

Utah State University

Emma Eccles Jones College of Education and Human Services



Department of Special Education and Rehabilitation Counseling

Master's in Clinical Rehabilitation Counseling **Student Handbook**

2026–2027 Academic Year

Rehabilitation Counseling Program

Department of Special Education and Rehabilitation Counseling

2865 Old Main Hill, Logan, UT 84322-2865

(435) 797-3243 | sperc.usu.edu

A Welcome from the Program Faculty

Dear Student:

Congratulations on your acceptance into the Master's in Clinical Rehabilitation Counseling program at Utah State University! We extend our warmest welcome and look forward to working with you as you prepare to help individuals with disabilities achieve their personal, career, and independent living goals, consistent with the [CRCC Scope of Practice Statement](#).

Since 1991, our program has prepared rehabilitation counselors to serve individuals with disabilities. The program is currently accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) as a Rehabilitation Counseling program, and it is actively pursuing accreditation as a Clinical Rehabilitation Counseling program to reflect our clinical training model and to maximize graduates' eligibility for licensure. Faculty and staff will keep students informed as this accreditation transition proceeds.

We invite you to read this handbook closely. It describes the policies, procedures, and supports that will guide you through your degree, and it explains what the program commits to provide you as counselor educators. Faculty welcome feedback on how to make this handbook more useful — please send suggestions to Kris Wengreen (kris.wengreen@usu.edu), Graduate Program Coordinator.

Again, welcome. We are glad you have chosen to pursue your education with us.

Warm regards,

The Rehabilitation Counseling Program Faculty and Staff

Student Responsibility Form

This handbook is intended to help graduate students in the Clinical Rehabilitation Counseling program understand the steps and requirements of the program. It cannot anticipate every question, but we hope it is a useful reference for you as you navigate through the program. Students are also responsible for the policies and procedures in the [USU General Catalog](#).

By signing below, I acknowledge that:

- I have read and understand the information presented in this Student Handbook and agree to abide by the policies and procedures outlined in it.
- I will ask for clarification of any questions during program orientation, in coursework, during faculty office hours, or with my faculty advisor.
- I have downloaded a copy of this handbook and understand that I am responsible for the information it contains.

Signature

Date

Printed Name

(The signed form will be filed in the student's departmental record)

Please return this signed form to Kris Wengreen at kris.wengreen@usu.edu

Table of Contents

A Welcome from the Program Faculty	2
Student Responsibility Form	3
Table of Contents	4
1. Program Overview.....	6
1.1 The University	6
1.2 The College	6
1.3 The Department	6
1.4 Departmental Philosophy, Vision, and Mission	6
Vision Statement	7
1.5 Rehabilitation Counseling Program Philosophy	7
Equity and Inclusion.....	7
Employment and Career	7
Resilience and Person-Centeredness	7
1.6 USU Clinical Rehabilitation Counseling Mission Statement and Program Objectives	7
1.7 CRC/CRCC Scope of Practice.....	8
2. New Student Orientation	9
3. Admissions and Degree Requirements	10
3.1 Admissions Process and Procedures.....	10
3.2 Degree Requirements	10
3.3 Financial Aid	12
4. Expectations of Students	13
5. Technology — Required Resources and Competencies	14
6. Diversity, Equity, Inclusion, and Accessibility Policy	15
7. Student Assessment and Key Performance Indicators (KPIs)	16
7.1 Benchmarks of Student Progress	16
Benchmark #1 — Admissions	16
Benchmark #2 — End of First Semester	16
Benchmark #3 — Prior to Practicum.....	17
Benchmark #4 — Post-Practicum Evaluation	17
Benchmark #5 — Post-Internship Evaluation	17
Benchmark #6 — End of Program	17
7.2 Professional Dispositions — Six Domains	18
1. Awareness of Self.....	18
2. Professional Appearance & Behavior.....	18
3. Emotional Stability	18
4. Communication & Interpersonal Skills	18

5. Respecting Others.....	18
6. Ethical Behavior	18
8. Student Retention, Remediation, and Dismissal.....	19
8.1 Academic Deficiency	19
8.2 Professional Dispositions	19
9. Academic Policies and Procedures	20
9.1 Academic Requirements and Dismissal	20
9.2 Dismissal for Academic Dishonesty.....	20
9.3 Dismissal for Professional Dispositions Concerns	20
9.4 Academic Appeal Policy	21
9.5 Additional Policies and Procedures	21
Leave of Absence Policy	21
Notice and Reactivation.....	22
Transfer Credit.....	22
Title IX	22
10. Campus and Community Supports	23
10.1 University Resources	23
10.2 Disability Support Services and Academic Accommodations.....	23
10.3 Veteran's Services.....	23
10.4 Personal Counseling Services and Mental Health	23
10.5 Professional Counseling Organizations	23
11. Certification and Licensure	25
Program CRC Exam Pass Rates	25
Licensure in Utah	25
12. Endorsement Policy for Credentialing and Employment	26
Appendices	27
Appendix A: Remediation Plan Procedures & Template	28
Academic Standards	28
Academic Integrity Issues	28
Key Performance Indicators and Professional Dispositions	28
Rehabilitation Counseling Program — Student Remediation Planning Document.....	29
Appendix B: Program Evaluation and Student Assessment Plan (Key Performance Indicators).....	30
Appendix C: CACREP 2024 Standards, Section 1.M Crosswalk	31

1. Program Overview

1.1 The University

Since its founding in 1888, Utah State University has grown from a small mountain-town college into a research university known throughout the Intermountain West. USU's main campus sits minutes from two mountain ranges and within a half-day's drive of six national parks, offering big-school opportunities with a small-school feel.

USU Mission Statement

The mission of Utah State University is to be one of the nation's premier student-centered land-grant and space-grant universities by fostering the principle that academics come first, by cultivating diversity of thought and culture, and by serving the public through learning, discovery, and engagement.

1.2 The College

The Clinical Rehabilitation Counseling program is housed in the **Emma Eccles Jones College of Education and Human Services**, which prepares teachers, counselors, and human-service professionals for education, clinical, and corporate settings. See cehhs.usu.edu.

1.3 The Department

The program is located within the **Department of Special Education and Rehabilitation Counseling (SPERC)**. The department offers undergraduate degrees in special education, master's degrees in Rehabilitation Counseling and Special Education, and a doctoral program in Disability Disciplines with specializations in Special Education, Applied Behavior Analysis, Rehabilitation Counselor Education and Supervision, Disability Studies, Speech-Language Pathology, Pathokinesiology, and Audiology. See cehhs.usu.edu/sperc.

1.4 Departmental Philosophy, Vision, and Mission

People with disabilities make meaningful contributions to our communities and society, yet people with disabilities and their families have historically been marginalized and excluded. Our mission is to prepare high-quality professionals; identify, implement, and disseminate evidence-based practices; and conduct research and outreach with community partners to advance the full inclusion of people with disabilities across educational, independent-living, and employment domains.

We believe that all individuals — and particularly those belonging to a group with protected status (e.g., disability, racial/ethnic minorities, gender identity and sexual orientation) — have the right to:

- **Societal Respect:** valued interactions and communication.
- **Wellness:** positive relationships and meaningful partnerships.
- **Inclusion:** meaningful participation in education, employment, and community.
- **Self-Determination:** opportunities to develop knowledge, skills, and strengths that support self-advocacy and informed choice.

Vision Statement

Through high-quality professional preparation, research, advocacy, and innovative programming, we will lead in building inclusive communities where equal opportunity and the equitable distribution of resources for people with disabilities and their families is the norm, not the exception.

1.5 Rehabilitation Counseling Program Philosophy

The program is grounded in a scientist-practitioner framework that incorporates continuous improvement, life-long learning, and knowledge generation through research, teaching, and service, aligned with the purposes of the Rehabilitation Act of 1973 as amended by the Workforce Innovation and Opportunity Act (2014).

Equity and Inclusion

Rehabilitation counselors address the social and political structures, beliefs, and barriers that shape the experience of disability. Students are encouraged to engage in Applied Social Justice — working not only with clients but also with families, employers, and communities to reduce sociopolitical barriers to equity, inclusion, and full community access. All advocacy should include persons with disabilities as full partners: we advocate "with," not "for," those we serve.

Employment and Career

Community-based employment is central to full inclusion in society. Working is therapeutic. Rehabilitation counselors use ecological and discovery-based assessment with individuals and families to inform, prepare, plan, and secure long-term employment and career advancement.

Resilience and Person-Centeredness

Resilience — the ability to thrive amid challenge — grows as self-determination skills develop and personal goals are achieved. Counseling delivered from a person-first, person-driven framework, in collaboration with families, employers, policymakers, and educators, promotes self-determination and reduces sociopolitical barriers to achievement.

1.6 USU Clinical Rehabilitation Counseling Mission Statement and Program Objectives

The mission of the USU Master's of Rehabilitation Counseling (MRC) program is to promote quality rehabilitation services for individuals with disabilities through the education of clinical rehabilitation counselors, continuing-education offerings, ethical service delivery, and applied research. The program recruits, admits, assists, and retains a diverse student body dedicated to specializing in services for persons with disabilities, and prepares practitioners in accordance with the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the American Counseling Association (ACA) Code of Ethics, and the Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics and Scope of Practice.

Graduates of the program are able to:

- Apply counseling theory and theories of human growth and development to conceptualize clients;
- Implement individual and group counseling skills;

- Administer and interpret clinical and vocational assessments;
- Locate and apply research to implement evidence-based practice; and
- Adhere to professional codes of ethics.

Accreditation Status

The USU MRC program is currently accredited by CACREP as a Rehabilitation Counseling program. The program is presently seeking accreditation as a Clinical Rehabilitation Counseling program (master's level) and, for its doctoral specialization, as a Counselor Education and Supervision program. Current accreditation status can always be verified at the [CACREP directory](#) or on the USU MRC program's [Accreditation page](#).

1.7 CRC/CRCC Scope of Practice

Rehabilitation counseling is a systematic process that assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve personal, career, and independent-living goals in the most integrated setting possible. Techniques and modalities within this process include, but are not limited to:

- Assessment and appraisal
- Diagnosis and treatment planning
- Career (vocational) counseling
- Individual and group counseling interventions focused on adjustment 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 among multiple parties and regulatory systems
- Job analysis, job development, and placement services, including job accommodations
- Consultation about and access to rehabilitation technology

Full statement: crccertification.com/scope-of-practice

2. New Student Orientation

Before or at the start of a student's first term (typically in the fall prior to the start of classes), the USU MRC program provides a new-student orientation. Orientation is designed to meet CACREP's expectation that incoming students understand the handbook, their ethical and professional obligations, expected personal growth as a counselor-in-training, and licensure/certification pathways before beginning coursework. Orientation covers:

- A guided review of this Student Handbook, including the Student Responsibility Form;
- Students' ethical and professional obligations under the ACA and CRCC Codes of Ethics;
- Personal-growth expectations for counselors-in-training, including the Professional Performance Standards (Section 4);
- Eligibility requirements and timelines for national certification (CRC/NCC/NCMHC) and state licensure; and
- Introductions to faculty advisors, program staff, Canvas, and technology requirements.

Questions arising after orientation should be directed to course instructors, faculty during posted office hours, or a student's faculty advisor.

3. Admissions and Degree Requirements

3.1 Admissions Process and Procedures

Prospective students complete the [online application](#) and pay the corresponding application fee. Application deadlines are **March 15** for fall-semester admission and **October 15** for spring-semester admission. The GRE and MAT are not required for admission. Questions may be directed to the Graduate Program Coordinator, Kris Wengreen (kris.wengreen@usu.edu).

A complete application includes:

- **Three letters of recommendation** from professional or academic contacts who can speak to the applicant's academic and professional abilities. At least one academic reference is preferred for applicants who graduated within the past five years; letters from family or friends are not accepted. Applicants currently employed by a State Vocational Rehabilitation agency should include a letter from their direct supervisor. Recommenders are contacted electronically through the Recruit Portal and must submit the recommendation through the graduate-school system (not by mail or email).
- **Official transcripts** from the institution granting the applicant's bachelor's degree, sent directly to the USU School of Graduate Studies by mail (0900 Old Main Hill, Logan, UT 84322-0900) or electronic clearinghouse (graduateschool@usu.edu).
- **A Statement of Purpose** (500-word limit) describing the applicant's motivation for graduate study, relevant experience and qualifications, and interest specifically in rehabilitation counseling, submitted as a Supplemental Item after the application fee is paid.
- **An admissions interview** with a program faculty member, conducted via Zoom after all materials are received. Completed applications are reviewed by the full MRC faculty and staff.

Admission Does Not Guarantee Graduation

The following non-academic conditions may result in dismissal if, in the judgment of faculty and staff, they impair a student's ability to work with others in the classroom, practicum, internship, or work settings:

1. Personal concerns or evident psychopathology;
2. Interpersonal relationship issues;
3. Personal attitudes or value systems that conflict with effective counseling relationships; and
4. Unethical behavior.

Beyond meeting academic requirements, graduation requires demonstrated professionalism and adherence to the CRCC and ACA Codes of Ethics.

3.2 Degree Requirements

The USU MRC degree requires 61 credit hours. Courses are offered synchronously (live Zoom broadcast) and asynchronously (recorded lectures and weekly modules) to support the program's distance-education delivery model. The program of study below is organized by curricular domain; fall- and spring-start sequencing guides are available from the Graduate Program Coordinator and on the program website.

Course #	Title	Credits
Counseling Profession — 6 credits		
REH 6100	Professional Counseling Orientation	3
REH 6240	Ethical Decision Making in Counseling	3
Medical Aspects of Disability — 5 credits		
REH 6110	Medical Aspects of Disability	3
REH 6180	Mental Illness, Disability, and Trauma	2
Counseling Theories and Skills — 15 credits		
REH 6130	Counseling Skill Development *B or higher required*	3
REH 6200	Theories of Counseling	3
REH 6250	Group Counseling *B or higher required*	3
REH 6260	Human Growth and Development	3
REH 6350	Treatment Approaches for Addiction Disorders	3
Assessment — 9 credits		
REH 6190	Vocational Assessment in Rehabilitation Counseling	3
REH 6210	Mental Health Assessment	3
REH 6320	The Diagnostic and Statistical Manual of Mental Disorders (DSM)	3
Employment & Community Resources — 6 credits		
REH 6160	Career Development, Analysis, and Placement	3
REH 6500	Fundamental Skills for Transition Services	3
Research — 3 credits		
REH 6230	Introduction to Research in Rehabilitation Counseling	3
Diversity Component — 5 credits		
REH 6120	Psychosocial Aspects of Disability	2
REH 6220	Multicultural Aspects of Counseling	3
Clinical Practice — 12 credits		
REH 6140	Counseling Practicum (100 clock hours)	3
REH 6170	Counseling Internship I (300 clock hours)	4
REH 6175	Counseling Internship II (300 clock hours)	5
	TOTAL	61

- **REH 6130 Counseling Skill Development** and **REH 6250 Group Counseling** require a grade of B or higher to pass. A B or higher in REH 6130 is also a prerequisite for enrollment in REH 6140 Counseling Practicum.
- Students must complete or be concurrently enrolled in approximately 34 credit hours, including the prerequisite courses listed in Benchmark #3 (Section 7.4), before beginning REH 6140 Counseling Practicum.
- Students enter the practicum/internship cycle in the summer semester immediately preceding their expected graduation date. When you enter into the practicum/internship cycle, the program expects that you will graduate at the end of the next spring semester (upon successful completion of the internship).
- **National certification exam:** Prior to graduation, and typically in the final semester of enrollment, students must sit for and pass one national counselor certification exam: the [Certified Rehabilitation Counselor \(CRC\) exam](#), the [National Certified Counselor \(NCC\) exam](#), or the [National Clinical Mental Health Counselor \(NCMHC\) exam](#). Students who do not pass a national exam complete a comprehensive program-based exam to fulfill this requirement.

Full degree requirements and suggested programs of study for full-time, part-time, and quarter-time enrollment are posted at cehhs.usu.edu/sperc/rehab-counseling/masters/program.

3.3 Financial Aid

The [USU Financial Aid Office](#) coordinates grants, student loans, parent loans, and work-study funds. Federal financial aid is one part of a payment strategy that should also include personal savings and scholarships. The department also administers [RSA Scholarships](#) for students preparing to serve the public vocational rehabilitation system; eligibility details are available from the faculty managing the grants.

- RSA Training Grant – Vocational Rehabilitation (H129B250009)
 - Dr. Trenton Landon – trent.landon@usu.edu or 435 797 3269
- RSA Training Grant – Mental Health in Vocational Rehabilitation (H129H250010)
 - Dr. Michael Gerald – michael.gerald@usu.edu or 435 797 2478
- RSA Training Grant – Comprehensive System of Personnel Development (H129W250010)
 - Dr. Kathleen (Kat) Oertle – kat.oertle@usu.edu or 435 797 3241

4. Expectations of Students

Students are expected to adhere to the professional codes of ethics of the American Counseling Association and the Commission on Rehabilitation Counselor Certification throughout their program of study, in coursework, and in field placements.

Students' fulfillment of eleven Professional Performance Standards is reviewed by course instructors and supervisors in Counseling Skill Development (REH 6130), Group Counseling (REH 6250), Counseling Practicum (REH 6140), and Counseling Internship I and II (REH 6170, REH 6175). All program faculty adhere to these standards and may apply them in other courses for student evaluation.

The Professional Performance Standards are:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of one's own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation
11. Awareness of and attention to the unique cultural and societal issues related to disability

5. Technology — Required Resources and Competencies

The program uses a combination of delivery modalities. Some courses are delivered live and synchronously via Zoom; others are asynchronous, consisting of recorded lectures and assignments in Canvas, USU's learning management system. Given the program's reliance on technology, students are strongly encouraged to use a computer no more than four years old with a reliable, high-speed internet connection, a working webcam and microphone, and current antivirus protection.

Students are expected to develop and maintain proficiency in:

- **Writing skills:** Microsoft Word, Google Docs, or comparable word-processing software for assignments.
- **Communication skills:** etiquette in web-based classrooms and the ability to navigate videoconferencing technology to fully participate in synchronous courses. Course-specific expectations are detailed in each syllabus.
- **APA Style (7th edition):** the referencing and formatting system used throughout the counseling profession.
- **Canvas and Banner (USU Access):** for course content, assignment submission, grades, registration, and student records.
- **Additional Elements of Technology:** Instructors may use other forms of technology within their classroom to enhance the teaching experience and learning environment.

Technical support for students is available through the USU IT Service Desk at (435) 797-HELP (4357). Faculty and TA technical support for Canvas is available through CIDI or Instructure's 24/7 help desk at (435) 797-9506.

6. Civil Rights and Accessibility Policy

The Department of Special Education and Rehabilitation Counseling and the Clinical Rehabilitation Counseling program are committed to intentionally creating and maintaining an inclusive, equitable learning community that respects individual differences, consistent with CACREP's expectation that programs foster an inclusive environment for students, faculty, and staff of all backgrounds.

This commitment is enacted through:

- **Curriculum:** Multicultural Aspects of Counseling (REH 6220) and disability-specific coursework throughout the curriculum address the intersection of disability with race, ethnicity, gender identity and expression, sexual orientation, religion, socioeconomic status, and other dimensions of identity.
- **Admissions and retention:** Admission decisions weigh each applicant's aptitude for graduate study, career goals, and potential to form effective counseling relationships with diverse populations; no applicant is excluded on the basis of a protected characteristic.
- **Advisory input:** The program's annual Advisory Board — comprising current students, alumni, state and federal vocational rehabilitation agencies, and community mental-health agencies — provides ongoing feedback on the program's responsiveness to the needs of underrepresented and underserved student and client populations (e.g., first-generation students, non-traditional students, and veterans).
- **Grievance and accommodation pathways:** Students who believe they have experienced discrimination or unequal treatment may contact the USU Affirmative Action/Equal Opportunity Office (aaeo.usu.edu) or the Disability Resource Center (Section 10.2), in addition to their faculty advisor or the department head.

Faculty and staff review programmatic diversity efforts annually as part of the assessment cycle described in Section 7.

7. Student Assessment and Key Performance Indicators (KPIs)

A continuous-improvement process is used throughout the program. Formative and summative assessments regularly evaluate students' knowledge, skills, and professional dispositions. The program is accredited by CACREP and its assessment process adheres to CACREP's guidelines and expectations.

Faculty draw on three independent sources of information in the student-assessment process (see also Appendix B, the MRC Program Evaluation and Student Assessment Plan):

- **Direct:** student coursework — homework, exams, projects, written papers, field-based experiences, and reports, mapped to course-level Key Performance Indicators.
- **Indirect:** evaluation and assessment scores from site supervisors during Practicum and Internship.
- **Summative:** required pass rates on the Certified Rehabilitation Counselor (CRC) Exam or National Counselor Exam, which inform curriculum and instructional decision-making.

The USU Assessment Committee (all program faculty and staff) reviews aggregate assessment data annually in February (mid-Spring semester; as outlined on page 17) as part of the process for determining if students are eligible and adequately prepared for the practicum/internship cycle or if a remediation plan is necessary. Results are also reviewed at the annual fall department retreat (August) and the annual Advisory Board meeting (typically held each December). Where outcomes need improvement, the Committee and/or course instructors develop recommendations, and the outcome is reevaluated the following year.

7.1 Benchmarks of Student Progress

Benchmark #1 — Admissions

Admissions decisions consider the following elements:

- Student data (demographics, undergraduate GPA);
- The personal statement of purpose;
- Three professional recommendation letters; and
- Results of the applicant interview with an MRC faculty member.

Applicants receive one of three determinations from the USU School of Graduate Studies:

- **Accepted** — full acceptance; the student may enroll full-time if desired.
- **Provisional Acceptance** — acceptance limited to part-time enrollment for the first two semesters, reviewed at the end of each semester for KPI progress and professional dispositions; full acceptance follows successful completion of the first year.
- **Denied** — not accepted into the program.

Benchmark #2 — End of First Semester

Each student is reviewed by faculty at the end of their first fall semester. Review considers: (a) grades — students must maintain a 3.0 GPA in all graduate coursework, as required by the USU School of Graduate Studies; and (b) dispositional information gathered by the instructor of REH 6100 Professional Counseling Orientation (or another instructor, if the student is not enrolled in

REH 6100), combined with other faculty observations. A remediation plan is developed when concerns are identified, following the steps in Section 8.

Benchmark #3 — Prior to Practicum

Each February, faculty meet to review the grades, dispositions, and clinical readiness of students preparing for REH 6140 Counseling Practicum (typically their second or fourth semester, depending on enrollment status). Students must have completed or be enrolled in at least 34 program credits, including:

- REH 6000 Professional Seminar in Counseling
- REH 6100 Professional Counseling Orientation
- REH 6110 Medical Aspects of Disability
- REH 6120 Psychosocial Aspects of Disability
- REH 6130 Counseling Skill Development (prerequisite: REH 6200)
- REH 6150 Rehabilitation Services & Resources
- REH 6160 Career Development, Analysis, & Placement
- REH 6180 Rehabilitation of Persons with Clinical Mental Illness
- REH 6190 Vocational Assessment in Rehabilitation Counseling
- REH 6200 Theories of Counseling
- REH 6220 Perspectives on Culture, Diversity, & Social Justice in Counseling
- REH 6240 Ethical Decision Making in Counseling
- REH 6250 Group Counseling (prerequisites: REH 6130 and REH 6200)

Students found insufficiently prepared may continue in didactic coursework while completing the conditions of a remediation plan before enrolling in practicum or internship.

Benchmark #4 — Post-Practicum Evaluation

Students are evaluated by site supervisors and course instructors on clinical skills, professional development, and dispositions. A grade of "P" is required for REH 6140 Counseling Practicum. A remediation plan is developed when concerns are identified.

Benchmark #5 — Post-Internship Evaluation

Students are evaluated by site supervisors and instructors on clinical skills, professional development, and dispositions. A grade of "B" or higher is required in both REH 6170 Counseling Internship I and REH 6175 Counseling Internship II. A remediation plan is developed when concerns are identified.

Benchmark #6 — End of Program

Faculty conduct a final review, typically in April of a student's graduating semester, considering:

- Clinical performance and disposition ratings from internship supervisors and instructors, with an average rating of 6 ("meets expectations") on the final site-supervisor evaluation form;
- Overall course performance, with a cumulative GPA of 3.0 or higher;

- A passing score on the CRC exam (or, by faculty-approved exception, the NCC or NCMHC exam, or the program's comprehensive exam); and
- Faculty review of professional dispositions, requiring an average rating of 6 or higher on each component of the disposition plan.

If a student fails to meet expectations in any of these areas, faculty follow the Retention, Remediation, and Dismissal policy in Section 8.

7.2 Professional Dispositions — Six Domains

Students formally self-evaluate their professional dispositions at three points in the program: (1) in REH 6100 Professional Counseling Orientation; (2) prior to REH 6140 Counseling Practicum; and (3) upon completion of REH 6175 Counseling Internship II. These same six domains form the basis of the final site-supervisor evaluation:

1. Awareness of Self

Awareness of own feelings and emotions; awareness of own strengths and limitations; awareness of influence on others; maintains appropriate personal and professional boundaries.

2. Professional Appearance & Behavior

Context-appropriate dress and appearance; honesty and integrity in adhering to ethical standards and organizational policies; accepts responsibility for personal actions; demonstrates flexibility and adaptability.

3. Emotional Stability

Monitors and responds to stress; expresses feelings effectively and appropriately; demonstrates emotional stability and maturity; demonstrates ability to empathize with others.

4. Communication & Interpersonal Skills

Initiates and maintains appropriate conversation; manages conflict; receives and responds to critical feedback and supervision; demonstrates adequate problem-solving skills.

5. Respecting Others

Listens to and understands others; perceives and honors diversity; demonstrates sensitivity to social justice and marginalized populations; demonstrates awareness of one's own privilege.

6. Ethical Behavior

Adheres to the ACA and CRCC Codes of Professional Ethics; demonstrates commitment to the dignity and worth of all persons; applies the principles of autonomy, beneficence, fidelity, justice, nonmaleficence, and veracity.

8. Student Retention, Remediation, and Dismissal

From time to time, students demonstrate deficiencies in academics or professional dispositions. Faculty are committed to working with students on identified deficiencies to the fullest extent possible, balancing that commitment against the program's gatekeeping responsibility to the profession, accreditation bodies, and the public. Students who are struggling are encouraged to communicate early with their course instructor and faculty advisor.

8.1 Academic Deficiency

All students must maintain a 3.0 GPA, consistent with USU School of Graduate Studies policy. A grade of "C" or better is generally required for graduation credit; **REH 6130 Counseling Skill Development and REH 6250 Group Counseling require a "B" or better.** Courses tied to a designated Key Performance Indicator carry specific assignment- and course-grade benchmarks. Failing to meet an academic standard triggers a remediation plan (Appendix A), developed by the identifying faculty member and/or the student's faculty advisor.

8.2 Professional Dispositions

Clinical rehabilitation counselors must be aware of the impact of their own physical, mental, and emotional functioning on the counseling process. Section E.2.a of the CRCC Code of Professional Ethics — Impairment — states that rehabilitation counselors are alert to signs of impairment due to health issues or personal circumstances and refrain from providing services when impairment is likely to harm a client, seeking assistance and limiting, suspending, or terminating their responsibilities as needed.

Faculty formally evaluate professional dispositions using the five elements identified by Overholser and Fine (1990): factual knowledge, generic clinical skills, orientation-specific technical skills, clinical judgment, and interpersonal attributes. Interpersonal attributes of concern (Frame & Stevens-Smith, 1995) include an inability to be open, flexible, positive, and cooperative; unwillingness to accept and use feedback; lack of self-awareness; inability to deal with conflict and accept personal responsibility; and inability to express feelings effectively and appropriately. Faculty and staff meet monthly to review student progress and discuss any concerns.

Deficiencies in interpersonal attributes or academic progression may trigger a formal remediation plan drafted jointly by faculty and the student, with clear timelines and objectives (Appendix A). **Failure to meet the plan's criteria may result in dismissal from the program.**

9. Academic Policies and Procedures

9.1 Academic Requirements and Dismissal

- Students must earn a 3.0 GPA to graduate. If a student's semester GPA falls below 3.0, the USU School of Graduate Studies sends a notification letter; failure to restore a 3.0 average over the following fall and spring semesters results in dismissal. A grade below "C" does not earn credit and the course must be retaken, except REH 6130 and REH 6250, which require a "B" or higher. Students on academic probation must meet with their faculty advisor, who reports progress to program faculty. Students who do not earn a "B" or better in a course carrying a designated KPI may require additional remediation.
- Students must demonstrate the interpersonal skills and behavior necessary for entry-level functioning as a professional rehabilitation counselor. A student unable to demonstrate these skills receives written notice from faculty and one additional semester to improve before the student may be terminated from the program.
- Students must conduct themselves ethically and professionally at all times, consistent with the USU Honor System. Termination may be recommended if the rehabilitation faculty finds a student lacks qualities desirable in a counselor, or if the student engages in improper behavior. Decisions may be appealed through university grievance procedures (Section 9.4).
- Students may be terminated from the program for violating the rules or practices of an internship site or for violation of the CRCC/ACA Codes of Ethics.

Grounds for academic dismissal include: a GPA below 3.0 in USU graduate coursework for two consecutive semesters; a second cumulative violation of academic integrity (plagiarism, cheating, or falsification); or failure to complete the program within the timeframes described in this handbook.

9.2 Dismissal for Academic Dishonesty

Academic-honesty violations are addressed under Article VI of the [USU Student Code](#), which defines:

- **Cheating:** using or providing unauthorized assistance on assessments; relying on unauthorized sources for assignments; substituting for another student; acquiring test materials without permission; continuing work after time is called; submitting duplicate work without approval; or engaging in research fraud.
- **Falsification:** altering or fabricating information or a citation in academic work.
- **Plagiarism:** representing another's published or unpublished work as one's own without full and clear acknowledgment, including work purchased from a term-paper service.

On a first offense, the instructor of record notifies the program coordinator and the university Academic Integrity Office using the Academic Integrity Violation Form (AIVF) within seven days of identifying a suspected violation. Sanctions may include a failing grade on the assignment or course, loss of points, remedial homework on academic integrity, and — for egregious offenses — dismissal from the program. **A second violation** of any kind results in referral to the Academic Integrity Office and dismissal from the program. *Not knowing or fully understanding the definition of cheating, falsification, or plagiarism does not excuse a violation.*

9.3 Dismissal for Professional Dispositions Concerns

The department expects graduate students to maintain high academic standards, consistent and timely progress toward degree completion, and high standards of personal conduct that reflect positively on the profession. A faculty committee will convene to consider dismissal when a student demonstrates: (1) characteristics that, in the judgment of faculty, make the student unsuited for a counseling career; (2) conduct unbecoming a professional counselor under the ACA or CRCC Codes; (3) failure to comply with departmental, college, or university policy; or (4) failure to make adequate progress on program requirements. No dismissal is arbitrary; students have a full opportunity to present extenuating circumstances before a recommendation is forwarded to the Department Head.

Consistent with USU Executive Memorandum 82-2, the department follows this sequence when dismissal is considered: (1) the program chairperson and/or department head informs the student in writing of the specific reasons; (2) the student is offered a departmental hearing at which to appeal; (3) a departmental committee (the department head, program chairperson, and rehabilitation counseling faculty and staff) makes the termination recommendation; and (4) if the appeal is unsuccessful or not pursued, the recommendation is forwarded to the Graduate School, which — if it concurs that due process was followed — will notify the student of the outcome and the further appeal process available through the Vice President for Student Services.

9.4 Academic Appeal Policy

Students have the right to appeal academic decisions, course grades, remediation-plan outcomes, and dismissal recommendations. The appeal pathway depends on the type of decision:

- **Course-repeat appeals (KPI or general academic grade):** A student who fails to earn the required grade in a course a second time may appeal to retake the course a third time. The appeal must be supported by the student's faculty advisor, follow USU's academic-grievance procedures, and result in a jointly completed Remediation Plan (Appendix A) before re-enrollment. Failure to achieve the required grade on the third attempt results in removal from the program.
- **Academic-integrity appeals:** Follow the process outlined in [Article VI of the USU Student Code](#), including the right to a hearing before a sanction is finalized.
- **Dismissal appeals (professional dispositions or general program termination):** A student may request a departmental hearing (Section 9.3). If the Graduate School endorses the department's recommendation, the student may further appeal to the Vice President for Student Services, which can convene a hearing panel of two faculty members and one graduate student; the panel makes a recommendation to the university president.

Possible outcomes of an appeal include, depending on the type of decision under appeal: reversal of the grade or sanction; approval to retake a course; a modified or extended remediation plan; continuation in the program under specified conditions; or upholding of the original decision, including dismissal. Students are encouraged to consult their faculty advisor before initiating any appeal.

9.5 Additional Policies and Procedures

Leave of Absence Policy

A leave of absence may be granted by the Graduate School for illness, required military service, other extenuating circumstances, or participation in planned Extension or summer-based programs. A leave is approved for a specific period (e.g., one year); at its end, the student must contact the department chair or Graduate Program Coordinator to reactivate. Failure to do so results in a recommendation for dismissal, and failure to re-enter following an approved leave requires submitting a new application for full faculty review.

Notice and Reactivation

Students who do not maintain continuous registration are notified by the Graduate School; continued non-registration results in inactive-file status. A file may be reactivated at the department's discretion, before the degree time limit expires, upon payment of a \$30 reactivation fee plus the standard registration fee.

Transfer Credit

Graduate-level transfer credit earned with a grade of B or better (P grades are not accepted) within the past eight years may be considered. No more than 12 graduate credits from another institution may apply to the degree. Requests are reviewed by the student's advisor or Graduate Program Coordinator in conjunction with the program chairperson and Department Head.

Title IX

USU is committed to an environment free from sexual misconduct and discrimination. Title IX and [USU Policy 339](#) govern sexual harassment in the workplace and academic setting. Reports and requests for resources go to the Affirmative Action/Equal Opportunity (AA/EO) Office at aaeo.usu.edu.

10. Campus and Community Supports

10.1 University Resources

- **Canvas** (canvas.usu.edu) — USU's learning management system for course content, assignments, and grades. Student technical support: IT Service Desk, (435) 797-4357.
- **Banner (USU Access)** — used by students, faculty, and staff to manage registration, unofficial transcripts, demographics, and grades.
- **Library** (library.usu.edu) — full database, e-journal, and e-book access from any location using an A-number and Access (Banner) password; a college-specific librarian is available (library.usu.edu/help/librarians).
- **Transcripts** — official transcripts may be requested online, by mail, or in person (usu.edu/registrar/records/transcripts).

10.2 Disability Support Services and Academic Accommodations

The USU Disability Resource Center (DRC) facilitates equal access to university programs, services, and activities by promoting principles of Universal Design and coordinating reasonable accommodations. Students who believe they are eligible for classroom-based accommodations due to a disability are encouraged to work with the DRC (usu.edu/drc).

10.3 Veteran's Services

The Veterans Resource Office supports current and former service members and their families in pursuing academic, career, and personal goals (usu.edu/registrar/veterans). Phone: 435-797-7886 or 435-797-8397. Email: veteransresources@usu.edu.

10.4 Personal Counseling Services and Mental Health

Consistent with CACREP's expectation that students have access to personal counseling from professionals other than program faculty, USU provides the following resources:

- **On-campus:** Counseling and Psychological Services (CAPS) offers confidential consultation, workshops, groups, individual and couples counseling, crisis and emergency intervention, and psychoeducational outreach, free of charge for qualified students.
- **Distance students:** CAPS' Distance Education (DE) liaison, Justin Barker (justin.barker@usu.edu), serves as a single point of contact for DE students' mental-health needs, offering consultation, referral, and therapy via videoconferencing; referrals to providers throughout Utah and, for out-of-state students, help identifying local resources; and recorded or live workshops on topics such as sleep, stress and anxiety, and depression.

Personal counseling accessed through CAPS is confidential and separate from any program faculty evaluation of professional dispositions.

10.5 Professional Counseling Organizations

Students are encouraged to affiliate with professional counseling organizations — including the American Counseling Association and its divisions, the National Rehabilitation Association and its divisions, and the International Association of Rehabilitation Professionals — and to engage with state and local chapters. Representative associations and their publications include:

Association / Organization	Journal / Publication
American Counseling Association (ACA) — www.counseling.org	Journal of Counseling & Development
American Rehabilitation Counseling Association (ARCA) — www.arcaweb.org	Rehabilitation Counseling Bulletin
National Rehabilitation Association (NRA) — www.nationalrehab.org	Journal of Rehabilitation
National Rehabilitation Counseling Association (NRCA)	Journal of Applied Rehabilitation Counseling
American Mental Health Counselors Association (AMHCA) — www.amhca.org	Journal of Mental Health Counseling
Utah Mental Health Counselors Association (UMHCA – state Chapter of AMHCA) — https://umhca.org/	—
Association for Multicultural Counseling & Development (AMCD) — https://www.multiculturalcounseling.org	Journal of Multicultural Counseling & Development
National Association of Multicultural Rehabilitation Concerns (NAMRC) — https://www.namrc.org	
Association for Counselor Education and Supervision (ACES) — https://acesonline.net	Counselor Education & Supervision
International Association of Rehabilitation Professionals (IARP) — https://rehabpro.org	Journal of Life Care Planning

Many other associations exist based on specialization – students are encouraged to talk with their faculty advisor to learn more.

11. Certification and Licensure

Certification and licensure are distinct credentials. Certification is a voluntary, nationally recognized credential aligning the holder with the counseling profession and requiring adherence to a professional code of ethics; it does not, by itself, authorize practice. Licensure is a state-issued credential based on each state's authority to regulate professions and allows the holder to practice within that state; licensure requirements vary by state.

The two principal certifying bodies for clinical rehabilitation counseling are the Commission on Rehabilitation Counselor Certification (CRCC; crccertification.com) and the National Board for Certified Counselors (NBCC; nbcc.org). Prior to graduation — typically in the final semester of enrollment — students must sit for a national counselor certification exam, preferably the CRC exam.

Program CRC Exam Pass Rates

Year	USU Program Pass Rate	National Pass Rate
2025	93%	63%
2024	87%	60%
2023	100%	61%
2022	89%	71%
2021	88%	58%

Source: USU MRC program CRC pass-rate data, reported to CACREP.

Licensure in Utah

In Utah, the Department of Occupational and Professional Licensing (DOPL) regulates licensure, including the Clinical Mental Health Counselor (CMHC) credential (dopl.utah.gov/cmhc). For Utah CMHC licensure, the required national exam is the NCMHC. The program strongly encourages students to also pursue the CRC, which denotes specialized training in working with persons with disabilities and chronic illness. Students pursuing Utah mental-health licensure register for the NCMHC exam through the Center for Credentialing and Education (cce-global.org).

Because licensure laws vary from state to state, students are responsible for familiarizing themselves with the requirements of the state in which they intend to practice. The [ACA licensure resource](#) and the [CRCC state-licensure list](#) summarize state-by-state expectations. Faculty and staff can offer general guidance, but final decisions rest on each state's licensing board.

Consistent with Leahy (2012), a fully credentialed rehabilitation counselor typically holds: (a) a graduate degree in rehabilitation counseling or a closely related field; (b) national-level counseling certification (CRC, NCC, or NCMHC); and (c) appropriate state licensure (e.g., LPC, CMHC).

Criminal Background Considerations

Students with criminal backgrounds may be unable to complete required practicum/internship placements due to site background-check requirements and may not be eligible for certain certifications or licenses. Students with a relevant history should confirm eligibility directly with prospective practicum/internship sites and with licensing and certification bodies in their state as early as possible.

12. Endorsement Policy for Credentialing and Employment

To receive institutional endorsement for certification and/or state licensure from the program, students must satisfactorily complete all academic requirements, successfully complete the required 700 hours of practicum and internship (100 practicum hours plus 600 internship hours), and otherwise meet the policies and expectations of the relevant regulatory bodies. Faculty review endorsement requests case by case and make reasonable efforts to support students pursuing certification or licensure.

Students and alumni may also request letters of reference from faculty for employment or doctoral study. Faculty retain full discretion to accept or decline such requests.

Appendices

Appendix A — Remediation Plan Procedures & Template

Appendix B — Program Evaluation and Student Assessment Plan (Key Performance Indicators)

Appendix C — CACREP 2024 Standards, Section 1.M Crosswalk

Appendix D — USU MRC Practicum and Internship Student Manual

Appendix A: Remediation Plan Procedures & Template

Academic Standards

An overall GPA of 3.0 is required for good standing in the graduate community; grades of C or lower are not accepted toward a graduate degree. A student who fails to earn a C or better will either (1) work with the identifying faculty member to complete a suitable alternative assessment of knowledge, or (2) retake the course. Failure to achieve a C+ or better a second time results in removal from the program. REH 6130 Counseling Skill Development and REH 6250 Group Counseling require a B or higher.

Consistent with USU's academic-grievance policies, a student may appeal to retake a course a third time. The appeal must be supported by the student's academic advisor, follow the appropriate channels, and result in a completed Remediation Plan (below). Failure to achieve the required grade a third time results in removal from the program.

Academic Integrity Issues

Violations of academic integrity — cheating, falsification, and plagiarism, as defined in Article VI of the USU Student Code — are reported using the process outlined at: <https://www.usu.edu/student-conduct/student-code/article6>. Students who commit a violation are placed on academic probation and a remediation plan outlining expectations for continued enrollment is drafted and filed. A second violation of any kind results in dismissal from the program.

Key Performance Indicators and Professional Dispositions

Certain courses require a B grade or better as designated Key Performance Indicators (see Appendix B and the program's KPI Assessment Plan at cehhs.usu.edu/sperc/rehab-counseling/assessment.php). When a student fails to meet a required grade on a KPI-linked assignment or course, a remediation plan is built jointly by the student and the identifying faculty member, with the faculty advisor available to support. The plan may involve repeating the course or completing a comparable assignment. A second failure to meet the required grade on a KPI results in dismissal; consistent with USU grievance procedures, a student may appeal to retake the course a third time following a second remediation plan, but failure on the third attempt results in removal from the program.

Non-academic conditions essential to counselor development are evaluated using the five areas identified by Overholser and Fine (1990): factual knowledge; generic clinical skills; orientation-specific technical skills; clinical judgment; and interpersonal attributes. A serious deficit in any area necessitates a remediation plan and may result in delayed coursework or dismissal.

Reminder

Admission into the program does not guarantee graduation. Non-academic conditions — personal concerns or psychopathology, interpersonal relationship issues, personal attitudes or value systems that conflict with effective counseling relationships, and unethical behavior — may result in dismissal if they impair a student's ability to work with others in class, practicum, or internship settings. Graduation requires the willingness and ability to uphold the CRCC Code of Professional Ethics.

Rehabilitation Counseling Program — Student Remediation Planning Document

Name of Student: _____

Course # / Field Experience: _____

Area of Remediation (circle one): Academic Violation KPI Professional Disposition

Reason for Concern:

Initiated by (Name of Faculty/Staff, Title):

Student's Faculty Advisor: _____

Date Submitted to Faculty Advisor: _____

Date of Advisory Meeting: _____

Result of Advisory Meeting (plan and required elements moving forward):

Signatures:

Program Director: _____

Faculty Advisor: _____

Initiating Faculty (if different than advisor):

Student: _____

Appendix B: Program Evaluation and Student Assessment Plan (Key Performance Indicators)

Nine program objectives guide the assessment of student learning outcomes. Each objective is tied to a specific course-level Key Performance Indicator, a data-collection timeline, and a review process conducted annually at the USU Rehabilitation Counseling Faculty Retreat. Aggregate results are also benchmarked against corresponding CRC Exam knowledge domains and Alumni, Site Supervisor, and Stakeholder survey items collected each May.

Program Objective	Data Collection / KPI	Review Cycle & Use
Objective 1 — Ethical Practice	REH 6240 final exam and course grade (B or higher); site-supervisor rating of adherence to the ethical code during Practicum/Internship	Reviewed each Fall Retreat; compared to CRC Ethics domain and stakeholder survey items
Objective 2 — Multicultural Competence	REH 6220 final paper and course grade (B or higher); site-supervisor rating of ability to work with diverse clientele	Reviewed each Fall Retreat; compared to CRC Multicultural domain and stakeholder survey items
Objective 3 — Human Growth & Development	REH 6260 theories/theorists exam and course grade (B or higher)	Reviewed each Fall Retreat; compared to CRC Human Growth domain
Objective 4 — Career Development	REH 6160 employer informational-interview assignment and course grade (B or higher); site-supervisor rating of career/vocational counseling competence	Reviewed each Fall Retreat; compared to CRC Career domain
Objective 5 — Counseling Skills	REH 6130 Counseling Skills Analysis and course grade (B or higher); site-supervisor rating of application of counseling theories	Reviewed each Fall Retreat; compared to CRC Counseling Skills domain
Objective 6 — Group Counseling	REH 6250 final exam and course grade (B or higher)	Reviewed each Fall Retreat; compared to CRC Group Counseling domain
Objective 7 — Diagnosis & Assessment	REH 6190 instrument review/administration assignments, average 80% or higher; course grade (B or higher); site-supervisor rating of assessment/appraisal skills	Reviewed each Fall Retreat; compared to CRC Assessment domain
Objective 8 — Research	REH 6230 final exam and course grade (B or higher)	Reviewed each Fall Retreat; compared to CRC Research domain
Objective 9 — Rehabilitation-Specific Foundations	REH 6100 final exam and course grade (B or higher)	Reviewed each Fall Retreat; compared to CRC Foundations domain
Objectives 1–9 — Site Supervisor Evaluations	Site-supervisor rating of professional dispositions across REH 6140, 6170, and 6175	Reviewed at the February staff meeting prior to the practicum/internship cycle
Objectives 1–9 — Overall Curriculum Assessment	National certification exam pass rates (CRC preferred; NCC/NCMHC accepted); Alumni and Stakeholder survey results	Reviewed each Fall Retreat; informs the Annual Report submitted to CACREP

Appendix C: CACREP 2024 Standards, Section 1.M Crosswalk

CACREP's 2024 Standards (Section 1: The Learning Environment, Standard M) require that a program's student handbook address thirteen specific elements. The table below maps each required element to its location in this handbook to support both student navigation and the program's accreditation self-study.

M.#	CACREP 2024 Standards, Section 1.M requirement	Location in this Handbook
1	Mission statement and program objectives	Program Overview §1.4–1.6
2	Degree requirements	Admissions & Degree Requirements §3.2
3	Expectations of students	Expectations of Students §4
4	Technology resources and competence needed to complete the program	Technology — Required Resources and Competencies §5
5	Individual student assessment procedures, including KPIs and professional dispositions	Student Assessment and KPIs §7; Appendix B
6	Academic appeal policy, including potential outcomes	Academic Policies and Procedures §9.4
7	Policy for student retention, remediation, and dismissal	Student Retention, Remediation, and Dismissal §8
8	Diversity, equity, inclusion, and accessibility policies	Diversity, Equity, Inclusion, and Accessibility §6
9	Disability services and reasonable accommodation processes	Campus and Community Supports §10.2
10	Personal counseling services provided by professionals other than program faculty/students	Campus and Community Supports §10.4
11	Professional counseling organizations, involvement opportunities, and student activities	Campus and Community Supports §10.5
12	Professional counseling certification and licensure requirements	Certification and Licensure §11
13	Written endorsement policy for credentialing and employment	Endorsement Policy §12

Full CACREP 2024 Standards: cacrep.org/for-programs/2024-cacrep-standards/. Section 1, The Learning Environment: cacrep.org/section-1-the-learning-environment-2/.

Appendix D: Practicum & Internship Information

The Full Practicum and Internship handbook is distributed to students when they start REH 6140 Counseling Practicum (offered in summer semesters). If you have questions, please contact Professor Tracy Woolstenhulme (USU MRC Practicum & Internship Coordinator – tracy.woolstenhulme@usu.edu).

Practicum Experience Guidelines

USU MASTER OF REHABILITATION COUNSELING: PRACTICUM

REHABILITATION COUNSELING PRACTICUM EXPERIENCE

The purpose of the practicum is to enable the student to apply the counseling skills learned in a variety of real-life settings with appropriate supervision and feedback.

DEFINITION, GOALS, AND OBJECTIVES OF PRACTICUM

Definition

The practicum (REH 6140) is 100 clock hours per semester, 40 hours of which must be client contact hours. Client contact is defined as having a direct interaction with the client. This includes observation as well as active involvement with the client. Activities such as case notes, and other paperwork are counted toward the overall practicum hours, but are not counted as client contact hours.

Goals

The goal of the practicum experience is to provide supervised counseling experience an applied setting appropriate to rehabilitation counseling. This allows the student to continue his/her learning process and increase counseling skills, enabling the student to provide rehabilitation services in a greater variety of professional settings.

Objectives

1. To develop greater skills in counseling as part of the rehabilitation counseling service delivery.
2. To develop or to enhance abilities to interact with clients in a greater variety of service situations.

METHODS OF INSTRUCTION

The student will learn primarily from video recording, reading, studying, and discussing counseling sessions, submitting video recorded sessions for feedback and integrating that feedback in future sessions. In addition students will receive feedback and guidance from a site supervisor and/or university practicum supervisor.

Areas of observing and participating may include:

3. Accepting referral information
4. Contacting clients

5. Counseling and guidance for clients
6. Establishing eligibility
7. Preparing a service plan
8. Arranging services to meet client needs
9. Other activities pertinent to the practicum site

Reading and studying materials may include:

10. Agency plan
11. Policy and Procedural manual
12. Manual of forms
13. New employee orientation manual
14. Confidentiality requirements
15. Other materials and information pertinent to the practicum site

EXPECTATION FOR STUDENTS

16. Students will complete Practicum Application Forms and have them approved and signed by appropriate personnel and submit them to the university practicum supervisor by application deadlines.
17. Students will read the Code of Professional Ethics for Rehabilitation Counselors and commit to following the ethical standards and principles contained in the code by signing the document and submitting a copy with their practicum application.
18. Students are expected to report as professional staff members and to conduct themselves as professionals throughout the practicum adhering to the Code of Ethics for Rehabilitation Counselors.
19. Students are expected to dress and act professionally and to call the agency if they will be late or absent.
20. Students will adhere to the work schedule and regulations of the agency. The agency holiday schedule rather than the university holiday schedule will be observed by students.
21. Students will maintain confidentiality of client information under agency guidelines.
22. Students will maintain weekly communication with university practicum supervisor, and will receive weekly supervision at the practicum site (1 hour weekly).
23. Students will present a case review in their practicum group during the assigned class period. This includes submitting a case conceptualization of the case to be reviewed on the date listed on the class schedule.
24. Students will complete a video recorded counseling session (at least 20 minutes in length.)
25. Student-employees will maintain a weekly summary of activities experienced, progress related to learning objectives, professional development, supervision and hours spent in the agency.

26. Upon completion of the practicum, the student will complete a 3-5 page Final Report of practicum experience, Practicum Student Self-Evaluation, Field Site Evaluation, Practicum Experience Time Sheet and submit them to the university practicum supervisor before credit will be given.
27. Students will attend and participate in a weekly practicum class.

SUPERVISION OVERVIEW

The site supervisor acting as a teacher and consultant to the student plays a critical role in the practicum experience.

28. The site supervisor must be an individual who:
 - has as a master's degree in a counseling field and is preferably a certified rehabilitation counselor (CRC) or CRC-eligible;
 - has worked in the setting at least two years;
 - is interested in supervising students.
29. The site supervisor will be expected to set aside a minimum of a one-hour time block weekly so that the student's progress can be evaluated. In addition, the student should have informal access to the supervisor during the practicum hours as the need arises.
30. Will complete a counseling skills and final practicum evaluation of the student and review the evaluations with the student.

Practicum Application Form

Code of Ethics Assignment

As stated under student expectations, each Rehabilitation Counseling student is expected to adhere to the Code of Professional Ethics for Rehabilitation Counselors. Please read the following two codes (CRCC and ACA Code of Ethics) at <https://www.crc certification.com/code-of-ethics-4> and <https://www.counseling.org/knowledge-center/ethics> and sign this document stating you have read, fully understand and agree to adhere to all ethical standards and practices throughout your practicum and internship experiences. Submit this document along with your Practicum Application Forms. Students will not be able to begin their practicum or internship experiences until this document is received by the university practicum/internship supervisor.

I, _____, have read and fully understand each section of The CRCC and ACA Code of Ethics. I agree to adhere to all ethical standards and practices as stated in the codes.

Printed Name _____ Date _____

Signature _____

Return a signed copy of this page to Professor Woolstenhulme

Practicum Agreement

This agreement is entered into by the USU Rehabilitation Counseling program,

_____ and _____
(Agency) (Practicum Student)

on _____
(Month/Day/Year)

This field work placement will commence on _____ and will
(Month/Day/Year)
terminate on _____.
(Month/Day/Year)

This experience shall involve a time commitment of _____ hours.

As the provider of the practicum setting, the agency and site supervisor agrees to provide the following:

1. **Appropriate experience:** The practicum setting will provide sufficient opportunity for the student to be involved in appropriate experiences. Appropriate experiences are those activities in which counseling personnel employed at this facility participate. Also considered as appropriate experiences are activities which have been agreed upon by the student, site supervisor, and university practicum supervisor as specified in the following statement of the student learning objectives.
2. **Supervision:** The practicum setting shall provide a site supervisor to whom the student shall be directly responsible. Supervision shall include regularly scheduled sessions at least one hour every week.
3. **Evaluation:** The site supervisor and university practicum supervisor shall make regular contact (e.g., three times per semester, with one being a face to face visit via Skype/Zoom/AdobeConnect) during the practicum in order to evaluate the student's progress. A final evaluation will be completed by the site supervisor and submitted to the university practicum supervisor at the conclusion of the placement.
4. **Learning Climate:** It is expected that the climate in the agency will be conducive to learning. Policies and procedures governing the provision of the agency's services will be clearly defined. Learning opportunities are expected to provide variety and depth.
5. **Supervisor Training:** As outlined by accreditation requirements, supervisors are asked to complete the Supervision Training Module through USU. This training will be completed one week prior to the start of the practicum/internship experience.

The university practicum supervisor will assume responsibility for the following:

1. Regular contact: The university supervisor will meet with the student's site supervisor and the student during the practicum to participate in the evaluation of the student's performance and to provide feedback. This meeting will be in the format of either a site visit, online, or teleconferencing.
2. Paperwork: The university practicum supervisor will gather, evaluate, and maintain all required paperwork.
3. Signatures: The university practicum supervisor will obtain all necessary university signatures and check additional signatures to insure all documents are complete.
4. Files: Student practicum files will be maintained and updated by the university practicum supervisor.

The faculty supervisor will assume responsibility for the following:

1. Grades: It will be the faculty supervisor's responsibility to assign grades based on completion of practicum coursework and evaluations of the site supervisor. This will be done in consultation with the university practicum supervisor.
2. Grievances: The faculty supervisor shall be the intermediary, should any grievances occur.

Approved by:

1. _____
Signature of Practicum Student
2. _____
Signature of Site Supervisor
3. _____
Signature of University Practicum Supervisor

Internship Experience Guidelines

USU MASTER OF REHABILITATION COUNSELING: INTERNSHIP

REHABILITATION COUNSELING INTERNSHIP EXPERIENCE

This course provides for a supervised experience in which students provide rehabilitation services in a rehabilitation counseling facility or agency. It comprises a minimum of 600 hours work in the agency or facility. Forty percent or a minimum of 240 hours need to be spent in supplying direct services to clients with disabilities.

The internship is designed to expose students to learning situations where they may observe and model individuals performing their professional role functions. In addition, students actually participate in the rehabilitation process with gradually decreasing structure and supervision.

The goal of the internship experience is to learn and to function within a new and different aspect of the rehabilitation process and organizational structure, thus allowing students to continue to learn and to improve their skills. This process will enable them to provide rehabilitation in a variety of settings.

OBJECTIVES

Upon completion of the internship, students shall have demonstrated the ability to:

1. Provide direct rehabilitation counseling services to clients in a structured and supervised setting.
2. Form effective relationships with rehabilitation clients, staff, supervisors, the agency/facility, and external agencies/facilities.
3. Establish and maintain effective counseling relationships.
4. Obtain pertinent diagnostic information and properly interpret the information in conceptualizing problems.
5. Formulate sound and realistic rehabilitation plans, make optimum use of available rehabilitation services, and evaluate the progress of clients in their rehabilitation plan.
6. Plan and organize their work, write reports, and maintain adequate records.
7. Perform rehabilitation counseling tasks with an appropriate level of supervision.
8. Maintain professional and ethical standards in work responsibilities and relationships.

METHODS OF INSTRUCTION

The student will learn primarily from reading, studying, observing, participating in, and discussing various problems and issues with the agency supervisor. Reading and study materials may include:

- Agency plan

- Procedural manual
- Manual of forms
- New employee orientation manual
- Confidentiality requirements
- Other materials and information pertinent to the internship site.

Areas of observing and participating may include:

- Accepting referral information
- Contacting clients
- Counseling and guidance for clients
- Establishing eligibility
- Preparing a service plan
- Arranging services to meet client needs
- Other activities pertinent to the internship site
- Participate in interviews
- Assume responsibility for arranging services for clients and developing a small caseload. These cases should be representative in terms of complexity, cultural diversity, and disability.

EXPECTATIONS FOR STUDENTS

9. Students will complete the internship application forms, have them approved and signed by appropriate personnel and submit them to the university internship supervisor by application deadlines.
10. Students will read the Code of Professional Ethics for Rehabilitation Counselors and commit to following the ethical standards and principles contained in the code by signing the document at the end of the manual and submitting a copy with their internship application.
11. The internship should be regarded as a concentrated work experience, which includes direct client contact.
12. Students are expected to report with regularity, as professional staff members and to behave as professionals throughout the internship adhering to the Code of Professional Ethics for Rehabilitation Counselors.
13. Students are expected to dress and to act professionally and to call the agency if they will be late or absent.
14. Students will maintain weekly communication with the university internship supervisor, and meet at least one hour a week with an on-site agency supervisor.

15. Students will adhere to the work schedule and regulations of the agency. The agency holiday schedule rather than the university holiday schedule will be observed by students.
16. Students will maintain confidentiality of client information under agency guidelines.
17. Students will maintain a weekly summary of activities experienced, progress on learning objectives, personal reactions, professional development and total hours worked at the agency including client contact hours. The Weekly Summary Form will be submitted to the university supervisor and every week.
18. Video record 3-4 counseling sessions (20 minutes in length) for evaluation by site supervisor, instructors and feedback from peers.
19. Upon completion of the internship, the student will complete a 3-5 page Final Report of internship experience, Internship Student Self-Evaluation, Field Site Evaluation, Internship Experience Time Sheet and submit them to the university Internship supervisor before credit will be given.
20. Attend and participate in internship classes.

SUPERVISION OVERVIEW

The site supervisor acting as a teacher and consultant to the student plays a critical role in the internship experience.

21. The site supervisor must be an individual who:
 - has as a master's degree in a counseling field and is preferably a certified rehabilitation counselor (CRC) or CRC-eligible
 - has worked in the setting at least two years
 - is interested in supervising students
22. The site supervisor will be expected to set aside a minimum of a one-hour time block weekly so that the student's progress can be evaluated. In addition, the student should have informal access to the supervisor during the internship hours as the need arises.
23. Will complete a counseling skills and final internship evaluation of the student and review the evaluations with the student.

Internship Application Form

Code of Ethics Assignment

As stated under student expectations, each Rehabilitation Counseling student is expected to adhere to the Code of Professional Ethics for Rehabilitation Counselors. Please read the following two codes (CRCC and ACA Code of Ethics) at <https://www.crc certification.com/code-of-ethics-4> and <https://www.counseling.org/knowledge-center/ethics> and sign this document stating you have read, fully understand and agree to adhere to all ethical standards and practices throughout your practicum and internship experiences. Submit this document along with your Internship Application Forms. Students will not be able to begin their practicum or internship experiences until this document is received by the university practicum/internship supervisor.

I, _____, have read and fully understand each section of The CRCC and ACA Code of Ethics. I agree to adhere to all ethical standards and practices as stated in the codes.

Printed Name _____ Date _____

Signature _____

Return a signed copy of this page to Professor Woolstenhulme

Internship Agreement

This agreement is entered into by the USU Rehabilitation Counseling Program,

_____ and _____
(Agency) (Internship Student)

on _____.
(Month/Day/Year)

This field work placement will commence on _____ and will
(Month/Day/Year)
terminate on _____.
(Month/Day/Year)

This experience shall involve a time commitment of _____ hours.

As the provider of the internship setting, the agency and site supervisor agrees to provide the following:

1. **Appropriate experience:** The internship setting will provide sufficient opportunity for the student to be involved in appropriate experiences. Appropriate experiences are those activities in which counseling personnel employed at this facility participate. Also considered as appropriate experiences are activities which have been agreed upon by the student, site supervisor, and university internship supervisor as specified in the following statement of the student learning objectives.
2. **Supervision:** The internship setting shall provide a site supervisor to whom the student shall be directly responsible. Supervision shall include regularly scheduled sessions at least one hour every week.
3. **Evaluation:** The site supervisor and university practicum supervisor shall make regular contact (e.g., three times per semester, with one being a face to face visit via Skype/Zoom/AdobeConnect) during the internship in order to evaluate the student's progress. A final evaluation will be completed by the site supervisor and submitted to the university internship supervisor at the conclusion of the placement.
4. **Learning Climate:** It is expected that the climate in the agency will be conducive to learning. Policies and procedures governing the provision of the agency's services will be clearly defined. Learning opportunities are expected to provide variety and depth.
5. **Supervisor Training:** As outlined by accreditation requirements, supervisors are asked to complete the Supervision Training Module through USU. This training will be completed one week prior to the start of the practicum/internship experience.

The university internship supervisor will assume responsibility for the following:

1. Regular contact: The university supervisor will meet with the student's site supervisor and the student during the internship to participate in the evaluation of the student's performance and to provide feedback (e.g., three times per semester, with one being a face to face visit via Skype/Zoom/AdobeConnect). This meeting will be in the format of either a site visit, online, or teleconferencing.
2. Paperwork: The university internship supervisor will gather, evaluate, and maintain all required paperwork.
3. Signatures: The university internship supervisor will obtain all necessary university signatures and check additional signatures to ensure all documents are complete.
4. Files: Student internship files will be maintained and updated by the university practicum supervisor.

The faculty supervisor will assume responsibility for the following:

1. Grades: It will be the faculty supervisor's responsibility to assign grades based on the evaluations of the site supervisor. This will be done in consultation with the university practicum supervisor.
2. Grievances: The faculty supervisor shall be the intermediary, should any grievances occur.

Approved by:

1. _____
Signature of Internship Student
2. _____
Signature of Site Supervisor
3. _____
Signature of University Internship Supervisor

Student Data Form

Student completes and submits with internship application.

1. Student Name: _____

Phone #: _____

2. Student Address: _____

3. Student Identification A #: _____

4. E-mail address: _____

5. Internship Site: _____

6. Internship Site Address: _____

7. Internship Site Telephone #: _____

8. Internship Site Supervisor: _____

9. Internship Site Supervisor Information

Degree: _____

Licensure and Certification: _____

Years of Counseling Experience: _____

10. Internship Site Supervisor's E-Mail Address:

11. Internship Site Supervisor's Mailing Address:

12. Internship Site Supervisor's Phone #: _____

Student Learning Objectives

The student will be required to establish two or three learning objectives for the specified grading period. Learning objectives should be meaningful and measurable; focusing on CACREP Accreditation Standards and improving student's counseling skills. The learning objectives should be originated by the student in cooperation with the site supervisor and reviewed by the university internship supervisor. (Each learning objective must include specific steps you will take to achieve your goal and how you will measure your progress. Please use as much space as needed to outline each learning objective.)

Learning Objective 1:

Learning Objective 2:

Learning Objective 3: