

**ILLINOIS INSTITUTE OF TECHNOLOGY
MASTER OF SCIENCE IN REHABILITATION COUNSELING**

I. INTRODUCTION

The profession of rehabilitation counseling offers a variety of exciting career options. Graduates of rehabilitation counselor education programs obtain excellent jobs in a variety of human service settings. The rehabilitation counselor, working with the individual consumer determines and coordinates services for people with disabilities during the entire rehabilitation process. Frequently, the rehabilitation counselor works as part of a team of physicians, psychologists, social workers, physical and occupational therapists, educators, as well as various other professionals. These teams work together with the individual who is disabled to assess the individual's assets and limitations and to assist in the planning of services intended to maximize his/her functioning and independence. A major goal for the rehabilitation counselor is to assist a person with a disability to move from a position of psychological and economic dependence to one of independence.

The Rehabilitation Counselor Education Program (RCEP) has been in existence at Illinois Institute of Technology (IIT) since 1966. The program was among the first nationwide to be accredited by the Council on Rehabilitation Education in 1975, and it has remained fully accredited since then. This manual has been prepared to guide those who participate in the program-- students, faculty, and fieldwork supervisors-- to provide the highest possible level of professional training.

II. MISSION AND OBJECTIVES OF THE TRAINING PROGRAM

The mission of the Rehabilitation Counseling Education Program at IIT is to prepare counselors who perform a vital role in the vocational, educational and personal adjustment of persons with physical, mental and emotional disabilities. The RCEP prepares prospective rehabilitation counselors for employment in numerous settings including state-federal rehabilitation agencies, private rehabilitation services, hospitals, correctional institutions, public schools, rehabilitation centers, social service agencies, and other organizations serving persons with mental, emotional, social or physical disabilities. It also provides advanced training for persons presently employed in agencies and facilities offering services to persons with disabilities.

Employment is readily available in state vocational rehabilitation programs, private and non-profit rehabilitation facilities, hospitals, and industry for well trained rehabilitationists with a master's degree . IIT's Rehabilitation Counselor Education Program has been funded since its inception by the Rehabilitation Services Administration, United States Department of Education to provide rehabilitation counseling education. A limited number of federally funded RSA traineeships are available to full-time students. Minority students and students with disabilities

are given priority in traineeship awards. IIT scholarships and teaching assistantships are also available to students who are in financial needs or not funded under the RSA training grants.

There are two related objectives which are primary to the training program mission:

1. To train individuals in knowledge most relevant to the practice of rehabilitation counseling:
 - a. counseling and evaluation skills
 - b. rehabilitation theory and research methodology;
 - c. knowledge about occupations and job demands;
 - d. medical and psychological implications of disabling conditions;
 - e. case management skills utilizing community resources and multi-disciplinary approach.
2. To develop mature, capable professionals who are able to relate constructively to clients, to understand normal and deviant behavior, demonstrate therapeutic interactive skills, and to facilitate the client's development of problem solving skills.

III. PROGRAM OF STUDY

The typical program of study in the Rehabilitation Counselor Education Program provides for the equivalent of two years (four semesters) of full-time study. Part-time programs are of varying duration and intensity, but generally require five or six semesters. A generic program of study is designed to provide all students with the essential knowledge and skills necessary for professional rehabilitation practice. This basic core of required graduate courses includes the following with the elective courses developed with the student's advisor. Students who complete this program are eligible to sit for the Certified Rehabilitation Counselor (CRC) examination and become CRC and LPC (licensed Professional Counselor) in Illinois.

Typical Program for Full-time Study

This program of study is only an example and may not apply to every student. All courses listed are required except where previous coursework and/or work experience make them superfluous:

Sample of program of study

1st Semester

<u>Course</u>	<u>Credit</u>	<u>Title</u>
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PSYC 523	3	Theories of Psychotherapy
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PSYC 410	3	Vocational Rehabilitation
PSYC 411	3	Medical Aspects of Disability
PSYC 412	3	Multicultural & Psychosocial Aspects of Disability
PSYC 557	3	Pre-Practicum

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2nd Semester

PSYC 549	3	Practicum in Rehabilitation
PSYC 513	3	Assessment in Rehabilitation Counseling
PSYC 583	3	Rehab-Engineering Tech I
PSYC 590	3	Psychiatric Rehabilitation
Elective	3	Addictive Behaviors (566), Human Sexuality, etc. (Students who are in AT or Psychiatric Rehabilitation specialization shouldn't take any elective until summer. Therefore, they should take 12 credits instead during the second semester term)

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Summer

PSYC XXX	3	Students in AT specialization must take RET II (584), Students in Psychiatric Rehabilitation track must take Psychiatric Rehabilitation II (548), others can take a summer elective as they wish
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3rd Semester

PSYC 578	6	Internship I
PSYC 562	3	Job Placement
PSYC 564	3	Rehabilitation Research Seminar
Elective	3	Addictive Behavior (566), Human Sexuality, RET III (585), Psychiatric Rehabilitation III (597) or area of specialization

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4th Semester

PSYC 579	6	Internship II
PSYC 563	3	Human Growth & Career Development
PSYC 561	3	Applied Group Counseling
PSYC 594	3	Research Project

IV. SPECIALIZATION AREAS

A student may opt to study one area more in depth by selecting a Program of Study that includes a specialization. In this instance, two additional courses in the specialization area are taken in place of the two electives in the generic program and an internship experience is geared toward that specialization. The two specializations available are:

1. **Psychiatric Rehabilitation** - prepares students to more effectively help people with mental illness to obtain and maintain employment. Topics studied include counseling methods, successful vocational techniques and job placement strategies, psychopharmacology, consumer empowerment, use of community resources, supported education model, working with groups, and more. Students selecting this option take the courses

- PSYC 590 Psychiatric Rehabilitation
- PSYC 548 Psychiatric Rehabilitation II
- PSYC 597 Psychiatric Rehabilitation III

This specialization also requires a two semester-long internship in one of the many psychosocial rehabilitation programs in Chicagoland.

2. **Assistive Technology** – prepares students to become knowledgeable of the range of technological possibilities, to access these technologies, and to deploy technology to enhance the functioning and independence of people with disabilities. Students selecting this option take the following courses:

- PSYC 583 RET - I
- PSYC 584 RET – II
- PSYC 585 RET – III

V. PART-TIME “WEEK-END” PROGRAM

This program is specifically designed for people who are currently working in the field of rehabilitation and require the master’s degree for job maintenance or enhancement. Degree requirements of 48 credit hours are normally completed in three years, at the rate of two courses per semester and one course per summer. Courses are usually taught one evening per week and on alternate Saturdays.

Weekend Program for Part-time Study

<u>Term</u>	<u>Semester #</u>	<u>Course #</u>	<u>Hrs</u>	<u>Course Title</u>
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Fall	1	PSYC 410	3	Vocational Rehabilitation
		PSYC 411	3	Medical Aspects of Disability
Spring	2	PSYC 412	3	Multi-cultural & psychosocial
		PSYC 523	3	Theories of Psychotherapy
Summer	3	PSYC 557	3	Pre-practicum Rehab Couns
Fall	4	PSYC 549	3	Practicum in Rehab Couns
		PSYC 562	3	Job Placement
Spring	5	PSYC 513	3	Assessment in Rehab Couns
		PSYC 583	3	Rehab Engineer Technology I
Summer	6	PSYC 563	3	Human growth & Career Dev
Fall	7	PSYC 564	3	Research Seminar
		PSYC 578	6	Internship
Spring	8	PSYC 594	3	Research Project
		PSYC ***	3	Elective
Summer	9	PSYC 561	3	Applied Group Counseling

Total Credits = 48

VI. CLINICAL TRAINING

Three levels of clinical experiences in rehabilitation settings, Practicum, Internship I, and Internship II, are required for all graduate students in Rehabilitation Counseling. The functions associated with each are described below. The clinical experience in the practicum and internship introduces the student to the field of direct service. They are intended to serve as a bridge between theoretical knowledge and application. Through the integration of classroom learning and field experience, the student is afforded the opportunity to develop the professional skills necessary for the provision of sophisticated rehabilitation counseling services. An important feature of these practical experiences is the constant evaluation provided by the professionally trained supervisor in the field. Tape/video recordings, critique sessions and written reports are some of the techniques used to help students become aware of their progress and increasing competency. In addition to the development of clinical skills, clinical training also provides an opportunity for students to interact with leaders and workers in the field of rehabilitation as well as other helping professionals.

1. Assignment of Fieldwork Placements

Fieldwork assignments are made by the Fieldwork Coordinator in conjunction with the Program faculty as a whole. There are three variables taken into consideration when these assignments are made: (1) faculty judgments as to the student's needs for training; (2) student requests; and (3) contractual or other arrangements between the Institute of Psychology and the various training settings in the community. Due to the various administrative and contractual problems that are involved, it is NOT acceptable for students to attempt to make their own arrangements for clinical placements, although they should feel free to suggest new placement sites for the program's consideration.

The selection of a fieldwork setting is viewed as a highly individualized matter which must take into consideration the student's personal interests, training needs, skills and weaknesses, along with the needs of the community. It is meant to provide the counselor in training with an intense confrontation with the demands of an agency, the problems of clients, and the boundaries of one's own personality.

2. Professional Behavior

Students in the program are expected to adhere to the Code of Professional Ethics for Rehabilitation Counselors. The rules of decorum and the expectations of responsible behavior that apply to all professionals apply to our students. It is incumbent upon students to exercise sound judgment on any specific service or in any agency where they are assigned. Students are to be held accountable to the policies and procedures dictated by the agency within which they are working. Specifically, students must adhere to agency policies with regard to such issues as work procedures, hours, unexpected absences from work, confidentiality and dress.

3. Course Descriptions

Pre-Practicum (Psyc 557)

This course serves as a practical introduction to the field of rehabilitation. It involves a course on the development of interviewing techniques, utilizing role playing and videotaping. Students will also visit different areas of rehabilitation endeavor; e.g. substance abuse, mental health, private sector, sheltered workshop, correctional, and medical rehabilitation. Orientation to and observation of these settings is critical to achieving the objective of this course; namely, to understand the roles and functions of rehabilitation counselors and to appreciate the wide diversity of environments in which they are employed.

Practicum (Psyc 549)

Pre-requisites: Psyc 410, Psyc 523 and Psyc 557 (must not below B), good academic standing, and approval of the Program Faculty.

The initial hands-on field experience is called Practicum. Its purpose is twofold: to provide an initial practical experience in the rehabilitation community and to gain an overview of the rehabilitationist's role in a variety of settings. It is intended to be an active rather than passive experience of the clinical training process. It is a time when the student, equipped with knowledge of some of the basic concepts in rehabilitation, should be able to gain skills and competence in working with persons with disabilities. **The development of counseling skills is the primary objective of the practicum.** Practicum occupies two days a week in a rehabilitation agency or facility and a two hour a week class.

Participation should reflect the rudiments of professional maturity exemplified by:

1. A willingness to sustain judgment until sufficient data are collected;
2. An accepting but inquiring attitude toward the unknown;
3. A challenging but creative mind which is able to recognize and utilize the positive aspects of a situation and to consider improvements of those factors which are less than optimal.

Designated Responsibilities

a. To become knowledgeable about:

1) the nature of the setting - e.g., sheltered workshop, state DVR, hospital, community-based agency, or school, etc

- how it is funded - privately? through United Fund? Federal Aid? is it a profit-making institution?
- what is the administrative structure?
- how many of the various "helping" professionals are represented? doctors? rehabilitation counselors?
- what is the flow of admissions?
- is there a notable influx of clients at different times of the year? is there a "quiet" period?
- what records are maintained?

2) the characteristics of the client population

- what disabilities are treated in the setting? percentages of each? specialization?
- is the client population typified by any specific sociological variable(s)?
- economic status? race? social class? etc.
- what are the sources of referral?
- what determines acceptance for treatment?
- is there a waiting list?

3) the kind of treatment offered

- what kinds of treatment are available?
- who prescribes for the client in the setting?
- what is the maximal term of treatment permitted?
- are there on-going procedures to assess the client's progress? team meetings? formal evaluations?

4) the nature of discharge planning

- how may services from the setting be terminated? via the client? via the client's family?
- at what point in the rehabilitation process does the institution initiate discharge planning? after placement on the job? etc.
- what criteria govern discharge?
- what kind of "after care" arrangements are made available to the client in the community? is return to the setting possible? referrals to other agencies? made by whom?
- to what extent are "successes" achieved with various disabilities? by what criteria are they so judged?
- what is the nature of follow-up services?

5) the nature of in-service training

- are there on-going, in-service training programs provided? within the setting? outside of the setting? for staff only? for students only? under whose direction?

6) research and publications

- what journals or publications address the issues pertinent to this setting?
- are there opportunities for research? are there any being carried out by the staff?
- are there any articles published by the staff?

b. To gain initial practical experiences in a variety of functions related to the rehabilitation process including but not limited to:

- 1) intake interviewing
- 2) testing
- 3) counseling
- 4) coordination of rehabilitation plans
- 5) placement
- 6) follow-up services

Internship I (Psych 578)

Pre-requisites: completion and pass Practicum (Psyc 549), good academic standing, and faculty recommendation.

Following the first clinical experience, the student is expected to take Internship I. This is a closely supervised experience directed toward the acquisition of specific competence in areas such as interviewing, testing, case evaluation, gathering of medical information, counseling, case management, etc. In addition, the ethical issues of professional functioning will be examined with respect to confidentiality, referrals, and acceptance of clients. The internship should involve the student's assumption of more time and greater responsibilities than were expected during the earlier practicum experience.

Although each agency has unique policies, practices and objectives, it is assumed that all agencies committed to the training of interns will provide certain essential experiences and support. The core experiences include the continuous development of all professional skills as performed by rehabilitationists in that particular setting. Agencies should provide a well-rounded training experience in terms of assigned duties and clients. Agencies also should accept the fact that interns are present primarily for training, not to relieve the agency's manpower problems. The support includes regular supervision by a professionally qualified staff member, preferably a Certified Rehabilitation Counselor. Internship requires a minimum of three days a week in an agency or facility and one hour a week of class.

Designated Responsibilities

As an Intern, the counselor in training may become involved in many or all of the following activities.

1. To gain proficiency in abstracting information from records and in writing a meaningful summary for planning purposes:

- a) use of proper channels to obtain records
- b) selecting of pertinent records
- c) abstraction of relevant material
- d) integration of material

2. Whenever appropriate, gain proficiency in obtaining additional background information from other agencies or personnel to whom clients are known:

- a) knowledge of agencies or personnel who have worked with the client
- b) ability to obtain the needed information through interviewing of persons involved
- c) respect for confidentiality of client during such interviews

3. Gain proficiency in doing initial intake interviews with clients for the purpose of determining their needs with respect to future evaluative, counseling, training and placement activities:

- a) knowledge of approved way of contacting client
- b) preparation for interview
- c) ability to relate to client
- d) ability to elicit pertinent information
- e) ability to integrate results and to communicate them to designated personnel within the setting

4. Gain proficiency as a psychometrist through the administration of batteries of vocational and other related tests:

- a) ability to select appropriate test instruments
- b) ability to make arrangements with client for taking test
- c) ability to administer battery accurately
- d) ability to maintain rapport with client during testing
- e) ability to score tests
- f) ability to interpret results
- g) ability to communicate results to designated personnel within the setting

5. Gain proficiency in consulting with work supervisors and/or employers in order to evaluate potential work settings in terms of their suitability for placement of the client:

- a) ability to obtain pertinent information thorough interviewing of persons involved
- b) ability to maintain client's confidentiality
- c) ability to integrate material obtained and to communicate effectively with designated personnel within the setting

6. To gain proficiency in writing a final report which integrates the results of all of the parts of the evaluation:

- a) ability to communicate
 - accuracy of interpretation
 - clarity of thought and expression (written & verbal)
- b) ability to make appropriate recommendations
- c) knowledge of additional services which might be required to implement recommendations

7. Depending upon the settings, the individual may have the opportunity to:

- a) gain proficiency in communicating the results of an evaluation to the client
 - ability to present results in a manner meaningful to the client

- ability to handle possible negative reactions of client in response to the results
- b) practice short-term supportive counseling techniques through a series of on-going interviews with two to three carefully selected clients
 - ability to establish goals with the client
 - ability to maintain a "helping" relationship
 - ability to identify major areas of concern for the client which evolve through the counseling process
 - ability to develop insight concerning one's own contributions to the counseling process
 - ability to achieve goals which were established with the client

8. In addition to duties directly involving clients, the student is expected to attend continuing education and in-service training programs as available at the field site.

Internship II (Psych 579)

Pre-requisites: completion and pass Internship I, good academic standing, and faculty recommendation.

Internship II is designed to provide an opportunity for the student to demonstrate and perfect competency in all aspects of the rehabilitation process. Students are asked to prepare representative materials concerning clients and programs with which they are actively working. Except in rare instances, the two internships are taken at different agencies to provide for the broadest possible fieldwork experience.

Designated Responsibilities

In addition to maintaining the responsibilities enumerated with Internship I, students in Internship II will be expected:

1. to acquire proficiency in formulating comprehensive rehabilitation programs with clients;
2. to acquire proficiency in making appropriate referrals on behalf of clients;
3. to acquire proficiency in promoting independent living and vocational rehabilitation;
4. to acquire proficiency in conducting follow-up programs;
5. to demonstrate appreciation of the ethical aspects of their profession;

6. to demonstrate increased awareness of their limitations in fulfilling the role of a rehabilitation specialist as well as skill in identifying appropriate steps to affect personal growth toward that development;
7. to use psychological principles and techniques to demonstrate an understanding of the motivational aspects of clients as influenced by their disabilities;
8. to coordinate the rehabilitation activities with those of the sponsoring organization by team participation, report writing, consultation and mutual work on particular projects.
9. to share the responsibility for providing a learning experience for other students at a lesser level of functioning who may also be present in the setting.

Students are urged to consider the appropriateness of both Practicum and Internship placements with respect to their future career interests and opportunities. Therefore, selection of sites should not be a last minute decision. Consultation with your faculty advisor and the fieldwork coordinator, well in advance of actual placement, is essential.

EXPECTATIONS OF THE FIELD WORK PARTICIPANTS

Practica and internships may be distinguished by the amount of time which IIT requires the student to be participating in agency activities and the level of autonomy which we expect from the student. For the practicum placement, we have instructed students that they are to plan to spend at least two full working days each week on site at the agency and that they will be expected to carry a caseload throughout the semester. From our standpoint, the major thrust of the practicum is to work on interviewing/counseling skills and case management techniques. As indicated previously, other goals will be determined by the individual and agency, with the assistance of the IIT supervisor.

Internship requirements necessitate that each student devote at least three working days each week with an agency's activities and maintain caseloads of from ten to twenty clients throughout the semester. We provide both the students and the agencies with guidelines regarding the minimal requirements; specific details are always open for negotiation. Both practica and internships begin within a week of the beginning of the semester and, barring unexpected, prolonged absences during the semester, will conclude the last week of classes.

Over the course of the semester, students must be involved in clinical activities for a minimum of 200 hours for practicum, and a minimum of 600 hours for internships. We have structured the placements so that winter and spring breaks and mid-term exams may be honored, if necessary, without falling short of hours at the end of the semester. One-hour face-to-face

weekly supervision is required and shall be provided by site or university supervisors who are CRCs.

From the university, students will be assisted with the following:

1. the selection of practicum and internship sites which seem appropriate to their strengths and interests;
2. the identification of specific goals and objectives on which to focus for a particular semester;
3. the completion of a contract which will be made specifically between an individual student and that student's on-site supervisor;
4. individualized supervision of each student on a weekly basis throughout the semester by IIT rehabilitation counseling faculty; this involves both the review of tapes of counseling interviews and discussion of specific issues and intervention alternatives as they relate to the clinical placement;
5. group supervision for one hour each week during which time discussion of advanced counseling techniques, case analysis, ethical issues and procedural concerns related to working within the field of rehabilitation will be facilitated;
6. remaining available to on-site supervisors throughout the semester to discuss the student's progress, as well as problems which may arise for the student in his/her work with the agency.

Each student, his/her agency supervisor and the IIT supervisor will communicate within the first three weeks of the semester to review the goals identified in the contract and to facilitate revision of those goals as necessary.

Expectations of the practicum/internship sites include the following:

1. that agency personnel review the data sheet/resume provided by the student who is requesting their site for placement and provide the student with an interview to familiarize him/her with the agency and to assess his/her suitability for placement with the agency. This would take place 1 1/2 to 2 months prior to the beginning of the initiation of the placement;
2. that one staff member be designated as having primary responsibility for the supervision of an individual student;

3. that the supervisor participate actively in the formulation of realistic goals for the student given the realistic constraints of the agency;
4. that the supervisor arrange weekly, individualized meetings with each student to monitor casework, assist in the student's identification of clinical issues and treatment alternatives and to assess the student's clinical assessment and counseling skills;
5. that the supervisor participate in the evaluation procedures required by IIT.

Supervisors are urged to contact the student's university supervisor at any time and as often as appears warranted to facilitate the professional development and appropriate advisement of the student.

Counselors-in-training will be responsible for the following:

1. to take a proactive role in working with the fieldwork coordinator in the selection of practicum/internship sites;
2. to follow the requirements relative to professional conduct and demeanor dictated by the IIT Practicum/ Internship Manual and the norms of the agency;
3. to be responsible for actively seeking to attain the goals identified in the contract for the semester;
4. to attend both weekly individual and group supervision meetings on-campus;
5. to participate in additional in-service training as provided by the agency, whenever possible;
6. to maintain a journal, with entries on a weekly basis at minimum, throughout the clinical experience. These entries should reflect areas of learning and questions regarding the field, case management and counseling issues; this will be reviewed throughout the semester with the IIT supervisor;
7. to collect pamphlets, articles and books which relate to the clinical issues raised throughout their clinical experiences.

EVALUATION

All clinical experience is graded by the faculty supervisor. This appraisal incorporates information from various sources: personal contact with the student during individual and group supervision, as well as from feedback provided by the on-site agency supervisor.

Consequently, the student's performance with regard to clinical judgment and professional behavior will be assessed in all settings and not necessarily reflect only the on-site performance.

The evaluation form completed by the agency supervisor becomes part of the student's departmental record. Although the transcript will bear either a passing/not passing indication of performance, the documentation recorded in the student's departmental record will be used for the purposes of planning for future placements and for providing references to potential employers.

Clinical Evaluation

Being a successful counselor requires not only knowledge, but certain interpersonal skills and personal characteristics. For example, counselors need to show an ability to listen, consider the point of views of others, tolerate ambiguity and strong emotion, react to disturbing disclosures without becoming judgmental, and other similar characteristics. Thus, evaluation in several classes will include an evaluation of these areas as well as one's academic performance. It is understood that these skills, abilities and characteristics involve some degree of subjective judgment on the part of first the faculty, and later, the site supervisors at practicum and internship settings. Every attempt will be made to make the evaluation of these qualities as fair and objective as possible, but students need to be aware that sometimes grades in counseling skills courses will be, in part, based on these less tangible factors. **When the faculty is in doubt of the student's ability, character, or integrity to become an effective counselor, we may terminate the student for further training or require the student to repeat the internship until acceptable skills or traits are demonstrated.** When we send someone out into the professional community we want to be sure that s/he have not only knowledge, but skills and personal maturity as well.

Waiver of Internship II Requirement

Students who have had at least two years of full-time employment experience in rehabilitation counseling prior to entering the program can appeal to the Clinical Training Committee to have their second internship waived. The Clinical Training Committee consists of Program Director, Fieldwork Coordinator, and the student's advisor. Petition must be submitted after the student has completed his/her practicum.

It should be pointed out that having two years of rehabilitation work experience does not automatically waive one of the internship requirements. Due to diverse roles and functions of rehabilitationists, not all work experience is accepted as sufficient to warrant a waiver of the internship requirement. The petitioner must submit evidence of relevant work experience and job performance appraisals for review. In some instances, the waiver of the Internship II will be contingent upon the student performance in Internship I. Under no circumstances, are students allowed to waive both internship requirements.

Policy Regarding Use of Employment Site for Practicum/Internship

For part-time students currently working in a rehabilitation setting, their current work environment may be utilized for one fieldwork placement if the employment can be restructured to provide for new learning experiences. Students who have their second internship waived are not allowed to use their employment site for fieldwork placement. Approval of the Clinical Training Committee is required for such arrangements.

VII. RELATED PROFESSIONAL ACTIVITIES

In addition to fulfilling the requirements of the Practicum and Internship placements, graduate students in the Rehabilitation Counseling program are urged to attend professional conferences and meetings provided by the National Rehabilitation Association, the American Counseling Association, the American Psychological Association or various key rehabilitation agencies within the community. Information about such meetings will be posted on the Rehabilitation Counseling bulletin board.

All students are expected to join, as student members, at least one of the two major professional organizations:

1. National Rehabilitation Association (National Rehabilitation Counseling Association)
2. American Counseling Association (American Rehabilitation Counseling Association)

By joining one of the above professional organizations, students will receive the following respective professional journals, which are strongly recommended for reading:

1. Journal of Rehabilitation and Journal of Applied Rehabilitation Counseling.
2. Journal of Counseling and Development and Rehabilitation Counseling Bulletin

VIII. REHABILITATION RESEARCH PROJECT GUIDELINES

The rehabilitation research project is completed on an independent study basis under course number Psyc 594. The research project is typically conducted under the supervision of the student's academic adviser, but may also be supervised by other rehabilitation faculty or psychology institute faculty members whose research interests are more consistent with those of the student. The research project can be initiated only after the completion of Psyc 564 Rehabilitation Research Seminar. The research proposal and final project should follow the format of a formal thesis, which is presented in detail in Psyc 564. If the student cannot

complete the project in one semester, he/she is required to register for at least one credit each semester until completion of the project.

VIII. POLICY ON COURSE TRANSFER

Students may request a course transfer for required courses or for electives provided that:

1. the student received graduate credit for the course at another U.S. university,
2. the course is judged to be relevant to the current rehabilitation counseling education program,
3. a current faculty member in Psychology, who teaches the course, has recently taught a similar course, or would be qualified to teach a similar course, evaluates the course syllabus and textbook(s) and determines that the course sufficiently overlaps with the course taught at IIT and is of satisfactory quality to qualify as a transfer.

In order to obtain a formal transfer of a course, the student must obtain written approval from the relevant Psychology faculty member and also from the Rehabilitation Program Director.

IX. STUDENT INPUT TO THE PROGRAM

There are both formal and informal processes for students to communicate with program faculty about curriculum needs and program objectives. The formal processes consist of regular milestones during the student's program of study where feedback is intentionally solicited. Students provide feedback to the instructor for each course through a formal evaluation process. In addition, student feedback is solicited during their year-end faculty annual performance evaluation and a formal evaluation of each student prior to graduation from the program. There are 3 student representatives on the Program Advisory Board: one student from the masters program, one student from the Ph.D. program, and the President of the IIT-Student ARCA Chapter. The advisory board meetings are held twice a year and student feedback and participation is encouraged at each meeting. Finally, students are invited to attend regularly scheduled program meetings that involve faculty, teaching assistants, doctoral and master's students.

In addition to formal procedures for feedback, a number of informal processes exist for communicating with the program faculty. Students are encouraged to provide informal feedback to his/her course instructor and to his/her advisor. Students are also encouraged to provide feedback to student representatives to the Advisory Board for discussion at one of the bi-annual meetings, where appropriate. Input can also be given at any time by verbal or written request to any faculty member to attend the program faculty meeting.

X. ACCOMMODATIONS

The rehabilitation counseling psychology program faculty is committed to utilizing instructional strategies that support and facilitate a viable learning community with an emphasis on respect for different learning styles. The Center for Disability Resources ensures that all

materials (program, instructional, occupational, testing, etc) are made available in alternative format to meet the individualized needs of each student. Examples of modifications include: note taking, sign-language interpreting, speech-to-text services, testing accommodations, tutoring, and housing accommodations, to name a few. The CDR utilizes computer, audiotaping, videotaping, among other forms of technology to accommodate students' needs.

If you believe you require accommodations to the learning environment, please contact Ms. Aggie Niemiec at the Center for Disability Resources and Educational Development, Room 218 in the Life Sciences building, phone (312) 567-5744 voice, (312) 567-5135 TDD, (312) 567-3493 fax, disabilities@iit.edu email, and <http://www.iit.edu/edr/> website. The process of approving accommodations can take time so please contact Ms. Niemiec as soon as you are accepted into the program.

In addition to notifying the CDR Coordinator, students are encouraged to inform individual instructors and request accommodations once approved by the CDR. In addition to the CDR Coordinator, program faculty are also involved in providing reasonable accommodations such as PowerPoint outlines, lectures notes and the like in alternative format.

XI. INTRODUCTION TO THE REHABILITATION COUNSELING PROFESSION:

Professional organizations are an important component of any profession. They provide continuing education, define scope of practice, and establish the ethical code of conduct of the profession, to name a few. As a graduate student, it is important that you become involved in professional organization's to facilitate your growth as a Rehabilitation Counselor. The Illinois Institute of Technology has a Student Chapter of the American Rehabilitation Counseling Association (ARCA) as part of the recognized list of student organizations on the campus. Because IIT has a Student Chapter that is recognized by ARCA, students are encouraged to become student members of ARCA (cost is \$25.00 annually) and membership comes with a subscription for the ARCA journal, the *Rehabilitation Counseling Bulletin*. ARCA student members who are active in the IIT-ARCA Student Chapter are eligible for funds through the IIT student government and ARCA to attend national ARCA conferences and participate in student competitions designed to recognize original student work. Previous IIT students who have attended national conferences have met leaders in the field of Rehabilitation such as Dr. Vilia Tarvydas, Dr. Fong Chan, Dr. Brian McMahon (IIT Alum), Dr. Susan Breyer, among other professionals.

Students may also wish to join one or more of the other professional associations and advocacy groups that deal with Rehabilitation Counseling. They are: The National Rehabilitation Counseling Association (NRCA), International Association of Rehabilitation Professionals (IARP), Vocational Evaluation and Career Assessment Professionals (VECAP), the National Rehabilitation Association (NRA), APA Division 22: Rehabilitation Psychology, National Council on Rehabilitation Education (NCRE), to name a few.

XII. APPLICATION FOR GRADUATION

Students who are planning to graduate should follow procedures and guidelines outlined in the Graduate College Bulletin.

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