspended from the Program indefinitely and automatically lose any academic grant/stipend they may have been awarded if their overall GPA falls below a 3.0. In this instance, students may start an appeal process on the Graduate College website (<https://www.utrgv.edu/graduate/index.htm>) to re-enter the Program after a minimum one semester suspension. However, they will not be able to retain any previous grants/stipends awarded by the Program. If the student is permitted to re-enter the program at a later date, he or she must repeat the failed course and meet with his/her academic advisor to establish a retention plan.

In addition, students who receive a grade of "Incomplete" for a course that is a prerequisite to another course, must complete the necessary coursework for the "Incomplete" before they will be permitted to take the following-up requisite course. As per University policy, all grades of "Incomplete" must be completed during the following semester, otherwise an "F" will automatically be recorded on the student's transcript for the "Incomplete" course. Students who have extenuating circumstances during the following semester that the "Incomplete" needs to be completed, may request an extension from the professor who taught the course. Such requests may or may not be granted by that professor.

### **ASSESSMENT OF STUDENTS [Professional Performance Development Evaluation]**

Students will be evaluated in several areas over the course of their tenure in our program. The assessment process will occur at least once during the academic year, during each Spring semester. All faculty will participate in the systematic assessment of individual student dispositions – which include Clinical Competence, Professional Development and Professional Disposition. Students

will receive feedback from their advisor once a year during an advisement session scheduled before the end of the current academic year being evaluated. Students will be evaluated by graduate faculty each Spring Semester using the Rehabilitation Counseling Student Professional Performance Evaluation.

- **Clinical Performance Evaluation:** Students will complete a self-assessment of their clinical skills upon entry to and exit from REHS 6340 using the UTRGV Rehabilitation Counseling Student Clinical Performance Evaluation. Students will self-evaluate using the Student Clinical Performance Evaluation mid-term and final for the field experience REHS 6390 Practicum & REHS 7300/7600, and by the site supervisor mid-term and final for REHS 6390 Practicum and REHS 7300/7600 Internship using the Clinical Site Supervisor Evaluation of Student.
- **Students Academic Performance Evaluation:** Evaluation completed via the current GPA.
- **Professional Disposition:** Students will be evaluated by graduate faculty each Spring Semester using the MS Clinical Rehabilitation Counseling Student Professional Disposition Evaluation.
- **Comprehensive Exam**

### Student Assessment/Evaluation Matrix

| Program Competencies                         | Beginning REHS 6340 Adv. Counseling    | End REHS 6340 Adv. Counseling    | (Midterm) REHS 6390 Practicum                                    | (Final) REHS 6390 Practicum                                | (Midterm) REHS 7600 Internship | (Final) REHS 7600 Internship | Semester Evaluation          | Yearly Student Evaluation   | Prior to Candidacy           |
|--|--|----------------------------------|--|--|--------------------------------|------------------------------|------------------------------|-----------------------------|------------------------------|
| Student Clinical Performance Evaluation      | Instructor Administers Beginning Class | Instructor Administers End Class | Clinical/Field Placement Coordinator Administers Beginning Class | Clinical/Field Placement Coordinator Administers End Class | Site Supervisor Administers    | Site Supervisor Administers  |                              | Graduate Faculty Evaluation |                              |
| Student Academic Performance Evaluation      |  |                                  |  |  |                                |                              | Master's Program Coordinator | Graduate Faculty Evaluation |                              |
| Professional Disposition Evaluation          |  |                                  |  |  |                                |                              |                              | Graduate Faculty Evaluation |                              |
| Comprehensive Examination Prior to Candidacy |  |                                  |  |  |                                |                              |                              |                             | Master's Program Coordinator |

**UTRGV School of Rehabilitation Services and Counseling PROFESSIONAL DISPOSITION EVALUATION (PDE) RUBRIC**

| Professional Disposition Category | Specific Disposition Descriptors   | Exceeds Expectations / Competent   | Acceptable / Competent   | Developing towards Competencies  | Poor / Below Expectations  | Unacceptable / Harmful   |
|-----------------------------------|--|--|--|--|--|--|
|                                   |  | Pass   | Pass   | Pass   | Fail   | Fail   |
|                                   |  | (5)  | (4)  | (3)  | (2)  | (1)  |
| Professional Ethics               | Follows applicable professional counseling ethical codes and laws.                         | Exceeds expectations for a counseling student in terms of ethical decision making.                               | Meets expectations for a counseling student in terms of ethical decision making.                         | Demonstrates basic ethical behavior & judgments. Needs improvement.  | Demonstrates limited ethical behavior & judgment, and/or exhibits a limited ethical decision-making process. | Makes decisions that violate a relevant ethical code or routinely makes poor decisions.                                    |
| Multicultural Competence          | Demonstrates awareness, sensitivity, & respect for cultural differences.                   | Regularly and professionally displays multicultural competencies.  | Displays multicultural competencies in interactions with others.   | Satisfactory, but inconsistent, application of multicultural knowledge or techniques. Needs improvement.         | Limited evidence of multicultural knowledge or techniques. Does not demonstrate multicultural competencies.  | Not accepting worldviews of others. May seek to impose own worldview on, discriminate or express prejudice towards others. |
| Engagement in Learning            | Demonstrates commitment to learning & development as a counselor educator.                 | Shows personal dedication to growth as a counselor.  | Shows strong commitment to growth as a counselor.  | Shows reasonable effort supporting growth as a counselor. Needs improvement.                                     | Shows little or no effort to make adjustments to support growth as a counselor.                              | Unable or unwilling to invest in own learning or professional growth process.  |
| Personal Insight                  | Demonstrates recognition of verbal and nonverbal impact on others.                         | Empathic recognition of impact on others. Initiates and invites opportunities from others regarding self-impact. | Demonstrates consistent concern about impact of words and actions on others and takes effort to improve. | Demonstrates inconsistent concern about or effort towards impact on others. Needs improvement.                   | Demonstrates limited concern about impact of words and actions on others.                                    | Words and actions reflect little or no concern about impact on others.   |
| Adaptability and Cooperation      | Demonstrates adaptability and cooperation skills necessary in counselor education training | Excellent flexibility and adaptability to meet demands of counseling. Cooperative style evident.                 | Demonstrates commitment to adaptability and cooperation as a counselor educator.                         | Shows reasonable effort in adjustment and may show some difficulty in cooperative activities. Needs improvement. | Shows little or no effort to adjust in response to changes. Monopolizes cooperative activities.              | Expresses intolerance of changes. May be reactionary or defensive in response.   |
| Feedback Utilization              | Responds appropriately and implements supervisory &/or                                     | Responsive, open, and receptive, to feedback. Appropriately incorporates and implements feedback.                | Demonstrates openness to feedback and attempts to incorporate feedback.                                  | Demonstrates openness to feedback. Shows little or no evidence of incorporating feedback. Needs improvement.     | Demonstrates reservations with feedback. Does not act on feedback.   | Inappropriate reactive response style when given feedback. May refuse or reject feedback.                                  |



|                                |   |  |   |   |  |   |
|--------------------------------|---|--|---|---|--|---|
|                                | instructor feedback.  |  |   |   |  |   |
| Conflict Resolution Strategies | Demonstrates self-awareness and control in relationships with conflict resolution with others.                      | Actively examines and acknowledges own role in conflict. Participates in problem solving efforts directly with individuals involved. | Examines and/or acknowledges own role in conflict. Participates in problem solving efforts directly with individuals involved.                | Examines own role in conflict, but may not acknowledge it. Participates in problem solving efforts with supervision or guidance. Needs improvement. | Shows reticence examining own role in conflict. Minimal effort/ability at problem solving. May display difficulty addressing conflict directly with appropriate sources. | Shows unwillingness to examine own role in conflict. Minimal effort and/or ability at problem solving. May display hostility. May refuse to address conflict directly with appropriate sources. |
| Emotional Stability            | Demonstrates emotional stability in all interactions with others.   | Authentic display, control and recognition of emotions. Expression of feelings is limited to appropriate settings.                   | Expresses own feelings and acknowledges others' emotions in a satisfactory manner. Expression of feelings is limited to appropriate settings. | Emotionally expressive, but in a basic manner. Attempts to act professionally while experiencing difficult emotions. Needs improvement.             | Shows difficulty in appropriately expressing own emotions. Struggles to recognize and/or acknowledge emotions of others.   | Does not express or manage own emotions appropriately or disregards emotions of others. May be emotionally reactive.  |
| Dependability                  | Demonstrates professionalism in attending and adhering to scheduled obligations, site policies, and record keeping. | Excellent performance in attendance, paperwork, and timeliness. Adheres to relevant policies and attends to scheduled obligations.   | Satisfactory performance in attendance, paperwork, and timeliness. Rarely struggles with task completion or scheduled obligations.            | Shows reasonable effort to be dependable. Limited difficulty with timeliness or record keeping. Needs improvement.                                  | Demonstrates little effort to be dependable. Difficulty meeting deadlines or completing tasks in assigned manner.  | Regularly misses scheduled obligations (e.g., class, supervision, or clinical site). Minimal effort to complete tasks on-time or in assigned manner.  |

### SRSC Semester Program Evaluation Survey

Q1. Student Name (First/Last), SID, School Email, and Alternative Email

Q2. Catalog Year (semester/year you started the program, e.g., Fall 2021)

Q3. Total Credit Completed (e.g., 48)

Q5. Your current GPA (e.g., 3.87)

Q8. Gender? ☐ Male, ☐ Female, ☐ Transgender, ☐ Don't want to answer

Q9. Race/Ethnicity? (Select one)

- |   |  |
|---|--|
| <input type="checkbox"/> Hispanic or Latino                         | <input type="checkbox"/> White, not Hispanic or Latino |
| <input type="checkbox"/> American Indian and Alaska Native          | <input type="checkbox"/> Asian                         |
| <input type="checkbox"/> Native Hawaiian and Other Pacific Islander | <input type="checkbox"/> Black or African American     |
| <input type="checkbox"/> Two or more race                           | <input type="checkbox"/> Other (please specify)        |

Q10. Enrollment status. ☐ Full-time student ☐ Part-time student

Q11. Professional credentials you plan to pursue?

- |   |   |                               |                               |
|---|---|-------------------------------|-------------------------------|
| <input type="checkbox"/> LPC-Intern             | <input type="checkbox"/> LPC/LPC-Supervisor | <input type="checkbox"/> CRC  | <input type="checkbox"/> LCDC |
| <input type="checkbox"/> Other (please specify) |   | <input type="checkbox"/> None |                               |

Q12. Academic Advisor's Name (First/Last)

Q13. Degree Plan Updated for this Academic Year ☐ Yes ☐ No

Q14. Comprehensive Exam

- |                               |                               |                             |
|-------------------------------|-------------------------------|-----------------------------|
| <input type="checkbox"/> Pass | <input type="checkbox"/> Fail | <input type="checkbox"/> NA |
|-------------------------------|-------------------------------|-----------------------------|

### Q15. Students' Self-Appraisal

|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| How would you rate your performance in the following items:<br>7=Excellent,<br>6=Very Good,<br>5=Above Average,<br>4=Average,<br>3=Below Average,<br>2=Poor,<br>1=Very Poor   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| <b>Professional Identity: I am...</b>   |   |   |   |   |   |   |   |
| <ul style="list-style-type: none"> <li>able to take a respectful, helpful professional approach to people including people from diverse backgrounds and people with disabilities.</li> </ul> <small>[CACREP Sec. 2. F. 1. b. c. 2. a. Sec. 5. D. 2. b. 3. d. Sec. 6. B. 5. g. h. k. &amp; j.]</small> |   |   |   |   |   |   |   |
| <ul style="list-style-type: none"> <li>able to work respectfully and collaboratively with faculty.</li> </ul> <small>[CACREP Sec. 2. F. 1. b. c. 2. a. Sec. 5. D. 2. b. 3. d. Sec. 6. B. 5. g. h. i. k. &amp; j.]</small>   |   |   |   |   |   |   |   |
| <ul style="list-style-type: none"> <li>able to work respectfully and collaboratively with support staff.</li> </ul> <small>[CACREP Sec. 2. F. 1. b. c. 2. a. Sec. 5. D. 2. b. 3. d. Sec. 6. B. 5. g. h. k. &amp; j.]</small>  |   |   |   |   |   |   |   |
| <ul style="list-style-type: none"> <li>able to work respectfully and collaboratively with fellow students.</li> </ul> <small>[CACREP Sec. 2. F. 1. b. c. 2. a. Sec. 5. D. 2. b. 3. d. Sec. 6. B. 5. g. h. k. &amp; j.]</small>  |   |   |   |   |   |   |   |
| <ul style="list-style-type: none"> <li>able to work respectfully and collaboratively with other professionals.</li> </ul> <small>[CACREP Sec. 2. F. 1. b. c. 2. a. Sec. 5. D. 2. b. 3. d. Sec. 6. B. 5. g. h. k. &amp; j.]</small>  |   |   |   |   |   |   |   |
| <b>Ethics: I am...</b>  |   |   |   |   |   |   |   |
| <ul style="list-style-type: none"> <li>knowledgeable of ethical codes, standards, and guidelines, rules and regulations relevant to counseling.</li> </ul> <small>[CACREP Sec. 2. F. 1. i. 3. i. 4. j. 5. d. 6. g. 7. m. 8. j. Sec. 5. D. 5. w. Sec. 6. B. 1. f. 2. k. 3. h. 4. l. 5. l.]</small>     |   |   |   |   |   |   |   |
| <ul style="list-style-type: none"> <li>able to recognize and analyze ethical and legal issues across the range of professional activities.</li> </ul> <small>[CACREP Sec. 2. F. 1. i. 3. i. 4. j. 5. d. 6. g. 7. m. 8. j. Sec. 5. D. 5. w. Sec. 6. B. 1. f. 2. k. 3. h. 4. l. 5. l.]</small>          |   |   |   |   |   |   |   |
| <ul style="list-style-type: none"> <li>able to seek appropriate information and consultation when faced with ethical issues.</li> </ul> <small>[CACREP Sec. 2. F. 1. i. 3. i. 4. j. 5. d. 6. g. 7. m. 8. j. Sec. 5. D. 5. w. Sec. 6. B. 1. f. 2. k. 3. h. 4. l. 5. l.]</small>                        |   |   |   |   |   |   |   |

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| <b>Leadership: I am...</b>   |  |  |  |  |  |  |  |
| • Able to participate as a leader in team activities.<br>[CACREP Sec. 6. B. 5. a. b. c. d. e. f. g. h. i. j. k. l.]                                  |  |  |  |  |  |  |  |
| • Able to understand the purpose and structure of meetings and how to facilitate them.<br>[CACREP Sec. 6. B. 5. a. b. c. d. e. f. g. h. i. j. k. l.] |  |  |  |  |  |  |  |
| • Able to self-evaluate one's skills as a leader.<br>[CACREP Sec. 6. B. 5. a. b. c. d. e. f. g. h. i. j. k. & l.]                                    |  |  |  |  |  |  |  |
| <b>Professional Competence: I am able to....</b>   |  |  |  |  |  |  |  |
| • demonstrates critical thinking and analysis skills.<br>[CACREP Sec. 2. F. 1. k. & l. 2. e. 5. f. Sec. 6. B. 5. l.]                                 |  |  |  |  |  |  |  |
| • demonstrates utilization of resources to promote learning.<br>[CACREP Sec. 2. F. 1. k. & l. 2. e. 5. f. Sec. 6. B. 5. l.]                          |  |  |  |  |  |  |  |
| • demonstrates time management.<br>[CACREP Sec. 2. F. 1. k. & l. 2. e. 5. f. Sec. 6. B. 5. l.]   |  |  |  |  |  |  |  |
| • demonstrates self-understanding and reflection.<br>[CACREP Sec. 2. F. 1. k. & l. 2. e. 5. f. Sec. 6. B. 5. l.]                                     |  |  |  |  |  |  |  |
| • demonstrates self-care.<br>[CACREP Sec. 2. F. 1. k. & l. 2. e. 5. f. Sec. 6. B. 5. l.]   |  |  |  |  |  |  |  |

#### Q16. Masters Students' Program Evaluation

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| Rate degree that UTRGV Rehabilitation Counseling master program help you on the following items:<br>5 = a great deal<br>4 = a lot<br>3 = a moderate amount<br>2 = a little<br>1 = not at all |  |  |  |  |  |
| ▪ build leadership skills in local, state, regional, or national professional organizations  |  |  |  |  |  |
| ▪ become a member of relevant professional organizations   |  |  |  |  |  |
| ▪ gain knowledge regarding professional affiliations and accreditation standards   |  |  |  |  |  |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| ▪ gain knowledge and skills of ethical and legal issues in counselor education   |  |  |  |  |  |
| ▪ gain knowledge of the theories and techniques in counseling  |  |  |  |  |  |
| ▪ build skills to (a) assess clients, and (b) diagnose and treat clients in counseling sessions including with a multicultural perspective   |  |  |  |  |  |
| ▪ build skills to apply counseling theories and techniques in individual counseling sessions   |  |  |  |  |  |
| ▪ build skills to apply counseling theories and techniques in group counseling sessions  |  |  |  |  |  |
| ▪ build skills to apply counseling theories and techniques in family/couples counseling sessions   |  |  |  |  |  |
| ▪ build skills to apply counseling theories and techniques in counseling sessions for addictions   |  |  |  |  |  |
| ▪ build skills to counsel individuals from different, cultural, ethnic, racial, backgrounds and with differing world views, sexual orientation, and religious/spiritual beliefs  |  |  |  |  |  |
| ▪ gain knowledge of and skills to manage caseloads and provide resources to potential clients seeking for services   |  |  |  |  |  |
| ▪ gain knowledge in research ethics  |  |  |  |  |  |
| ▪ gain knowledge of how career development and job placement can be utilized in vocational rehabilitation counseling agencies  |  |  |  |  |  |
| ▪ gain knowledge and skills to work effectively in a counseling setting with clients who have disabilities and/or are culturally different showing the attitudes of respect and giving evidence of knowledge of the specific disability and cultural differences |  |  |  |  |  |
| ▪ gain knowledge of medical disabilities and lifespan  |  |  |  |  |  |
| ▪ gain knowledge of societal evolution and the role of psychosocial aspects in persons with disabilities   |  |  |  |  |  |

Q17. What are you proudest of having accomplished to date?

Q18. Where are you vis-a-vis your programmatic milestones?

Q19. What fruitful strategies have you developed to date to meet your goals?

Q20. What (if anything) do you think may be getting in the way of your meeting your goals?

Q21. What goals do you have for yourself for the coming year?

Q22. What new strategies or skills do you want to develop to meet your goals?

Q23. What can I (your advisor/masters program coordinator) do to support you in reaching your specific professional goals?

## Appendix A

### UTRGV Clinical Masters in Rehabilitation Counseling Alumni Survey (Exit Interview/ Student Evaluation Questionnaire)

Name: \_\_\_\_\_ Date of Completion: \_\_\_\_\_

In order to evaluate the Master of Science degree in Clinical Rehabilitation Counseling, to assess the appropriateness of the program's objectives, the content and design of the curriculum, the effectiveness of the clinical instruction and applied experiences, we ask that you respond to the following questionnaire. Your responses will help us identify areas in need of modification and change.

In what year did you graduate from the MS program in Rehabilitation Counseling program at UTPA/UTRGV?

\_\_\_\_\_

Are you employed in a professional job related to your degree?

Yes No

Not sure

How long have you been in this position?

0-6 months

7-11 months

1-2 years

3-5 years

5+ years

How long after graduation did you obtain professional employment?

I was employed before graduation Almost immediately after graduation 1-3 months after graduation

5-7 months after graduation 9-12 months after graduation over 1 year after graduation

What is the name of your employment site?

\_\_\_\_\_

What is your current supervisors' name?

\_\_\_\_\_

What is your current supervisors' email address?

If yes, what was the name of your previous employment site?

\_\_\_\_\_

What your previous job title?

\_\_\_\_\_

What was the length of your employment with your previous employment site?

\_\_\_\_\_



What professional credentials do you hold (if any)? Select all that apply.

LPC-Intern LPC/LPC-Supervisor CRC

LCDC-I LCDC

Other \_\_\_\_\_ None

Have you already completed the credentialing exam to become a LPC (i.e. National Counselor Exam)?

Yes, but I did not pass. Yes, and I passed.

No, I'm not interested.

No, I haven't looked into it yet.

What is your job title?

\_\_\_\_\_

Prior to your current job, have you been professionally employed in the field of study (i.e. Rehabilitation

If not a current LPC/LPC-Intern: Is it your intent to ever apply for LPC credentials? Yes. No

What would prevent or limit you from becoming an LPC? (Select all that apply) Not my area of interest

Required coursework

Concerns with passing

exam Costs

Other \_\_\_\_\_

If not a current CRC: Is it your intent to ever become one? Yes  
No

What would prevent or limit you from becoming a CRC. Select all that apply: Not my area of interest

Concerns with passing

exam Costs

Other \_\_\_\_\_

Have you already completed the certification exam for CRC? Yes, but I did not pass.  
Yes, and I passed.

No, I'm not  
interested.

No, I haven't looked into it yet.

To what degree did your training meet your expectations for preparation as a Clinical Rehabilitation Counselor? Very High

High

Averag

e Low

Very Low

Please use the following rating system for the next several items:

1: A Great Deal

2: A Lot

3: A Moderate

Amount 4: A Little

5: None at All

To what extent did your training learn various elements related to professional identity including; the history and philosophy of the counseling profession, the value of professional organizations, legal and ethical practice, and advocating for the profession and clients that are served.

To what extent do you feel you were allowed the opportunity to demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.

To what degree to you feel you were given the chance to demonstrate an understanding of development across the lifespan and the impact on typical and atypical functioning.

To what extent were you given the opportunity to utilize career development theories in the formation of diverse, individualized and developmentally appropriate career activities and interventions.

To what degree were you allowed the opportunity to demonstrate the skills necessary to engage in an effective and therapeutic helping relationship.

To what extent were you given the chance to demonstrate competency in preparing and facilitating group counseling.

To what degree were you given the opportunity to identify effective and diverse assessment strategies in order to facilitate culturally appropriate treatment planning.

To what degree were you given the chance, either directly or indirectly, to apply research methods and program valuation to inform evidence-based practice.

How helpful or unhelpful is your academic advisor?

0 = Very Unhelpful to 10 = Very Helpful

0 1 2 3 4 5 6 7 8 9 10

How likely are you to apply to the PhD in Rehabilitation Counseling program at UTRGV ?

Very Unlikely Unlikely Somewhat Unlikely Undecided Somewhat Likely Likely Very Likely

How easy or difficult is it to register for courses at this university?

Extremely easy Moderately easy Slightly easy

Neither easy nor difficult Slightly difficult Moderately difficult Extremely difficult

Overall, how well do the professors in the UTRGV MS in Clinical Rehabilitation Counseling program teach?  
Extremely well   Very well   Moderately well   Slightly well   Not well at all

How likely are you to recommend the UTRGV MS in Clinical Rehabilitation Counseling program to friends or colleagues? (0 = Very Unlikely to 10= Very Likely)

0   1   2   3   4   5   6   7   8   9   10

\*\* Past Graduates are surveyed the semester following graduation to determine their perceptions of the effectiveness of the program in preparing them for the profession of Clinical Rehabilitation Counselor (Appendix E). Employment information is requested along with permission to contact employers. Questionnaire is sent to alumni via Qualtrics one time after they have completed their program of study. It is sent to their last known email address with the program.

## Appendix B

### National Rehabilitation Counseling Association (NRCA) American Rehabilitation Counseling Association (ARCA) Professional Journals

Students are encouraged to join professional organizations to advance their knowledge and expertise in their areas of interest. Website addresses are listed below. A list of the most prominent rehabilitation journals is also provided. Students are often able to join professional rehabilitation organizations at a student discount.

#### **WEBSITE ADDRESSES**

Students can go to <https://nationalrehabcounselingassociation.wildapricot.org/> to apply for membership to National Rehabilitation Counseling Association (NRCA). NRCA is the largest national organization representing rehabilitation counselors practicing in a variety of work settings: private non-profit agencies, hospital- medical settings, educational programs, private-for-profit businesses, state/federal agencies, private practice, unions, and others. NRCA advances rehabilitation counseling as a profession and dedicates itself to the pursuit of self-fulfillment for all persons with disabilities.

Students can go to <http://www.arcaweb.org/> to apply for membership to American Rehabilitation Counseling Association (ARCA). ARCA is an organization of rehabilitation counseling practitioners, educators, and students who are concerned with improving the lives of people with disabilities. Its mission is to enhance the development of people with disabilities throughout their life span and to promote excellence in the rehabilitation counseling profession. ARCA's goal is to provide the type of leadership that encourages excellence in the areas of rehabilitation counseling practice, research, consultation, and professional development.

#### **COUNSELING-RELATED JOURNALS**

*American Psychologist*  
*Clinical Psychologist*  
*Community Mental Health Journal*  
*Contemporary Psychology*  
*Counseling Psychology*  
*Counseling Today*  
*Family Therapy Networker*  
*Journal of Applied Rehabilitation Counseling*  
*Journal of Clinical Psychology*  
*Journal of Counseling and Development*  
*Journal of Counseling Psychology*  
*Journal of Humanistic Psychology*  
*Journal of Marriage and Family Therapy*  
*Journal of Rehabilitation*  
*Professional Counselor*  
*Professional Psychology: Research and Practice*  
*Psychological Abstracts, Psychological Bulletin*  
*Rehabilitation Counseling Bulletin*  
*Rehabilitation Education*  
*Rehabilitation Psychology*  
*Rehabilitation Counselors and Educators Journal*

## **Appendix C**

### **A-C**

Dr. Roy Chen (EHABW 1.302)  
Email: roy.chen@utrgv.edu Phone: 665-3590

### **D-F**

Dr. Rommel Johnson (EPOB14 RM 1.10IF)  
Email: rommel.johnson@utrgv.edu Phone: 665-5255

### **G**

Dr. Kim Finn (EHABW 1.136)  
Email: kim.finn01@utrgv.edu Phone: 665-7041

### **H-K**

Dr. Barbara Schoen (EHABW 1.304)  
Email: barbara.schoen@utrgv.edu Phone: 665-5107

### **L-P**

Dr. Eva Miller  
Email: eva.miller@utrgv.edu

### **Q-V**

Noreen Graf (EHABW 2.314)  
Email: noreen.graf@utrgv.edu Phone: 665-7344

### **W-Z**

Irmo Marini (EHABW 1.310)  
Email: irmo.marini@utrgv.edu Phone: 665-7035

### **RSA Scholars**

Saara Grizzell (EHABW 1.132)  
Email: saara.grizzell@utrgv.edu Phone: 665-3050

# Appendix D

Student Name

SID#

## MASTER OF SCIENCE IN CLINICAL REHABILITATION COUNSELING

### Degree Plan

*(also used for Financial Aid)*

Faculty Advisors must use this form for students requesting financial aid and requiring a Plan of Study.  
Advisement forms are to be kept in student's file.

| Required Courses: (60 Semester Hours)  | Semester<br>Taken/<br>To Be<br>Taken | Grade |
|--|--------------------------------------|-------|
| REHS 6300, Foundations in Clinical Rehabilitation Counseling                           |                                      |       |
| REHS 6305, Ethics, Legal and Professional Issues in Clinical Rehabilitation Counseling |                                      |       |
| REHS 6310, Case Management   |                                      |       |
| REHS 6315, Research and Program Evaluation   |                                      |       |
| REHS 6320, Psychosocial Aspects of Disability  |                                      |       |
| REHS 6325, Group Counseling in Rehabilitation#@  |                                      |       |
| <b>(Prerequisite REHS 6360 &amp; 6370)</b>   |                                      |       |
| REHS 6330, Assessment and Testing  |                                      |       |
| REHS 6335, Addictions Counseling in Clinical Rehabilitation#                           |                                      |       |
| <b>(Prerequisite REHS 6360 &amp; 6370)</b>   |                                      |       |
| REHS 6340, Adv. Counseling and Diagnostics in Clinical Rehab Counseling#@              |                                      |       |
| <b>(Prerequisite REHS 6360, 6370 &amp; 6375)</b>                                       |                                      |       |
| REHS 6345, Medical Aspects of Disability   |                                      |       |
| REHS 6350, Career Development and Job Placement  |                                      |       |
| REHS 6355, Developmental Lifespan and Disability                                       |                                      |       |
| REHS 6360, Counseling Theories in Clinical Rehabilitation Counseling                   |                                      |       |
| REHS 6365, Multicultural and Social Diversity  |                                      |       |
| REHS 6370, Techniques in Clinical Rehabilitation Counseling#                           |                                      |       |
| <b>(Prerequisite REHS 6360)</b>  |                                      |       |
| REHS 6375, Psychiatric Rehabilitation  |                                      |       |
| REHS 6385, Couple and Family Counseling #@   |                                      |       |
| <b>(Prerequisite REHS 6360, 6370)</b>  |                                      |       |
| REHS 6390, Practicum in Clinical Rehabilitation Counseling (100 hours) *#@             |                                      |       |
| REHS 7300/7600, Internship in Clinical Rehabilitation Counseling (600 Hours total)*#@  |                                      |       |

\* Requires BOTH Summer terms

# Has Prerequisites: Check Graduate Handbook

@ Requires Special Approval



**School of Rehabilitation Services and Counseling**  
**Master of Science in Clinical Rehabilitation Counseling**  
**Fall Entry Three Year Course Plan**

| <b>First Year – Fall Entry</b> |  |
|--------------------------------|--|
| <b>Fall</b><br>[9 hours]       | REHS 6300 Foundations in Clinical Rehabilitation<br>REHS 6360 Counseling Theories in Rehabilitation Counseling<br>REHS 6305 Ethics, Legal, and Professional Issues   |
| <b>Spring</b><br>[9 hours]     | REHS 6370 Techniques [Prerequisite 6360]<br>REHS 6350 Career Development and Job Placement<br>REHS 6355 Developmental Lifespan and Disability  |
| <b>Summer</b><br>[6 hours]     | REHS 6320 Psychosocial Aspects [Summer I]<br>REHS 6310 Case Management [Summer II]   |
| <b>Second Year</b>             |  |
| <b>Fall</b><br>[9 hours]       | REHS 6315 Research<br>REHS 6345 Medical Aspects<br>REHS 6375 Psychiatric Rehab   |
| <b>Spring</b><br>[9 hours]     | REHS 6385 Couple and Family [Prerequisites 6360, 6370]<br>REHS 6325 Group Counseling [Prerequisites 6360, 6370]<br>REHS 6330 Assessment and Testing  |
| <b>Summer</b><br>[6 hours]     | REHS 6390 Practicum [All Summer, Prerequisites 6300, 6360, 6370, 39 hours completed]<br>REHS 6335 Addictions [Summer II, Prerequisites 6360, 6370]   |
| <b>Third Year</b>              |  |
| <b>Fall</b><br>[9 hours]       | REHS 6340 Advanced Counseling [Prerequisites 6360, 6370, 6375]<br>REHS 6365 Multicultural and Social Diversity<br>REHS 7300 Internship 1 <sup>st</sup> of 2 courses [Prerequisites 6390 completed, 45 hours completed] |
| <b>Spring</b><br>[3 hours]     | REHS 7300 Internship 2 <sup>nd</sup> of 2 courses [Prerequisites 6390 completed, 45 hours completed]<br>Captone Project: CPCE Exam [Prerequisite 75% course work completed]  |

\* 6360 and 6370 must be taken the first year in sequential order as both courses act as pre-requisites for certain year two courses. Refer to the program degree plan for details.

\*\* 6375 should be taken within the first year and a half as this course is a pre-requisite to 6340

\*\*\*Course offerings, days, times, and modalities are subject to change at any time and without notice. It is the student's responsibility to meet with an advisor on a semester-to-semester basis\*\*\*

**School of Rehabilitation Services and Counseling**  
**Master of Science in Clinical Rehabilitation Counseling**  
**SPRING Entry Three Year Course Plan**

| <b>First Year – Spring Entry</b> |   |
|----------------------------------|---|
| <b>Spring</b><br>[9 hours]       | REHS 6350 Career Development and Job Placement<br>REHS 6360 Counseling Theories in Rehabilitation Counseling<br>REHS 6375 Psychiatric Rehab   |
| <b>Summer</b><br>[6 hours]       | REHS 6345 Medical Aspects [Summer I]<br>REHS 6310 Case Management [Summer II]   |
| <b>Fall</b><br>[9 hours]         | REHS 6320 Psychosocial Aspects<br>REHS 6365 Multicultural and Social Diversity<br>REHS 6370 Techniques [Prerequisite 6360]  |
| <b>Second Year</b>               |   |
| <b>Spring</b><br>[9 hours]       | REHS 6330 Assessment and Testing<br>REHS 6340 Advanced Counseling [Prerequisites 6360, 6370, 6375]<br>REHS 6335 Addictions Counseling [Prerequisites 6360, 6370]  |
| <b>Summer</b><br>[6 hours]       | REHS 6305 Ethics, Legal, and Professional Issues [Summer I]<br>REHS 6300 Foundations in Clinical Rehabilitation Counseling [Summer II]  |
| <b>Fall</b><br>[9 hours]         | REHS 6315 Research<br>REHS 6325 Group Counseling [Prerequisites 6360, 6370]<br>REHS 6390 Practicum [Prerequisites 6300, 6360, 6370, 39 hours completed]   |
| <b>Third Year</b>                |   |
| <b>Spring</b><br>[9 hours]       | REHS 6355 Developmental Lifespan and Disability<br>REHS 6385 Couple and Family [Prerequisites 6300, 6370]<br>REHS 7300 Internship 1 <sup>st</sup> of 2 courses [Prerequisites 6390 completed, 45 hours completed] |
| <b>Summer</b><br>[3 hours]       | REHS 7300 Internship 2 <sup>nd</sup> of 2 courses [Prerequisites 6390 completed, 45 hours completed]<br>Captone Project: CPCE Exam [Prerequisite 75% course work completed]                                       |

\* 6360 and 6370 must be taken the first year in sequential order as both courses act as pre-requisites for certain year two courses. Refer to the program degree plan for details.

\*\* 6375 should be taken within the first year as this course is a pre-requisite to 6340

\*\*\*Course offerings, days, times, and modalities are subject to change at any time and without notice. It is the student's responsibility to meet with an advisor on a semester-to-semester basis\*\*\*

**School of Rehabilitation Services and Counseling**  
**Master of Science in Clinical Rehabilitation Counseling**  
**Summer Entry Three Year Course Plan**

| <b>First Year – Summer Entry</b> |   |
|----------------------------------|---|
| <b>Summer</b><br>[6 hours]       | REHS 6305 Ethics, Legal, and Professional Issues [Summer I]<br>REHS 6360 Counseling Theories in Rehabilitation Counseling [Summer II]           |
| <b>Fall</b><br>[9 hours]         | REHS 6370 Techniques [Prerequisite 6360]<br>REHS 6310 Case Management<br>REHS 6320 Psychosocial Aspects   |
| <b>Spring</b><br>[9 hours]       | REHS 6375 Psychiatric Rehab<br>REHS 6350 Career Development and Job Placement<br>REHS 6300 Foundations in Clinical Rehabilitation Counseling    |
| <b>Second Year</b>               |   |
| <b>Summer</b><br>[6 hours]       | REHS 6345 Medical Aspects [Summer I]<br>REHS 6335 Addictions [Summer II, Prerequisites 6360, 6370]  |
| <b>Fall</b><br>[9 hours]         | REHS 6315 Research<br>REHS 6365 Multicultural and Social Diversity<br>REHS 6340 Advanced Counseling [Prerequisites 6360, 6370, 6375]            |
| <b>Spring</b><br>[9 hours]       | REHS 6325 Group Counseling [Prerequisites 6360, 6370]<br>REHS 6330 Assessment and Testing<br>REHS 6355 Developmental Lifespan and Disability    |
| <b>Third Year</b>                |   |
| <b>Summer</b><br>[6 hours]       | REHS 6390 Practicum [Prerequisites 6300, 6360, 6370, 39 hours completed]<br>REHS 6385 Couple and Family [Prerequisites 6300, 6370]              |
| <b>Fall</b><br>[6 hours]         | REHS 7600 Internship [Prerequisites 6390 completed, 45 hours completed]<br>Capstone Project: CPCE Exam [Prerequisite 75% course work completed] |

\* 6360 and 6370 must be taken the first year in sequential order as both courses act as pre-requisites for certain year two courses. Refer to the program degree plan for details.

\*\* 6375 should be taken within the first year as this course is a pre-requisite to 6340

\*\*\*Course offerings, days, times, and modalities are subject to change at any time and without notice. It is the student's responsibility to meet with an advisor on a semester-to-semester basis\*\*\*