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Our Mission

The Rehabilitation Counseling Program at UMass Boston develops professionals who can advance educational access and economic and social participation for people with disabilities. This mission is accomplished by helping prepare practitioners, scholars, and leaders to promote inclusion in diverse settings and with varied populations at the local, state, national, and/or international level.
Rehabilitation Counseling Student Handbook

Introduction

The Rehabilitation Counselor Education (RCE) Program at the University of Massachusetts Boston is committed to the preparation of highly qualified professionals for the field of rehabilitation counseling. Our commitment is reflected in the admission policies as well as hiring practices, to attract highly qualified students and exemplary faculty members who represent multicultural perspectives and individual diversity. The RCE Program, within a public urban university, is dedicated to the training of professionals who most likely will work with, and provide counseling and related rehabilitation activities to, individuals representing an urban and diverse population.

The RCE Program curriculum is organized to identify the potential and to facilitate the development of its students and the individuals with disabilities with whom they work. The Program emphasizes empathy and respect for the social foundations and cultural diversity of all people by fostering each individual’s self-awareness, respect, and esteem, and through its hiring policies for faculty and recognition of multicultural students. To achieve its goals, the Program offers opportunities for its students to recognize, develop and promote their own resources as a means of adapting effectively to their own environment and life conditions. These resources, in turn, become tools they may share with the individuals with disabilities with whom they work.

The curriculum of the RCE Program attaches particular importance to the role of adaptation in a person’s life. Essential to the implementation of the Program curriculum is the integration of theory presented in classrooms and its application in practica and internship experiences. To emphasize the integration of curriculum content and other training experiences, the Program provides information about the social environment, personality organization and development, professional orientation and ethics, methods of inquiry and the process of change. In addition, the Program provides opportunities for its students to develop professional skills and competencies, and to practice them in professional settings. The Program prepares its students to make significant practitioner-oriented contributions to rehabilitation counseling, and prepares them for further study at the doctoral level if they so desire.
Objectives of the Rehabilitation Counselor Education Program

The primary goal of the RCE Program is the preparation of professional rehabilitation counselors in generic skills for employment in state/federal agencies, private non-profit agencies, hospitals, private companies, etc. Instruction in generic skills and knowledge in rehabilitation counseling have the following objectives:

1. Students will acquire skills in applying theories and techniques of individual, group and family counseling.

2. Students will acquire knowledge of the theoretical basis of behavior, including human growth and development.

3. Students will acquire knowledge of environmental and attitudinal barriers that people with disabilities face, and the influence of multicultural differences and gender on people with disabilities.

4. Students will acquire knowledge and skills of case management, including how to identify and use community resources.

5. Students will acquire knowledge of independent living services.

6. Students will acquire knowledge of the history and philosophy of rehabilitation, and acquire an understanding of the legislation affecting people with disabilities, including the Americans with Disabilities Act.

7. Students will acquire an understanding of the organizational structure of vocational rehabilitation.

8. Students will develop an understanding of the legal and ethical standards for the practice of rehabilitation counseling.

9. Students will acquire an understanding of how current and past societal events can impact on the rehabilitation process and people with disabilities.

10. Students will acquire knowledge of career development theories as it applies to people with disabilities.

11. Students will develop an understanding of labor market trends and occupational information.
12. Students will acquire knowledge of the medical aspects of various disabilities, including functional assessments and appropriateness of various interventions.

13. Students will acquire knowledge of the psychosocial aspects of disabilities, including the effects on the person with the disability, their family and social network.

14. Students will develop skills in evaluation approaches, including techniques and interpretation of results. Additionally, students will acquire skills in vocational evaluation.

15. Students will acquire knowledge of job analysis, job modification and job restructuring.

16. Students will acquire skills of job development, job placement and follow-up or follow-along services.

17. Students will acquire knowledge of supported employment practices.

18. Students will acquire knowledge of rehabilitation research literature and methods of analyzing research quality in professional journals.

19. Students will acquire knowledge of statistical methods and types of research analyses.

20. Students will acquire knowledge of research designs, including survey methods and needs assessment approaches.

21. Students will acquire knowledge of issues and practices of transitions from school to work.

22. Students will acquire knowledge of state and federal entitlements for people with disabilities.
INSTITUTIONAL STRUCTURE

The University of Massachusetts Boston
The University of Massachusetts Boston is one of the five campuses of the University of Massachusetts system. It was founded in 1964 to make public higher education available to the people of the Boston metropolitan area. The University has remained committed, over the years, to serving the urban community by making excellent university education truly accessible, and by being responsive to the specific needs of that community. The University currently serves over 15,000 undergraduates and graduate students, distributed among the College of Advancing and Professional Studies, the College of Education & Human Development, the College of Liberal Arts, the College of Management, the College of Nursing and Health Sciences, the College of Public and Community Service, the College of Science and Mathematics, the Honors College, the McCormack Graduate School of Policy and Global Studies, the School for Global Inclusion and Social Development, and the School for the Environment. Its doctoral programs include clinical psychology, education, environmental sciences, gerontology, and public policy.

The School for Global Inclusion and Social Development
The School for Global Inclusion and Social Development (SGISD) explores the intersections of health, wellness, economic development, and social development in communities worldwide. Our transdisciplinary training program recognizes the need for leadership in the not-for-profit sector. We also foster increased skills in research, knowledge generation, model demonstration, dissemination, and systemic change from the local through the international levels.

SGISD has graduate programs that include a master’s and doctorate in global inclusion and social development; master’s in rehabilitation counseling; master’s in vision studies, which includes three specializations: teacher of the visually impaired, orientation and mobility, and vision rehabilitation therapy; as well as certificate programs in human rights, rehabilitation counseling, transition leadership, and vision studies.

SGISD’s mission is to prepare our graduates to be thoughtful and responsive professionals, particularly in meeting the needs of those who live in urban and diverse environments. Our primary goal is to prepare highly qualified, thoughtful, and responsive professionals to serve a diverse multicultural international population.

Here is more about what our students learn as they pursue this goal:

1. Students will become knowledgeable and skilled practitioners through training and experiences in:
   • theories of human development
   • theories of individual and group counseling
   • theories of abnormal behavior
   • theories of psychological, educational, and vocational assessment
   • biological/physiological bases of behavior
   • dynamics of multicultural influences on individual worldviews and individual
uniqueness
• the use of technologies in the practice of our professions, including the psychological limitations and benefits of technology
• systems theories and the dynamics of family relationships

2. Students will become caring, principled, and respectful professionals through training and experiences in:
• humanistic and person-centered approaches
• guided practice in acquiring interpersonal skills
• ethical principles, standards of practice and respect for people
• the actual practice of the profession through practicum and internship

3. Students will become committed agents of change for social justice through training and experiences in:
• laws and regulations governing the practice of their profession
• theories of empowerment
• theories of oppression and dominance
• theories of change
• history of the profession

4. Students will become committed reflective and critical thinkers through training and experiences in:
• reading, interpreting and using the professional research literature (becoming a practitioner-scientist)
• theories and techniques of program evaluation and assessments
• self-evaluation and self-reflection activities during practical and internship experiences
• self-evaluation and feedback through a culminating experience in graduate training (the Capstone)
Rehabilitation Counselor Education Faculty

Full-time faculty with primary assignment and advising responsibilities to the Rehabilitation Counseling Program are:

**Dimity Peter, Assistant Professor and Graduate Program Director.** PhD, Rehabilitation Counseling and Disability Studies, Syracuse University. Education of rehabilitation counseling professionals, education of direct care workers supporting people with disabilities, empowerment and societal participation of people with disabilities, advocacy and social justice issues for people with disabilities, advocacy and inclusion for people who are frail and elderly.

**James Soldner, Assistant Professor.** PhD, Rehabilitation, Southern Illinois University. Applications of behavior analysis to rehabilitation, evidence-based practice in rehabilitation, rehabilitation administration and leadership, brain injury rehabilitation, scholarship of teaching and learning.

Additional full-time faculty members who contribute to the functioning of the Rehabilitation Counseling Program are listed below, along with their degrees and areas of research:

**Kiran Shahreen Kaur Arora, PhD, Syracuse University, Family Therapy**
Research interests: immigrant experiences, intergenerational transmission of trauma impact of political violence on diaspora communities

**Gonzalo Bacigalupe, EdD, University of Massachusetts Amherst, Counseling Psychology, MPH, Harvard School of Public Health**
Research interests: immigrant health care, family violence and trauma, intercultural family therapy, collaborative consultation, qualitative data analysis software

**Alisa Beaver, PhD, University of Massachusetts Amherst, Counseling Psychology**
Research interests: multicultural and narrative therapies; memory, trauma and coping within a social context; bilingual processing and assessment; sexuality and gender

**Lisa Cosgrove, PhD, Duquesne University, Clinical Psychology**
Research interests: public policy implications of homelessness, PTSD, bias in psychiatric diagnosis, women’s health

**Varda Konstam, PhD, Fordham University, School Psychology**
Research interests: Psychological adaptation to chronic illness, forgiveness, health

**Sharon Lamb, EdD, Harvard University, Human Development**
Research interests: Gender and development, abuse and victimization, effects of media on children’s development, sexualization of girls, moral psychology

**Boaz Levy**, PhD, University of Southern California, Clinical Psychology
Research interests: Substance abuse, bipolar disorder, mental health of older adults, community-based cognitive treatment strategies

**Esmaeil Mahdavi**, EdD, Indiana University, Counseling Psychology
Research interests: Mental health counseling, group dynamics, substance abuse

**Melissa Pearrow**, PhD, Northeastern University, Counseling and School Psychology
Research interests: Mental health services, violence prevention, student empowerment

Part-time faculty members who have been contributing on a long-standing basis to the functioning of the Rehabilitation Counseling Program include David Hershenson, PhD, and Steve Jochim, MS, and Amy Vercillo, PhD.


Rehabilitation Counselor Education Curriculum

General Counselor Education Core Courses

COU 601  Research and Evaluation in Psychology  
COU 605  Vocational, Educational & Psychological Assessment  
COU 606  Ethical Standards and Professional Issues in Counseling  
COU 608  Abnormal Psychology  
COU 614  Counseling Theory and Practice I  
COU 615  Counseling Theory and Practice II  
COU 616  Group Counseling and Group Dynamics  
COU 620  Clinical Application of Human Development  
COU 622  Family Therapy Theories  
COU 653  Perspectives in Cross Cultural Counseling

30 credits

Rehabilitation Counselor Education Core Courses

COU 602  Medical, Psychosocial, & Educational Aspects of Disabilities  
COU 603  Foundations of Rehabilitation  
COU 610  Case Management & Planning in Rehabilitation  
COU 612  Vocational Rehabilitation and Placement  
COU 613  Vocational Development and Career Information  
COU 688  Practicum in Rehabilitation Counseling  
COU 698  Internship in Rehabilitation Counseling (12 credits total)

30 credits  Total credits required: 60
# Typical Plan of Study (Full Time)

## First Year

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COU 608 Abnormal Psychology</td>
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<tr>
<td>COU 603 Foundations of Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>COU 606 Ethical Standards and Professional Issues</td>
<td>3</td>
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<tr>
<td>COU 614 Counseling Theory and Practice I</td>
<td>3</td>
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<thead>
<tr>
<th>Spring Term</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COU 616 Group Counseling &amp; Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>COU 610 Case Management &amp; Planning in Rehabilitation</td>
<td>3</td>
</tr>
<tr>
<td>COU 615 Counseling Theory and Practice II</td>
<td>3</td>
</tr>
<tr>
<td>COU 613 Vocational Development and Career Information</td>
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**Summer (first year)**

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<tr>
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<tbody>
<tr>
<td>COU 602 Medical, Psychosocial, &amp; Educational Aspects of Disabilities</td>
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<tr>
<td>COU 688 Practicum in Rehabilitation Counseling</td>
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## Second Year

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<tr>
<td>COU 698 Internship in Rehabilitation Counseling</td>
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<tr>
<td>COU 622 Family Therapy Theories</td>
<td>3</td>
</tr>
<tr>
<td>COU 605 Principles of Voc., Educational &amp; Psych. Assessment</td>
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</table>

<table>
<thead>
<tr>
<th>Spring Term</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COU 612 Vocational Rehabilitation &amp; Placement</td>
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<tr>
<td>COU 698 Internship in Rehabilitation Counseling</td>
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<tr>
<td>COU 653 Perspectives in Cross Cultural Counseling</td>
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**Summer (second year)**

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<tr>
<td>COU 601 Research and Evaluation in Psychology</td>
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<tr>
<td>COU 620 Clinical Application of Human Development</td>
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**Total Credits** 60
## Typical Plan of Study (Part-time)

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<td><strong>Fall Term</strong></td>
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<tr>
<td>COU 603 Foundations of Rehabilitation</td>
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<tr>
<td>COU 614 Counseling Theory and Practice I</td>
<td>3</td>
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<tr>
<td><strong>Spring Term</strong></td>
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</tr>
<tr>
<td>COU 616 Group Counseling &amp; Group Dynamics</td>
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<tr>
<td>COU 615 Counseling Theory and Practice II</td>
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<tr>
<td><strong>Summer Term</strong></td>
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<tr>
<td>COU 602 Medical, Psychosocial, &amp; Educational Aspects</td>
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<tr>
<td>COU 613 Vocational Development and Career Information</td>
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<table>
<thead>
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<th>Second Year</th>
<th>Credits</th>
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<td><strong>Fall Term</strong></td>
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<tr>
<td>COU 608 Abnormal Psychology</td>
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<tr>
<td>COU 606 Ethical Standards &amp; Professional Practices</td>
<td>3</td>
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<tr>
<td><strong>Spring Term</strong></td>
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</tr>
<tr>
<td>COU 610 Case Management &amp; Planning in Rehabilitation</td>
<td>3</td>
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<tr>
<td>COU 653 Perspectives in Cross-Cultural Counseling</td>
<td>3</td>
</tr>
<tr>
<td><strong>Summer Term</strong></td>
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</tr>
<tr>
<td>COU 620 Clinical Application of Human Development</td>
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<table>
<thead>
<tr>
<th>Third Year</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td><strong>Fall Term</strong></td>
<td></td>
</tr>
</tbody>
</table>

12
COU 622  Family Therapy Theories 3
COU 605  Vocational, Educational, & Psych. Assessment 3

**Spring Term**

COU 601  Research and Evaluation in Psychology 3

**Summer Term**

COU 688  Practicum in Rehabilitation Counseling 3

**Fourth Year**

**Fall Term**

COU 698  Internship in Rehabilitation Counseling 6
COU 612  Vocational Rehabilitation & Placement 3

**Spring Term**

COU 698  Internship in Rehabilitation Counseling 6

**Total Credits** 60

**It is recommended that students meet with their advisor early in the program to discuss and complete a tentative plan of studies.**

**Online Program**

The online program begins in the summer and continues in the fall and spring semesters. Online courses run using both synchronous and asynchronous teaching methods. For the synchronous meetings, we hold weekly one-hour to one-and-a-half-hour classes in which students verbally participate in an online classroom with their peers and professor. Typically, synchronous meetings are held from 5pm EST onward during the week. In terms of the asynchronous classes, we use Blackboard in which faculty post course-related information.

Students need to be familiar with Microsoft Word, as all papers online need to be
submitted in this format. Students can access at tutorial for using Blackboard at http://www.umb.edu/it/getting_services/support_for_online_courses_blackboard/blackboard_learn_9_student_support. Technical assistance is available 24/7 from this website.

During their first summer, the online cohort students take two courses and complete them in two intensive weeks at the UMass Dartmouth campus. There will be 7 hours and 30 minutes of class every weekday. These two weeks are normally held in mid-June and is a required component of the online Rehabilitation Counseling program. During these two weeks in the summer, students have the choice to live on campus in apartment-style dormitories (the vast majority of students have chosen to live on campus).

### Year 1

**Summer Semester**
- COU 614 Counseling Theory and Practice I 3
- COU 616 Group Counseling 3

**Fall**
- COU 608 Abnormal Psychology 3
- COU 603 Foundations of Rehab 3
- COU 606 Ethnical Standards 3
- COU 605 Principles of Vocational, Educational and Psychological Assessment 3

**Spring**
- COU 653 Perspectives in Cross Cultural Counseling 3
- COU 610 Case Management 3
- COU 615 Counseling Theory and Practice II 3
- COU 602 Medical and Psychological Aspects 3

### Year 2

**Summer**
- COU 613 Vocational Development and Career Info 3
- COU 688 Practicum 3

**Fall**
- COU 601 Research and Evaluation 3
- COU 622 Family Therapy 3
- COU 698 Internship 6

**Spring**
- COU 620 Human Development 3
- COU 612 Vocational Rehab and Placement 3
- COU 698 Internship 6
Course Descriptions

Courses required for rehabilitation counseling students are listed below.

*COU 601 Research and Evaluation in Psychology

This course examines several research models and strategies with respect to their various rationales and methodologies. Relevant statistical topics are introduced conceptually, especially as they are applied in research about specific academic settings: 3 credits

*COU 602 Medical, Psychosocial, and Educational Aspects of Disabilities

This course is designed to offer students with little or no exposure to advanced life sciences the opportunity to examine a physiological and anatomical basis of many chronic diseases they will encounter in a rehabilitation counseling setting. Students examine the etiology, progress, and potential resolution of a wide range of disorders, as well as the potential implications consequent on these disabilities: 3 credits

*COU 603 Foundations of Rehabilitation

This course seeks to provide students with basic information about the process of rehabilitation, and its history and philosophy. Discussions also focus on the organizational structure of the rehabilitation system, the professional identity of the rehabilitation counselor, and legal and ethical issues in the practice of rehabilitation counseling: 3 credits

*COU 605 Principles of Vocational, Educational, and Psychological Assessment

This course provides a survey of standardized tests used in assessing aptitudes, interests, and personality traits, covering technical and methodological principles and social, ethical, and legal implications of psychological testing and assessment: 3 credits

*COU 606 Ethical Standards & Professional Issues in Counseling

The purpose of this course is to create awareness among counselors-in-training of their contribution in the therapeutic process and helping relationship. Topics include foundations for an ethical perspective; models of ethical decision-making; ethical codes of professional organizations; client rights and counselor responsibilities; ethical concerns in multicultural counseling and with special client populations; ethical issues in special modalities (e.g., group, marriage, and family counseling): 3 credits
*COU 608 Abnormal Psychology

This course provides students with information relevant to the diagnosis, etiology, and treatment of mental illness. Psychopharmacological interventions are addressed. The epistemological assumptions that ground traditional theories of psychopathology and diagnostic systems such as the DSM are discussed, and avoiding bias in psychiatric diagnosis is a major focus of this course. The following DSM categories are covered: mood disorders, anxiety disorders, psychotic disorders including schizophrenia, disorders usually first evident in childhood, and personality disorders: 3 credits

*COU 610 Case Management and Planning in Rehabilitation

This course acquaints students with case management in rehabilitation counseling and with the range of community resources available to the counselor whose goal is the effective and comprehensive rehabilitation of individuals with disabilities. Topics include case finding and case planning, service coordination, and client advocacy activities: 3 credits

*COU 612 Vocational Rehabilitation and Placement

This course seeks to provide students with information about the total vocational rehabilitation process, including follow-up services. Topics include the referral process; eligibility criteria; comprehensive (medical, psychological, vocational) assessment; vocational training, and placement: 3 credits

*COU 613 Vocational Development and Career Information

The vocational development component of the course concentrates on the theories of Roe, Holland, Ginzberg, Super, and Tiedeman. The career information component, a major emphasis, directs the student to locate and use sources of educational-vocational information. These sources will include but not be limited to the Dictionary of Occupational Titles, Occupational Outlook Handbook, Guide to Occupational Exploration, information on local labor market information and on military careers, occupation-education information, college and vocational school guides and catalogues: 3 credits

*COU 614 Counseling Theory and Practice I

The purpose of this course is to provide grounding in the commonalities of counseling techniques and practice in the use of various techniques. The course will cover the essentials of interviewing, note taking, and report writing, as well as the role of diagnosis. Tapes and role playing are required: 3 credits
*COU 615 Counseling Theory and Practice II

This course is an extension of Counseling Theory and Practice I. Major theoretical approaches (dynamic, humanistic, behavioral) are considered. The course also involves the exploration of some non-traditional approaches and the use of tape recordings, films, written records of interviews, and role playing: 3 credits

*COU 616 Group Counseling and Group Dynamics

This course provides an introduction to group dynamics that uses the group process of the class to provide experience of group membership and data for interpretation. Participation as a group member is required. Readings and lectures will build a cognitive base for evaluating experiential learning: 3 credits

*COU 620 Clinical Application of Human Development

This course provides students with a comprehensive view of the life span development from childhood through adulthood from several perspectives: 1) the interaction of age with such factors as gender, cultural background, disabilities, and other significant issues encountered at particular stages of life; 2) how individuals at specific stages of cognitive development process information and experience; and 3) a structural approach to ego development: 3 credits

*COU 622 Family Therapy Theories

This course is focused on general concepts of systems theory and on theoretical frameworks that inform family therapy. Family therapy theories and interventions and the feasibility of family therapy will be discussed within a historical context. Students will be given the opportunity to integrate family therapy theories with their experiences and perceptions of their families-of-origin. The influence of culture, race, social class, and gender on families and family therapy theories will be highlighted. Experiential exercises and videotapes of therapy sessions will be used to demonstrate the impact of family therapy theories on the client-family interactions and family therapy sessions: 3 credits

*COU 653 Perspectives in Cross-Cultural Counseling

This course addresses the role of culture in counseling and psychology by looking at history and at current issues. Discussions use an interdisciplinary framework to approach the question of counseling in multicultural society. The course seeks to contribute to both the personal and the professional development of its participants: 3 credits

*COU 688 Practicum in Rehabilitation Counseling

The purpose of the practicum is to expose the student to the field of rehabilitation counseling through actual placement in a facility where appropriate supervision is
provided. Class discussions include a review of onsite observations and experiences and discussions of current issues in the field of rehabilitation: 3 credits

*COU 698 Internship

Students are placed as apprentice counselors in rehabilitation facilities under the direct supervision of qualified professionals. Students learn the role and responsibilities of rehabilitation counselors by taking on counseling cases. Students meet weekly on campus for a seminar to discuss issues surrounding the work experience: 2 semesters required at 6 credits each semester.

**Rehabilitation Counseling Practicum and Internship**

A summary of practicum and internship information is provided below. Please see the field placement handbook for additional details.

Students must complete 100 hours of practicum experience. The 100 hours will be completed in approved placement sites. Additionally, as part of the practicum experience students attend a seminar class where practicum experiences and current issues in rehabilitation counseling are discussed. Practicum hours should be documented on the appropriate form and signed by site supervisors.

The rehabilitation internship is required of all rehabilitation counseling students. It consists of supervised field experiences in rehabilitation facilities including public, nonprofit and private facilities. It is required that students complete 600 clock hours, 300 clock hours a semester, in the internship.

Internship students must have completed a minimum of 18 semester credits. Prerequisites include Counseling Theory and Practice I and II, Foundations of Rehabilitation, and Practicum. It is highly recommended that they have also completed Ethical Standards & Practices, Medical & Psychosocial Aspects of Disabilities, Abnormal Psychology, and Principles of Vocational, Educational & Psych Assessment. Please examine the attached contract that will exist between you and the internship site, which reviews ethics, responsibilities and requirements, professional conduct and acknowledgment. Additionally, the student intern must obtain proper insurance.

The student’s objectives during the internship are to:

1. Learn the roles, duties and responsibilities of a professional rehabilitation counselor.
2. Develop counseling techniques that must be acquired in actual counseling relationships.
3. Integrate counseling theories acquired through coursework to actual issues confronting people with disabilities.
4. Engage and participate in the roles, duties, and responsibilities of a professional rehabilitation counselor.
5. Have experiences through which they may receive feedback from a professional rehabilitation counselor and a rehabilitation counselor educator.
6. Develop the skills of a professional rehabilitation counselor so that the student will begin to feel confident in his/her ability to function as a professional in the field of rehabilitation.
7. Begin to develop and use community resources that are relevant to the practice of rehabilitation counseling.
8. Work and function as a team member with other professionals in the rehabilitation process.
9. Understand the relationship and functioning of systems, e.g., the relationship between the rehabilitation counseling staff and the administration of the agency.

**Student Support Services**

The University provides the following student support services:

1. **Disability support services**
   Disability services are provided and overseen by the Ross Center. The mission of the Ross Center is to serve as a resource for the UMass Boston campus community in order to ensure academic access and inclusion for students, promoting a view of disability informed by social, cultural, and political forces. The Ross Center strives to create inclusive academic environments by advancing the construct of universal design throughout the university. We accomplish this by providing academic accommodations, resources and training in assistive technology, and information to increase the understanding of disability throughout the university community. For more information, visit the Ross Center for Disability Services, Campus Center, 2nd floor, call 617-287-7430, visit online at [http://www.umb.edu/academics/vpass/disability](http://www.umb.edu/academics/vpass/disability) or email [ross.center@umb.edu](mailto:ross.center@umb.edu).

2. **Mental health counseling**
   The University Health Services Counseling Center provides consultation, assessment, crisis intervention, focused therapy, education/outreach, and referral assistance for mental health symptoms and concerns. The counseling center is located on the second floor of the Quinn Administration Building. All enrolled UMass Boston students, regardless of insurance, are eligible for services. For more information or to make an appointment call 617-287-5690 or visit [http://www.umb.edu/healthservices/counseling_center/counseling_services](http://www.umb.edu/healthservices/counseling_center/counseling_services).

3. **Health services**
   UMass Boston Health Services accepts most health plans and is available to the entire student body. Services include treating episodic illnesses (sore throat, flu), women’s health, men’s health, HIV testing and counseling, and immunizations. For more information make an appointment at 617-287-5660 or visit [http://www.umb.edu/healthservices/general_medicine/medical_services](http://www.umb.edu/healthservices/general_medicine/medical_services).
4. Career services
Your academic advisor can provide you with career support as you approach graduation and we encourage you to stay in touch with the faculty after graduation. If you need support finding a job while studying at UMass Boston, the Career Center offers a range of services, including a career resource library and connections with alumni and local employers. For more information call 617-287-5519 to make an appointment with a career specialist or visit http://www.umb.edu/academics/vpass/career_services/students.

Professional and Ethical Behavior and Academic Success
Academic performance is only one indicator of success for University of Massachusetts Boston graduate students. Students are expected to demonstrate professional behavior, to accept responsibility for their actions, and to expect the same from their peers.

Professional behavior is expected across a wide variety of environments, whether the student is engaged in clinical practice, classroom instruction, peer or faculty interaction or research. For example, in the classroom, students demonstrate respect to faculty and classmates by arriving on time, coming to class prepared to learn, and listening attentively to lectures and class discussions. Assignments are prepared professionally, and turned in on time. In-class activities are completed with care and efficiency. Students take responsibility for their own learning by asking questions, and by clarifying instructions as needed.

Correspondence (written and electronic) and telephone communications should be conducted in a professional manner, whether you are making an informal call to the Rehabilitation Counseling Program office or to arrange an interview at a prospective internship site. Also, keep in mind that your choice of e-mail name and your home voice-mail message give information about you to faculty, internship supervisors, and potential employers. It is important to recognize that when you complete your program you may be requesting a reference from faculty who will be taking all of the above factors into account.

The skills of a rehabilitation counselor include professional, ethical and interpersonal competencies. Sometimes students are not able to demonstrate the high degree of interpersonal skills required of a counselor and are not suited to this type of work. The faculty will collaborate with student experiencing difficulties in the interpersonal and professional domains to identify personal strengths and challenges and to assist the student to identify more appropriate career options.
Capstone

Purpose:

The purpose of the capstone in the Rehabilitation Counseling Program is to provide a culminating experience, which requires students to comprehensively employ classroom knowledge and clinical experiences in demonstrating a practitioner-scientist approach to practice. We value and emphasize students’ use of a practitioner-scientist approach to their work in the context of our urban mission. The practitioner-scientist approach emphasizes practice first, with the use of research as a solid foundation. Students are expected to demonstrate skills of systematic interpretation of research information presented in journals and other scientific sources along with clinical experience in the practice of rehabilitation counseling. Students may choose one of two options: a case analysis or a research project.

Students must complete a capstone project. Rehabilitation Counseling students may choose one of three options: a clinical case analysis, a research project or a professional project. A written paper is submitted for this project, which has a pass/fail grade. Students are also required to present their capstone during the internship weekly seminar, but this project has no impact on the grade for this course. Two faculty will be available to grade and comment on the project.

a. Research Project

Students completing the Research Project are expected to systematically identify a problem or issue confronting them as practitioners. Typically students identify a project early in their internship. However, a research project may be developed independent of the internship. Through consultation with peers and faculty (both group and individual consultations) students will develop methods of addressing the problem identified. Students may choose to address a policy issue or conduct a small-scale research study. Essential in the choice of the activity will be how the issue relates to practice as a rehabilitation counselor. Students may choose to address the identified issue through policy or research activities, with focus on interventions; adaptive technologies, systems functioning; or urban and diversity issues confronting those with disabilities.

The purpose of completing a research project is to prepare students to be practitioner-scientists. Students will develop and conduct a small research study during their internship. They must complete a literature review, a methods section, and the results of the study. Students are encouraged to share the results with the agency staff where they will have completed the internship and collected the information for the study. Students are expected to demonstrate skills of systematic interpretation of research information presented in journals and other scientific sources, along with clinical experience in the practice of rehabilitation counseling.

Students selecting the research project option should discuss this option with their internship supervisor as early as possible in the Fall semester and must submit a research proposal before the first day of class in the Spring semester. If students are using human
subjects for this project they will be required to complete an IRB application to the University (equivalent to a research ethics board). This should be obtained during the Fall semester, prior to data collection.

b. Professional project
Students can elect to complete a professional project that is relevant for their career goals and applies and integrates the knowledge acquired during the student’s coursework related to the profession of rehabilitation counseling. The project could relate to some policy issue relevant to the internship placement site, it could be a training module to give to professional staff at the internship placement site, or it could be a report about a particular issue or challenge. Students should discuss this option with their internship supervisor as early as possible in the Fall semester and submit a proposal about their project before the first day of the Spring semester.

c. Clinical case analysis
The intent of the Clinical Case Analysis is to engage students in an experience which, in its comprehensiveness, brings together their entire clinical learning experience throughout their enrollment in the Program, and reinforces their own self-efficacy and feelings of competence as a rehabilitation counselor.

During the internship experience, students are required to identify a clinical case: an individual they are working with in the counseling internship. Students will audio/video tape a counseling session of the identified case. The audio- or videotaped session must be a case that a student has worked with over several sessions. Students must complete a comprehensive analysis of the case. The following documentation of activities is required:

• Transcription of the complete counseling session.
• Signed form of consent from the client or their authorized representative for purposes of others having access to session content. (You as the intern will keep a record of the consent. Do not place a copy in the materials submitted.) You will also need a signed consent form from the supervisor who represents the institution providing services to the client.
• A written complete psychosocial history of the client.
• A summary of medical issues related to the disability.
• A discussion of ethical and legal implications in working with this particular client. This should include citations from the ethical codes and professional literature, illustrating the case through theories and basic concepts.
• A discussion of how developmental and contextual issues influenced this client and his/her current problems.
• A discussion of how the client’s disability may result in discrimination and/or exclusion.
• Vocational and independent living issues.
• A discussion of how the disability has affected this person’s life.
• Identification of at least three different hypotheses about potential client problems. Students must identify content from the transcription that provides support for the hypotheses.
• A summary of an individual written rehabilitation plan (IWRP) which is clearly linked to the identified hypotheses and should include the client’s rehabilitation goal, and objectives and interventions.
• A discussion of the student-counselor’s personal reactions to the client, including any countertransference issues. This should include a discussion of the student-counselor’s personal attitudes and feelings about working with this particular client.

Students must submit to their faculty advisor a final written document addressing the requirements listed above. The report must be typed and double-spaced. Included in this report should be a transcript of the counseling session and the tape itself. This entire documentation must be submitted to the advisor no later than April 1.

The advisor and one other faculty member will evaluate the report and the counseling skills demonstrated by the student. The advisor will select another faculty member in the rehabilitation counseling program to review the report and tape. Students may either receive a pass or fail based on their evaluation. If there is a difference of opinion between these two faculty, then a third faculty member will be asked to review the materials. Evaluation of the documentation will be completed by faculty no later than May 1 in order for the student to rework and then resubmit the written analysis of the case. The resubmission must be returned to the student’s advisor no later than May 15 in order for a student to meet requirements for graduation.

ACADEMIC INTEGRITY/CODE OF CONDUCT

All students in the School for Global Inclusion and Social Development are required to be familiar with and comply with the University Code of Conduct and Academic Integrity. The Code of Student Conduct defines the standard of acceptable behavior for students and reflects the expectations in all elements of the program:
https://www.umb.edu/life_on_campus/policies/community/code

Academic Policy

The following are academic policies that apply to all students at the University of Massachusetts Boston. Material is adapted from the Graduate Studies web page.

Continuous Registration
Each degree-seeking graduate student must maintain continuous registration until the degree sought by the student has been formally awarded. If the student does not register in any semester for course, thesis, or dissertation credits, he or she will be required to pay a program fee for that semester.
**Statute of Limitations**

Achievement of a master’s or doctoral degree signifies mastery of one’s chosen discipline. Rather than being merely a collection of courses, a graduate degree requires intense commitment to scholarship and practice within a specific period of time. Such focus and coherence is lost if the degree is not completed within a reasonable time period. Therefore, each program requires that students complete their course of study within designated time limits. Students in the SGISD master’s program need to complete their program within 7 years. A student who fails to complete a program within that established time limit is subject to dismissal. Time limits for completion are included on students’ grade reports, class schedules and invitations to register.

In exceptional cases, an extension of the time limit may be granted by the Dean of Graduate Studies. In such cases, the student must submit a request to the graduate program director (GPD) with a letter of explanation accompanied by a detailed schedule for completion. A letter from the student’s graduate program director concurring with the request must be submitted to the Dean of Graduate Studies with the student’s request.

**Leave of Absence**

A student may obtain a leave of absence up to a maximum of two years by filing a request that must be approved by the GPD and the Dean of Graduate Studies. A leave of absence extends the time limit by the length of the leave, but the student must pay the program fee for each semester of the leave.

**Academic Average for Graduate Degrees and Certificates**

A student must maintain a cumulative average of 3.0 in courses taken to satisfy requirements in order to graduate. For complete information on degree requirements, please see the University’s graduate bulletin.

**Academic Probation**

A student is placed on probation when the GPD requests such action. A memorandum explaining the reason(s) for the recommendation along with the recommended criteria which the student must meet before the status is removed is forwarded to the Dean of Graduate Studies and placed into the student’s file. Probation can be removed only by the Dean of Graduate Studies and only upon the recommendation of the GPD. Justification for either restoration to degree-seeking status or dismissal must accompany the request.

**Academic Dismissal**

A student who in any two semesters, consecutive or otherwise, has semester averages of below 2.8 is subject to academic dismissal upon recommendation of the GPD to the Dean of Graduate Studies.

**Maximum Credit Load**

A graduate student may register for up to 12 credits during the fall and spring semesters and nine credits during the summer. Any student who wishes to register for more than the maximum credit load must secure written permission from the GPD.
Retaking Courses
A student may repeat any course, provided the student has not taken and passed a more advanced course for which it is a prerequisite. The course may be repeated regardless of the grade received, but there may be only one such repetition. If a student repeats a course, both grades will appear on the student’s transcript, but only the second grade will be computed in the student’s cumulative average.

Full-time and Part-time Status
For most purposes, full-time graduate study is defined as nine or more credits and part-time as eight or fewer credits. Doctoral candidates engaged in dissertation research may be considered full-time students, for some purposes, regardless of the number of dissertation credits for which they register, provided their graduate program certifies that they are working full time on research. Students seeking financial aid should obtain detailed information about full-time and part-time status requirements from the Office of Financial Aid Services.

Withdrawing from the University
The effective date of withdrawal from the University is that on which all forms are completed, signed and returned to the Office of Graduate Admissions and the Graduate Registrar. The last day students may withdraw is the last day of classes of the semester. Students withdrawing receive a W for each course in which they are enrolled. Failure to complete a withdrawal form will result in the recording of the grade of F (failure) for all courses at the end of the term. To withdraw from the University, a student must do the following: a) Consult with the graduate program director, and b) Receive clearance from any University office in which financial charges have been incurred.

Readmission
Graduate degree candidates must maintain continuous registration, either by enrolling for course, thesis, capstone or dissertation credits; or by paying a program fee. Any student who has failed to maintain continuous registration and who wishes to resume his or her pursuit of the degree must apply for readmission, and will be subject to the policies and requirements in effect at the time of readmission. The applicant must complete a readmission application form and pay readmission and all back program fees before the application will be considered.

Before the applicant can be readmitted, the application must be approved by the GPD and the Dean of Graduate Studies. The deadline for readmission applications is one month before the beginning of the semester for which application is being made. Any student wishing readmission should contact the Office of Graduate Admissions and the Graduate Registrar for further information. Eligibility for readmission is limited to students who were in good standing at the time of their withdrawal, and who are still in compliance with the statute of limitations policy governing the completion of the degree. For complete information, please see the University’s graduate bulletin.

Grades – Not Attending (NA)
The Not Attending (NA) grade signifies that although a student registers for a course and appears on the class roster, the student never attended the class. The NA grade is not a substitute for dropping a course, since a student is still responsible for all tuition and fee charges for courses designated NA on his/her record. The NA grade has no effect on the student’s cumulative grade point average.

The NA grade designation may be replaced on a student’s record by a “W” (withdrawal) provided that the student submits a withdrawal form to the Office of Graduate Admissions and the Graduate Registrar before the withdrawal deadline.

**Grades – Incomplete**

A grade of Incomplete (INC) is not automatically awarded when a student fails to complete a course. Incompletes are usually awarded when satisfactory work has been accomplished in the majority of the course and the student is unable to complete course requirements due to circumstances beyond his/her control. Incompletes are given at the discretion of the instructor. The student must negotiate with and receive the approval of the course instructor in order to receive a grade of incomplete. A copy of the written agreement between the faculty member and the student which specifies the work to be completed and the deadline for completion must be kept on file in the program office.

The initiative in arranging for the removal of an “Incomplete” rests with the student. This regulation does not apply to thesis, dissertation, or capstone credits.

In all cases, a student can obtain credit for an “Incomplete” only by finishing the work of the course before the end of one calendar year from the time of enrollment in that course. At the end of that period, if a grade is not submitted, an F (Failure) will be recorded.

**Audits**

A graduate student may audit any class on a space-available basis, but may not use that course to complete any degree requirement. Registration for audits is not permitted during pre-registration. To register as an auditor, a student must complete the regular registration or add/drop form (including written permission from the instructor to audit the course), write “AUD” in the course credit column, and submit the form to the Office of Graduate Admissions and the Graduate Registrar by the end of the add-drop period. Once the course is designated “AUD,” the student cannot receive a grade for it. Students are assessed full tuition and fees (including lab fees) for an audited course. Conditions for the audit are negotiated by the student and the instructor.

**Transfer of Courses and Credits**

Applicants who have completed graduate course work at other accredited institutions may transfer towards the completion of a UMass Boston graduate degree up to the equivalent of 6 credits from courses in which the applicant received a grade of B or higher, provided these are courses that a) have not been used to fulfill requirements for another degree, and b) were earned no more than seven years before matriculation in the program into which the student wishes to transfer credit.
Adding or Dropping Courses
During the “add/drop period”—usually five days at the beginning of each semester—a student may add, drop, or change courses without penalty; that is, no entry will be made on the student’s permanent record. No courses may be added after this period. Please note: a student enrolled in only one course and wishing to drop that course must either pay the program fee to remain active in the program, or withdraw from the program.

Withdrawing from Courses
After the add/drop period, a student may withdraw from a course by completing a course withdrawal form before the withdrawal deadline noted for each term in the academic calendar. Withdrawal forms are available from the Office of Graduate Admissions and the Graduate Registrar and must be submitted to that office by the published deadline. A grade of W will appear on the student’s transcript for a course the student has withdrawn from.

Refunds and Reductions
Please note: Students receive a full tuition refund for each course dropped during the add/drop period. No refunds are given for course withdrawals after the add/drop period. Students withdrawing from the University may receive partial refunds depending on when the withdrawal takes place. For complete information, please see the University’s graduate bulletin.
FREQUENTLY ASKED QUESTIONS

• How do I set up an e-mail account?
Information about establishing a UMass e-mail account can be found at http://www.umb.edu/it/getting_services/email/logging_on_for_the_first_time. If you need help, you can send an email to ITServiceDesk@umb.edu or call 617-287-5220. We are available from 8 a.m. to 6 p.m. Monday through Friday, excluding holidays. All students must have a UMass email address.

• How do I know what books are required for my classes?
If you are taking an online class, the syllabus will be posted on Blackboard and there will be information about necessary books listed there. For in-person classes you will receive a syllabus at the beginning of the semester. If you would like to purchase your books prior to the start of the semester, you can email the professor.

• Where do I purchase books?
The bookstore is so much more than a place to buy textbooks. It also stocks UMass Boston gear, office supplies, computer products, snacks, and more. The Reading Room, home to the occasional book signing, lecture, or movie, is also a great place to relax and study. For more information, call 617-287-5090. Students can also purchase books using online resources.

• How do I access the Graduate Writing Center?
The purpose of the Graduate Writing Center (GWC) is to provide one-to-one conferences to students who are willing to make a commitment to work with a professional consultant over several weeks. Students who are in the process of completing graduate coursework at UMass Boston, and who wish to develop their paper writing process, graduate-level research skills, and/or understanding of the general expectations associated with graduate study, should consider signing up for conferences. Generally, a student meets with his/her consultant for weekly one-hour appointments. The GWC is located in the Campus Center. Frequently asked questions can be accessed here: www.umb.edu/academics/vpass/academic_support/tutoring/graduate_writing_center.

For more information about the GWC, contact them by phone (617-287-6550) or email (Academic.Support@umb.edu).

• How do I access the Healey Instructional Research Guide/Guidance?
What has traditionally been called library research has become increasingly complex. In support of the teaching mission of the University, Healey Library offers a variety of programs and services to help UMass Boston students engage in key, lifelong, critical thinking and information-seeking skills. A reference-instruction librarian will meet with your class in your classroom or in the library’s hands-on Center for Library Instruction. Students will learn to maximize their
information literacy skills and effectively use and evaluate relevant print and electronic resources. For more information, contact the Library at library.reference@umb.edu or 617-287-5940, or visit the reference librarians on the 4th floor of the Library.

- **Is there a counseling center available on campus?**
  Yes. The Counseling Center at UMass Boston is available to help students identify and access the most appropriate services for their particular situation. In the Fall 2011 National College Health Assessment Survey of over 25,000 college students, mental health issues had a significant impact on students’ academic performance. In particular, stress, sleep difficulties, anxiety, and depression were those most frequently cited as responsible for causing students to do less well than they otherwise would or could have. Fortunately, mental health professionals can help college students to address these (and other) issues in constructive ways, so that students are able to reach their full potential and make the most of their college experience. More information about the Counseling Center can be found here: http://www.umb.edu/healthservices/counseling_center. You can also contact them directly by visiting the office, Quinn Administration Building, 2nd Floor, or by phone, 617.287.5690.

- **Where do I go for IT help?**
  The Information Technology Services Division will be able to help with managing your student password, getting the support you need for full participation in the classroom, and accessing Blackboard. Accessing the webpage that lists frequently asked questions may be helpful: www.umb.edu/it/getting_help/faq. Otherwise, if you would like direct support, the IT Service Desk is located on the 3rd floor of the Library. You can also contact them by phone (617-287-5229) or email (ITServiceDesk@umb.edu).

- **What is Atomic Learning and how do I access it?**
  Atomic Learning is an online training resource that is available 24/7 and open to all UMass Boston students, staff, and faculty. Atomic Learning allows people direct access to “How do I do that?” questions about 200+ programs, such as Microsoft Office, Adobe Photoshop, Windows and Apple operating systems, and more. Accessing Atomic Learning is easy and can be done by logging in with your full UMass Boston email address and password. For more information, visit: http://www.umb.edu/it/getting_services/training/atomic_learning.

- **Where do I go for advising?**
  An academic advisor will be assigned to you at the beginning of the year. Your faculty advisor will work with you to develop a plan of study and identify which semester you need to take courses to complete your program in your desired timelines. Your faculty advisor will also communicate with you each semester prior to pre-registration to ensure that you are on track to complete your program.
Other forms of advisory guidance may be sought from the Office of Academic Affairs, the Office of Academic Services, the Office of Financial Aid, the Office of Diversity and Inclusion, or other offices based on your needs.

• **Who do I contact about disability services?**
  Disability services are provided and overseen by the Ross Center. The mission of the Ross Center is to serve as a resource for the UMass Boston campus community in order to ensure academic access and inclusion for students, promoting a view of disability informed by social, cultural, and political forces. The Ross Center strives to create inclusive academic environments by advancing the construct of universal design throughout the university. We accomplish this by providing academic accommodations, resources and training in assistive technology, and information to increase the understanding of disability throughout the university community. For more information, visit the Ross Center for Disability Services, Campus Center, 2nd floor or call 617-287-7430.

• **How do I register for classes?**
  Registration begins at the beginning of November for the spring semester and the beginning of April for the fall semester. Check the academic calendar for the exact date. Students are assigned starting dates based on the number of earned credits so that not all students begin on the first day of registration. All continuing active students must register prior to January 1 for the spring semester and June 1 for the fall semester or they will be assessed the late fee.

  Students are emailed an invitation to register before each registration period. The email details the date they can begin their registration and it will also include the late registration date. SGISD will also be in touch with students prior to registration times with information on program-related registration requirements, advising office hours, and more. More information can be found by visiting [http://www.umb.edu/registrar/registration_courses/register_for_courses](http://www.umb.edu/registrar/registration_courses/register_for_courses).

• **How and when do I apply for graduation?**
  Graduate students apply for graduation by filling out the degree application form. We strongly suggest that you print out an unofficial copy of your transcript to make sure all courses, grades and transfer credit are present. Submit the completed degree application to the Registrar’s Office by the degree deadline date. Once your degree application is approved, the Bursar’s Office will bill you for the mandatory $191 commencement fee. Graduate students must print the appropriate degree application form for their degree and follow the instructions. More information can be found at [http://www.umb.edu/registrar/graduation/applying_for_graduation](http://www.umb.edu/registrar/graduation/applying_for_graduation).

• **Is it possible to enroll in the programs on a part-time basis?**
Yes, part-time study is allowed for the master’s degree.

- **Can I start in the spring term?**
  Master’s students may begin in spring or fall term.

- **How long will it take me to earn my degree?**
  Master’s students may expect to complete the degree program in 2 years, including summers (full-time), or in 3-5 years (part-time).

- **Am I able to contact individual professors?**
  We encourage current and potential students to make connections with faculty members to discuss their research interests and current areas of work. These discussions may be useful in selecting the specific academic course or concentration to pursue, as well as for getting advice on internships, employment, conferences and other means of participating in professional activities.

### Professional Organizations

We encourage students to belong to professional rehabilitation counseling organizations, such as those listed below. These rehabilitation counseling organizations are divisions in larger professional organizations. Listed below are names and addresses of the organizations.

**American Counseling Association**  
Division: American Rehabilitation Counseling Association  
5999 Stevenson Avenue  
Alexandria, VA 22304-3300  
(800) 545-2223 Phone  

**National Rehabilitation Association**  
633 South Washington Street  
Alexandria, VA 22314  
(703) 836-0850 Phone  
(703) 836-0848 Fax  
[http://www.nationalrehab.org](http://www.nationalrehab.org)

**National Rehabilitation Counseling Association**  
Post Office Box 4480  
Manassas, Virginia 20108  
(703) 361-2077 Phone  
(703) 361-2489 Fax  
[http://nrca-net.org](http://nrca-net.org)


**Code of Professional Ethics for Rehabilitation Counselors**


CRCC Recommended Citation:

The code is developed and administered by the Commission on Rehabilitation Counselor Certification (CRCC®), 1699 East Woodfield Road, Suite 300, Schaumburg, IL 60173. (847) 944-1325
[http://www.crccertification.com](http://www.crccertification.com)
262 CMR 4.00: Requirements For Licensure As a Rehabilitation Counselor

By the Division of Professional Licensure

4.01: Licensure Requirements

(1) **Preface.** To qualify for licensure as a rehabilitation counselor, pursuant to the requirements of M.G.L. c. 112, § 165, as amended, an applicant must provide evidence satisfactory to the Board that the professional standards and education experience requirements described in 262 CMR 4.01(3) have been met by the applicant.

All licensed rehabilitation counselors are charged with having knowledge of the existence of 262 CMR and required to practice rehabilitation counseling in accordance with them.

(2) **Definitions.**

**Approved Supervisor.**

(a) A rehabilitation counselor currently certified as a CRC by the CRCC;

(b) a currently licensed rehabilitation counselor, or an individual who meets the qualifications for licensure as a rehabilitation counselor by the Board; or

(c) a person who has a minimum of five years of clinical experience in rehabilitation counseling and either:

   1. a master's degree in rehabilitation counseling or a related field;
   2. a doctorate in psychology; or
   3. a medical degree with a subspecialization in psychiatry.

**Board.** Board of Allied Mental Health and Human Services Professions.

**CRCC.** The Commission on Rehabilitation Counselor Certification.

**CRC.** Certified Rehabilitation Counselor credential issued by the CRCC.

**Full Time.** 35 hours per week/48 weeks per year.

**Graduate Level Course.** Three credit semester or four credit quarter graduate level course.

**Group Supervision.** A regularly scheduled meeting of not more than six rehabilitation professionals with an approved supervisor for a period of at least one hour. "Peer" supervision will not be considered to be qualifying supervision for these purposes.
**Individual Supervision.** A meeting of not more than one or two rehabilitation professionals with an approved supervisor for a period of at least one hour.

**Internship.**

(a) A distinctly defined, post-practicum, supervised curricular experience intended to enable the rehabilitation counselor to refine and enhance basic rehabilitation counseling skills, develop more advanced rehabilitation counseling skills, and integrate professional knowledge and skills pertinent to the initial post-graduate professional experience.

(b) An internship completed after the award of a qualifying graduate degree must include a clearly defined program and schedule of services and duties to be performed by the intern. Written evaluations of the performance of the interns, as well as an evaluation of the internship experiences by the intern, must be included in post-graduate internships.

**Licensure Examination.** The examination for licensure as a rehabilitation counselor shall be the CRCC Certification Examination. The CRC credential/certification is not required for licensure. The licensure examination is administered two times per year by the CRCC. For information on sites, dates of administration, and fees, contact the CRCC.

**Recognized Educational Institution.** An educational institution licensed by the state in which it is located which meets national standards for the granting of a master's or doctoral degree. "National Standards" shall be deemed to include, but not be limited to, approval by the United States Department of Education.

**Related Field.** Counselor education, psychology, counseling psychology, education with a concentration in counseling or psychology, or other field determined by the Board to be a related field.

**Supervised Clinical Experience.** A minimum total of 200 hours of group and individual supervision in the clinical practice of rehabilitation counseling by an approved supervisor. A minimum of 100 hours of the required minimum 200 hours of supervision must be individual supervision.

(3) **Licensure Eligibility.** A candidate for licensure as a rehabilitation counselor must meet the requirements set forth in 262 CMR 4.01(3)(a) through (e).

(a) **A Master's or Doctoral Degree in Rehabilitation Counseling or a Related Field from a Recognized Educational Institution.** The graduate degree program of study must have included an internship. If an applicant's master's or doctoral degree program of study consisted of less than 48 semester hours, or, if the applicant's master's or doctoral degree program of study did not include the courses listed in 262 CMR 4.01(3)(b) and/or an internship, evidence of completion of graduate level courses and/or an internship outside of the degree program sufficient to meet the 48 semester hour, course and internship requirements, must be submitted to the Board for review and approval. An applicant who was awarded a graduate degree from a combined professional graduate
program must submit the program of study for such combined program for review and approval of such program by the Board;

(b) Successful completion of one graduate level course in each of the following content areas (Total courses required = 5):

- Job Placement/Development/Vocational Analysis/Transferable Skill Development
- Vocational Assessment and Evaluation
- Vocational and Affective Counseling
- Rehabilitation Plan Development
- Medical Aspects of Disabilities

(c) A minimum of two years full-time, post-master's degree supervised clinical experience or equivalent part-time, work experience in rehabilitation counseling in a clinic or hospital licensed by the Department of Mental Health or accredited by the Joint Commission on Accreditation of Hospitals or in an equivalent center or institute, or under the direction of an approved supervisor. Applicants who have completed a qualifying master's degree consisting of a 48 semester hour program of study which included an internship may be credited a maximum of ½ of the total number of hours of the internship experience toward the clinical experience requirement;

(d) Successful completion of a Supervised Clinical Experience; and

(e) Achievement of a passing score on the licensure examination. If an applicant is currently a CRC in good standing, a copy of the applicant's CRCC membership certificate may be submitted with the licensure application in lieu of an examination score report from the CRCC.

**REGULATORY AUTHORITY**

262 CMR 4.00: M.G.L. c. 112, §§ 163 through 172, c. 13, §§ 88 through 90, St. 1987 c. 521, as amended by St. 1989 c. 720 and St. 1990 c. 477.

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General Important Forms:

As a courtesy to our students, we have gathered a database of important forms that you may need as you join our University community. Below you will find a link that provides you with a comprehensive listing of many commonly used and/or needed forms. We hope this is helpful in making your time with us as seamless as possible!

Link to Commonly Used Forms:  
file:///C:/Users/User/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Content.Outlook/F5UYWP8V/Organizational%20Chart%20-%20Students.html

Link Includes Important Forms Associated with Major Departments at the University of Massachusetts Boston Including:

- Enrollment Management
- Academic Affairs
- Financial Matters
- Healey Library
- Student Affairs
- Information Technology
- Health Services
- Diversity and Inclusion
- Special Events