

Graduate Student

HANDBOOK

Rehabilitation Counseling Program

2014-2015



ST. CLOUD STATE
UNIVERSITY

EDUCATION FOR LIFE.

Dear Rehabilitation Counseling Students,

On behalf of the Rehabilitation Counseling faculty, staff, and second year students, I would like to welcome you to our program at St. Cloud State University. Our Rehabilitation Counseling Program is over 36 years old, with over 450 graduates. We are fully accredited by the Commission on Rehabilitation Education (CORE) through the 2021 academic year. There has never been a better time to be going into the field of rehabilitation counseling. Recent legislation has made our master's degree very marketable, with many of our students finding paid internships, and immediate employment upon graduation. A number of our graduates have also gone on for doctoral degrees.

Our program goal is to provide students with the knowledge, skills and attitude necessary to function as a rehabilitation counselor. Our objectives are to provide students with a balance between technical rehabilitation knowledge and general counseling competency. Overall, I believe that we have an excellent program, faculty, and students.

Once again, welcome to the Rehabilitation Counseling Program at St. Cloud State University. If you have any questions or concerns regarding your program, feel free to contact either me or your advisor. Good luck to you in your academic pursuits.

Sincerely,

Bradley Kuhlman, Ph.D., LP, CRC
Associate Professor and Coordinator
Rehabilitation Counseling Program

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Mission Statement

The general purpose of the Rehabilitation Counseling program is that of educating students in the areas of rehabilitation and psychological services, and helping them develop the professional understanding, knowledge, attitude, and skill needed to assist individuals and groups with disabilities in achieving their maximum level of independence and functioning. The program specifics designed to achieve the general purpose are as follows:

1. Students are encouraged to join and participate in appropriate professional activities and to develop enthusiasm for work in Rehabilitation Counseling. For example, the National/Minnesota Rehabilitation Association of the National Rehabilitation Counseling Association.
2. By means of course work and interaction with professional staff, students should develop knowledge, understanding, and a professional attitude toward the Rehabilitation Counseling setting in which he/she will work as well as any related "helping" community agencies.
3. By means of course work, interaction with professional staff, and direct experience, students should develop an understanding of the research process as it applies to Rehabilitation Counseling.
4. By means of course work and interaction with professional staff, students should develop knowledge, understanding, and professional attitude and skills needed to relate effectively with individuals, groups and institutions, and to develop an understanding of principles of program design, implementation, and evaluation within the work setting which will help those individuals.
5. By means of course work and interaction with professional staff, students should learn to communicate more effectively, both orally and in writing.
6. By means of course work and interaction with professional staff, students should understand the philosophies and techniques pertinent to Rehabilitation Counseling and should develop his/her professional acceptance skills in using these techniques to help others.
7. By means of course work and interaction with professional staff, students should develop greater self-understanding.
8. By means of course work, interaction with professional staff, and direct experiences students should be prepared for doctoral level training and/or certification.

Required Orientation

All new students (both full-time and part-time) must attend the fall orientation meeting held in early fall semester. Important information about the graduate program is presented at this meeting. Also, there is time for students to ask questions. Equally important, the meeting provides the opportunity for the students to meet and socialize with each other and the faculty.

Definitions

Full-time Students: the University, including the Financial Aid Office and Graduate Office, views graduate students who have eight or more credits per semester as being “full-time”. However, in the Rehabilitation Counseling Program, 12 to 15 credits per semester constitutes full-time status. Students who will complete their program in four semesters are considered to be full-time students. The maximum credit load is 16 credits per semester during Fall, Spring and Summer. The approval of the graduate dean and your advisor is necessary to take more than the maximum credit load.

Part-time Students: Graduate students who have fewer than 8 credits per semester are considered to be part-time by the University. In the Rehabilitation Counseling Program, graduate students who have less than 12 to 15 credits per semester have part-time status. It is important to note that part-time students may have more difficulty scheduling classes. Full-time students have priority in registration over part-time students. Also, some classes are offered only once per year or every two years. Therefore, it is imperative that part-time students work closely with their advisor.

On-line Schedules and Registration

On-line class schedules are usually available a week before advance registration. As well as listing courses offered, the schedules contain important information about when and where to register (advance and general), the process of dropping and adding courses, the payment of fees, projected course offerings for coming semesters, and other pertinent information. Most of our graduate classes require permission from the department prior to registration. Permission for full-time students will be entered into the system automatically by the department secretary. Part-time students will need to obtain permission from the department prior to registration. This can be done by contacting the department secretary. Part-time students should do this early in the semester before classes fill up.

Financial Aid

Graduate students may apply for several forms of financial aid. They include loans, work study and scholarships. Students interested in applying for loans and/or work study need to contact the Financial Aid Office which is located in the Administrative Services Building. Scholarships, handled by each department, occasionally are available. Students interested in applying for scholarships should see the department secretary, Room B-210 of the Education Building, Phone Number 308-2160, to see if any scholarships are available at that time. Some scholarships may also be available through the School of Graduate Studies, Administrative Services Building AS-121, phone number 308-2113. Students who are interested in scholarships through the school that are need based must be sure to complete the financial information form at the Financial Aid Office.

Graduate Assistantships

Graduate students may also apply for graduate assistantships. Limited aid may be available through the department in this form. Graduate assistantships require full-time status and include some work responsibilities (usually 10-20 hours a week). Graduate assistants are required to work the number of hours per week that is assigned. In addition to a salary, graduate assistants also receive a tuition waiver for part of their tuition.

There are other assistantships available elsewhere on campus (i.e., Counseling Center, Career Services, Student Disability Services, Atwood Center and other departments). Students may qualify for these assistantships by taking as few as 8 credits. Graduate assistantships can expect the following of their assistantships.

First Priority: Enhancement of graduate assistants' program of study.

Second Priority: Enhancement of instruction in classes.

Third Priority: Assistance to faculty involved in graduate programs.

For necessary application form, see the department secretary in Room B-210, Education Building, phone number 308-2160.

Mailboxes

Each graduate student has a mailbox in the Graduate Student Seminar Room A-252. It is important to check mailboxes at least once a week for notices or information distributed to students from the faculty or department.

HuskyNet E-mail

Your HuskyNet E-mail account will serve as a line of communication between the department, the university and you. You should check your Husky e-mail frequently.

Advisement/Fall Registration

Each new student is assigned an advisor upon acceptance into the Rehabilitation Counseling Program. Not all advisors are immediately available for conferences, particularly in the summer. In these cases, the program coordinator or any advisor will assist you. For most students, it is not necessary to plan a program of study with an advisor before Fall Semester. If you are a full-time student, we will have already given you permission for "By Permission Only" courses, but you will still need to register by phone. See online instructions for phone registration. Part-time students wishing to take a "Permission Required" course will need to contact the faculty member teaching that particular course. Part-time students should meet with their advisor or coordinator of the Rehabilitation program to plan their Fall Semester registration. All part-time students should plan to see their advisor early in Fall Semester to plan their program of study.

Thesis versus Non-Thesis Option

(Plan A versus Plan B)

Before completing "Proposed Program of Graduate Study" blue forms for candidacy (see next section), students need to decide whether to follow Plan A or Plan B, thesis or non-thesis option, respectively. For those planning to pursue a doctorate degree at some time, conducting research and/or publishing a work should strongly be considered. Research can be done with either Plan A or Plan B.

Plan A, thesis option, requires:

CEEP 675: Research Methods, 3 Credits

CEEP 678: Introduction to Graduate Statistics, 3 Credits

CEEP 699: Thesis, 6 Credits

Students who are planning to write a thesis should carefully read the *Graduate Bulletin*, "Field Studies, Theses, Creative Works, or Starred Paper(s)". Note that the book "A Manual for the Preparation of Field Studies, Theses, Creative Works, or Starred Paper(s)" should be obtained from the Graduate Studies Office in AS-121.

Plan B, non-thesis option, requires:

CEEP 675: Research Methods, 3 Credits

CEEP 678: Introduction to Graduate Statistics, 3 Credits

Students may also take CEEP 689, Seminar: Research Reporting. In this class students conduct the research projects planned in CEEP 675. This allows students to conduct research without writing a thesis.

Candidacy

Admission to graduate studies does not constitute candidacy for a counseling degree. Rather, a student who has been admitted to graduate study is advanced to degree candidacy upon the recommendation of the Counseling Psychology faculty. Advancement to degree candidacy requires that the candidate must:

1. Have completed at least 24 semester hours of graduate study at St. Cloud State University with a minimum grade point average of 3.0.
2. Have completed the counseling practicum
3. Have submitted to the adviser one completed program form signed by the student.
4. Have clearly demonstrated the aptitude and ability to pursue graduate work and exhibited a commitment to counseling as a profession.
5. Have demonstrated potential for a successful career in the field of study selected. Admission to the degree candidacy is not an automatic process, but rather the advancement to candidacy is approved by the faculty only after careful evaluation of all pertinent factors. Program forms may be obtained from the department secretary, Room B-210 of the Education Building, phone number 308-2160. Note that it is important to have program forms submitted early in the semester following your counseling practicum.

Professional and Student Organizations

Involvement in professional and student organizations is strongly encouraged. Membership in professional organizations can keep students informed of opportunities for practical learning and of new developments in the counseling field. Students may also benefit from meeting counseling professionals through organizations. There are many organizations that are either specific to certain emphases, or general to all the counseling emphases. The list below contains only a few examples of organizations to choose from. Advisors may be contacted for more information.

Organizations for students pursuing rehabilitation counseling include:

Minnesota Rehabilitation Association
National Rehabilitation Association
American Rehabilitation Counselors Association
Chi Sigma Iota

Pre-Practicum Core Courses

All counseling emphases include a common core of course work prerequisite to the supervised counseling practicum experience. Part-time students should complete these courses early in their program.

CEEP 651: Counseling Theories, 3 Credits
CEEP 665: Measurement Techniques, 3 Credits
CEEP 667: Career development, 3 Credits
CEEP 668: Counseling Procedures, 3 Credits

Supervised Counseling Practicum

This 4 credit off-campus experience follows the pre-practicum core courses and will provide the application of theories and techniques to counseling experience. Many students do their practicum and internship at the same site. All full-time students are automatically placed in the counseling practicum. However, each part-time student must apply to the practicum instructor during the semester preceding the practicum. All students must attend the required practicum/ internship meeting scheduled in the spring semester preceding their practicum and internship experiences. Late applicants might not be admitted. This may result in delayed graduation.

Supervised Counseling Internship

This experience will provide practical agency experience in a work setting. Students should determine and investigate at least three possible internship sites in the Rehabilitation Counseling field. In general, the sites should a) give interns an opportunity to do counseling, b) have someone with at least a master's degree to supervise interns, and c) be within a 60-mile radius of St. Cloud. If possible, the on-site internship supervisor should be a **Certified Rehabilitation Counselor (CRC)**. Students should plan to do internships at some time between August and May. The selected sites must have a final approval of the counseling faculty. A list of approved sites can be obtained from the Rehabilitation Counseling coordinator. Any student who takes internship beyond the required six credits may only count three credits of internship toward required electives. All students will complete a minimum of 600 hours of interning. A typical internship would be for 20 hours per week over two semesters, for three credits per semester. Rehabilitation students must have CRC supervision from either the on-site supervisor or the University supervisor. Both full-time and part-time students must complete the following application requirements prior to the deadline (which is to be determined) for all internships to be conducted during the succeeding academic year.

Requirements Include:

1. Attend internship orientation meeting scheduled for early Spring Semester.
2. Complete Internship Application form.
3. Submit a resume with application.
4. Attach a list of learning objectives that may be translated into a formal contract at the beginning of internship.
5. All of the above materials are to be submitted to the coordinator of the internship program. Each student will be assigned to a faculty member during Spring Semester who will help you set up internships. This faculty member may or may not be that student's internship supervisor. Internship placements will be determined during Spring Semester.

Course Substitution

Students with three or more years in full-time experience in rehabilitation settings may substitute some courses with the consent of their advisor. Recommendations by the Rehabilitation Counseling faculty will be given only for those courses in which the experienced student demonstrates the competencies in the course for which substitution is requested.

Substitution Procedure

1. Discuss the proposed substitution with your advisor.
2. If your advisor agrees that a substitution is possible, you will be directed to a faculty member normally responsible for teaching the course.
3. The faculty member normally responsible for teaching the course will establish a method for evaluating your knowledge/competence in the area in question. This could be a written and/or oral evaluation, and may include documentation from employers, educators, etc.
4. If the faculty member normally responsible for teaching the course determines that comparable knowledge/competence exists, a recommendation for course substitution will be forwarded to your advisor.
5. It will then be necessary for you and your advisor to determine a course to be substituted for the waived course.
6. The student and advisor will submit a change of program form to the Office of Graduate Studies listing the waived course and substituted course.

Application for Graduation

Students should pick up a Graduate Checklist from Graduate Studies within the first two weeks of the semester they expect to graduate. The *Graduate Bulletin* also contains important information concerning graduation under "Graduation or Completion."

Adding or Changing Program Tracks

Any changes or additions in program will occur only by an interview process which will take place during Spring Semester of each year. The request will be considered along with other new entering students.

Final Comprehensive Examination

All students will be required to complete a final comprehensive examination. The student will take the examination during the semester s/he expects to graduate. It is necessary to contact the department secretary, Room B-210 no later than the first week of the semester of taking the examination. The examination is given near the midpoint of the semester.

Academic Review and Retention Policy

The faculty meets regularly to discuss the progress of students in the program. The following elements are reviewed: Academic progress and promise; counseling skills acquisition and development; personality traits or personal issues that may be interfering with progress in the program; legal and ethical issues. In the event that there is a faculty concern about a student regarding any of these areas, a faculty member will meet with the student to discuss necessary remediation and steps to take toward improvement or to offer assistance to the student in finding a more suitable field of study. While there was a preliminary evaluation of a prospective student's suitability for counseling at the time of admission, evaluation also occurs throughout a student's course of study. During the pre-practicum core, course evaluations are made by faculty as to whether students have developed the skills and personal characteristics necessary to proceed to practicum. During practicum, regular evaluations are made by faculty to determine whether the student is prepared to proceed to internship or whether the practicum experience needs to be repeated or if other assistance is necessary to continue in the program. During the internship, regular assessments are made by the site supervisor documenting the pre-professional progress and readiness for recommendation for graduation and licensure.

Dispositions

Students are expected to develop and demonstrate dispositions that are appropriate to the professional practice of rehabilitation counselors. A disposition is a state of mind that leads one to act in certain ways; dispositions are reflected through behaviors. Dispositions are assessed throughout the program, and a final documentation of all dispositions is required before a student will be approved for graduation. We will also be discussing this dispositions document at the required orientation meeting. (See pages 11-13)

Name _____

St.Cloud State University
 Counselor Education and Educational Psychology
Candidate Evaluation of Dispositions

All students must demonstrate, at minimum, an acceptable level of performance on all of the dispositions listed below. A disposition is a state of mind that leads one to act in certain ways; dispositions are reflected through behaviors. Dispositions are assessed throughout the program, and a final documentation of all dispositions is required before a student will be approved for graduation. Student performance will be assessed according to these levels:

<p>Target (T): Students’ work and demeanor reflect the dispositions expected of professional counselors as delineated in professional, state, institutional, and programmatic standards. Students recognize when their own dispositions may need to be adjusted and are able to develop plans to do so.</p>
<p>Acceptable (A): Students are familiar with the dispositions expected of professionals. Their work and demeanor reflect the dispositions delineated in professional, state, institutional, and programmatic standards.</p>
<p>Unacceptable (U): Students are not familiar with professional dispositions delineated in professional, state, institutional, and programmatic standards. They do not model these dispositions in their work and/ or demeanor.</p> <p>Please note: and “U” must be accompanied by a written account of the situation wherein the student exhibited the behavior(s) of concern</p>
<p>Not Observed (N/O): No opportunity to observe.</p>

Domain A: Professionalism

Dispositions	Behaviors	Assessment Level			
		T	A	U	N/O
<i>Professional Demeanor</i>	Uses proper grammar and vocabulary in written and oral communication.				
	Maintains personal hygiene.				
	Dresses appropriately for the professional setting.				
<i>Relationships with others</i>	Interacts with peers, faculty, supervisors, and internship clientele in a positive, professional manner.				
	Offers feedback to peers, faculty, and supervisors in a positive, professional manner.				
	Perceives and honors the physical, emotional, and social boundaries of others.				
	Perceives and honors diversity among groups of people and individuals based on age, ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.				
	Develops and maintains professional, interdependent relationships with other counseling and student personnel peers and professionals.				
	Engages in open, comfortable, clear communication with peers and supervisors.				

		T	A	U	N/O
<i>General work attitude and enthusiasm</i>	Tolerates demanding workloads and stressful conditions.				
	Demonstrates the ability to function in ambiguous situations.				
	Seeks and uses feedback from peers and supervisors to improve professional behavior.				
<i>Commitment to professional development</i>	Engages in professional growth: reading, scholarly work, conferences, workshops, and additional coursework.				
	Invests the time and energy to develop professional counseling and student development skills and professional competencies.				
	Recognizes and demonstrates a commitment to overcome personal, interpersonal, and professional deficiencies.				
<i>Integrity</i>	Adheres to the ethical guidelines of the counseling and student affairs professions.				
	Respects and upholds the confidentiality of clients' issues and concerns.				
<i>Professional judgment</i>	Exercises professionally sound judgment in the selection, timing, and implementation of counseling and student development techniques and strategies.				
<i>Comments:</i>					

Domain B: Planning, Preparation and Productivity

		T	A	U	N/O
<i>Dependability, conscientiousness, responsibility</i>	Arrives on time to academic and professional commitments.				
	Meets attendance obligations and expectations.				
	Accepts personal responsibility for one's own actions and behaviors.				
	Is punctual and reliable in the completion of assignments and correspondence during course work and clinical supervision.				
	Arrives able to perform professional tasks and functions, including the exercise of sound judgment.				
<i>Effort and preparation</i>	Arrives prepared to perform professional tasks and meet academic or professional responsibilities.				

	Demonstrates thoughtful preparation and effort commensurate with professional or academic expectations.				
<i>Productivity</i>	Completes assigned tasks on schedule				
	Works effectively as part of a group, as well as independently.				
<i>Comments:</i>					

Domain C: Commitment to Developing Professional Competencies

		T	A	U	N/O
<i>Commitment to developing multicultural competencies</i>	Demonstrates appreciation for diversity.				
	Understands and respects diverse backgrounds, beliefs, and values of students, clients and colleagues.				
	Seeks feedback about multicultural knowledge and skills and uses this feedback to improve professional functioning.				
<i>Commitment to developing interpersonal competencies</i>	Seeks and uses feedback about one's personal and interpersonal functioning and uses this feedback to improve professional functioning.				
	Demonstrates respect, clear communication, and a commitment to collaborative problem solving when facing interpersonal differences.				
<i>Commitment to developing counseling or student development competencies</i>	Recognizes one's own professional competencies and shares them with peers, supervisors, and faculty.				
	Seeks feedback from peers, supervisors, and faculty about one's professional knowledge and skills and uses this feedback to improve professional functioning.				
	Demonstrates willingness to learn new modes of service delivery and use a variety of resources.				
	Demonstrates willingness to use technology as a tool in service delivery.				
	Demonstrates commitment to improving practice through data collection, assessment and program evaluation.				
	Demonstrates commitment to lifelong learning.				
<i>Comments:</i>					

Signatures:

(Name of student)

(Date)

(Name of faculty)

(Date)

Rehabilitation Counseling Program

Fall Semester 1st Year:

CEEP 650, Introduction to Rehabilitation Process and Practice, 3 credits

CEEP 651, Counseling Theories, 3 credits

CEEP 665, Measurement Techniques, 3 credits

CEEP 668, Counseling Procedures, 3 credits

Total Semester Credits: 12

Spring Semester 1st Year:

CEEP 652, Medical and Biological Factors in Counseling, 3 credits

CEEP 666, Rehabilitation Group Counseling, 3 credits

CEEP 667, Career Development, 3 credits

CEEP 675, Research Methods, 3 credits

Total Semester Credits: 12

Summer Semester

CEEP 530, Adv. Human Growth & Development, 3 credits

CEEP 629, Vocational Evaluation and Placement, 3 credits

CEEP 653, Psycho-Social and Cultural Factors in Counseling, 3 credits

CEEP 669, Supervised Counseling Practicum, 4 credits

Total Semester Credits: 13

Fall Semester 2nd Year:

CEEP 678, Introduction to Graduate Statistics, 3 credits

CEEP 696, Supervised Internship in Counseling, 3 credits

Total Semester Credits: 6

Spring Semester 2nd Year:

CEEP 696, Supervised Internship in Counseling, 3 credits

CEEP---, Elective, 2 credits

Total Semester Credits: 5

Total Program Credits: 48

This material can be given to you in an alternative format such as large print by contacting the departments listed elsewhere in the booklet.

TTY: The Minnesota Relay Services

1-800-627-3529

St. Cloud State University values diversity of all kinds, including but not limited to race, religion and ethnicity.

St. Cloud State University is an affirmation action/equal opportunity educator and employer.

Member of Minnesota State Colleges & Universities