

# **Student Handbook**

## **Rehabilitation Counseling Program**



## **California State University San Bernardino**

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**STUDENT MANUAL  
REHABILITATION COUNSELING PROGRAM  
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY & COUNSELING  
COLLEGE OF EDUCATION**

**Welcome to the Rehabilitation Counseling Program**

Rehabilitation Counseling Graduates of the Master's Program at CSUSB are in great demand because of their theoretical and applied knowledge. The Program comprises formal course work, seminars, practica, and fieldwork/internship experiences. It is designed for students who intend to work with people with disabilities in public and private rehabilitation agencies, medical facilities, special community college programs, workshops, workers' compensation programs, psychiatric and correction facilities, and social aspects of disability, as well as job placement of individuals with disabilities.

This handbook was designed and developed to make you aware of the policies and procedures that are to be followed while you are a student in the Rehabilitation Counseling (RC) program located within the Educational Psychology and Counseling (EPC) Department. We ask that you read this handbook carefully. Information in this handbook is subject to change, so you should check the RC and the EPC websites periodically. The existing policies and requirements of the University govern all graduate students; you should also familiarize yourself with policies and requirements that are specific to your program within EPC.

**Master of Arts** (*Accredited by the Council on Rehabilitation Education - CORE*)

The Master of Arts (MA) in Rehabilitation Counseling offered by the College of Education is designed to prepare students to work with individuals with disabilities in public and private rehabilitation agencies, hospitals, industry and related fields. The graduate program, a three-year course of study, will train students in rehabilitation counseling, vocational evaluation and job placement of persons with disabilities. The program has both didactic and clinical components. Students will take the Certified Rehabilitation Counselor Examination as part of their exit requirements from the program.

Rehabilitation Counseling is a growing field in the mental health and allied health professions. A rehabilitation counselor helps persons with disabilities achieve their optimal social, psychological and vocational potential. Whenever possible, the final goal of rehabilitation is job placement. The rehabilitation counselor works with people who have different disabilities. The handicaps may be physical, intellectual, emotional or socio-cultural.

Students will be encouraged to develop areas of specialization by completing research of individual interest and clinical field experiences in the specialization area. The program recruits to develop a diversity of program which is reflective of the community. Students with bi-lingual and cultural diversity are encouraged to enter this area as a

career choice for individuals with high-energy who want to use their creativity along with a desire to have independence in their career. Those new to the profession can anticipate a diverse range of opportunities in a career that offers competitive salaries and benefits.

### **Program Mission**

The mission of the Rehabilitation Counseling program at CSUSB is to develop students to be Rehabilitation Counselors who work with individuals with disabilities. Students may work as practitioners, case managers, and administrators. Special encouragement is given to students who wish to focus on bilingual/multicultural issues in their program. The Program encourages the recruitment, retention, and successful completion of students from under-represented populations in order to ensure diversity within the profession.

### **Program Objectives**

1. Produce graduates to work with individuals with disabilities in the Inland Empire.
2. Train students who can become Certified Rehabilitation Counselors.
3. Train students in the effective delivery of rehabilitation services for individuals with physical, mental, and social disabilities.
4. Produce graduates with bi-lingual skills to work with individuals with disabilities.

The philosophy of the program also upholds the values underlying the scope of practice for Rehabilitation Counseling, (CRCC, undated) including:

1. Facilitation of independence, integration, and inclusion of people with disabilities in employment and the community;
2. Belief in the dignity and worth of all people;
3. Commitment to a sense of equal justice based on a model of accommodation to provide and equalize the opportunities to participate in all rights and privileges available to all people; and a commitment to supporting persons with disabilities in advocacy activities to achieve this status and empower themselves;
4. Emphasis on the holistic nature of human function which is procedurally facilitated by the utilization of such techniques as interdisciplinary teamwork, counseling to assist in maintaining a holistic perspective, and a commitment to considering individuals within the context of their family systems and communities;
5. Recognition of the importance of focusing on the assets of the person;
6. Commitment to models of service delivery that emphasize integrated, comprehensive services that are mutually planned by the consumer and the Rehabilitation Counselor.

This philosophy statement is reflected in the program's professional curriculum that was designed to prepare professional, entry-level students to assume the roles of a Rehabilitation Counselor in the public or private sector.

### **Employment Opportunities for Graduates of the Program**

Rehabilitation Counselors practice in both the public and private sectors such as independent living centers, employee assistance programs, hospitals and clinics, mental health organizations, public school programs, and employer-based disability prevention and management programs. While the term "Rehabilitation Counselor" is used in a majority of settings, one may also find titles such as "rehabilitation consultant" or "case manager". Examples of settings in which Rehabilitation Counselors are presently employed including the following:

- Public rehabilitation programs
- Mental health centers
- Private, nonprofit, community-based organizations
- Public school systems
- Private rehabilitation companies
- Insurance companies
- Independent living centers
- Rehabilitation Centers
- Employee assistance programs
- Business and industry
- Colleges and universities
- Worker's compensation agencies
- Corrections facilities
- Medical centers and hospitals
- Private practices
- Job training centers
- One-Stop Career Centers
- Substance abuse facilities

In terms of clients, the Rehabilitation Counselor typically works with adults, or youth age 16 and up. Historically, the Rehabilitation Counselor has worked with individuals with physical disabilities. Today, in addition to serving people with physical disabilities, Rehabilitation Counselors work with a variety of other populations including clients with developmental, cognitive, emotional, psychiatric and addiction disabilities as well as young adults preparing for future careers. Examples of the major types of disabilities encountered by Rehabilitation Counselors would include:

- Physical disabilities
- Psychiatric disabilities
- Sensory impairments
- Developmental disabilities

- Learning disabilities
- Emotional disabilities
- Neurological disorders
- Chemical dependencies

Locally, because of the need for qualified rehabilitation counselors to address Comprehensive State Personnel Development requirements of the public rehabilitation program, it is anticipated that a number of the program graduates will obtain employment with the State VR program. Fieldwork/internship placements will be used to address the civil service hiring limitations.

### **Admission to Rehabilitation Counseling M.A. Program**

In addition to the general requirements of the university, specific requirements for admission to classified graduate status are:

1. A baccalaureate degree with a major preferably in education, psychology, sociology, or a related field
2. A cumulative undergraduate grade point average of 3.0 (“B”) overall
3. Completion of the graduate entrance writing requirement.
4. A cumulative grade point average of 3.0 (“B”) in all previous graduate work
5. Completion of an interview with two faculty members to assess competence in interpersonal skills and aptitudes for the rehabilitation counseling profession
6. Participation in a continual evaluation process which will assess personality and character, professional ethics and aptitude, counseling skills, oral and written language usage and many-sided interests
7. Students need to pass EREH 615 and EREH 616A with a grade of "B" or better in each course.

### **Advancement to Candidacy**

In order to be formally advanced to candidacy, a student must have:

1. Achieved classified graduate standing
2. Satisfactorily completed EREH 615 and EREH 616A with a grade of “B” (3.0) or better
3. Completed with a grade point average of 3.0 (“B”) no more than 24 quarter units of course work

4. Secured approval of candidacy from the College of Education
5. Filed an approved graduate program plan in consultation with the program advisor and coordinator
6. Submitted a proposal for the graduation writing requirement.

### **Requirements for Graduation**

1. A minimum of 72 quarter units of acceptable work, with 59 completed in residence at this university
2. A minimum of 48 quarter units of credit taken after a student has been advanced to candidacy for the degree
3. A grade point average of 3.0 (“B”) in course work taken to satisfy the Master of Arts degree requirements, including EREH 615 and 616A, and grades of “C” (2.0) or better in all courses in the program
4. Successful completion of the Certified Rehabilitation Counselor (CRC) exam, which is a national Certification examination given by the Commission on Rehabilitation Counselor Certification located in Schaumburg, Illinois.

### **Degree Requirements (72 units)**

- EREH 610 Research and Assessment in Rehabilitation (4)
- EREH 615 Introduction to Rehabilitation Counseling (4)
- EREH 616A Multiple Aspects of Disability – Medical (4)
- EREH 616B Multiple Aspects of Disability – Vocational/Psycho-Social (4)
- EREH 617 Vocational Assessment and Development (4)
- EREH 618 Applied Job Placement (4)
- EREH 649 Organizational Development of Rehabilitation Services (4)
- EREH 652 Dynamics of Human Behavior (4)
- EREH 655 Multicultural Counseling (4)
- EREH 656 Counseling Theories and Techniques (4)
- EREH 657 Counseling Practicum (4)
- EREH 667 Advanced Practicum in Rehabilitation Counseling (4)
- EREH 672 Seminar Topics in Rehabilitation Counseling (Topic examples: Casework Management, Research in Rehabilitation, Current Issues in Rehabilitation, and Multicultural Issues) (4)
- EREH 678 Theory and Practice of Group Counseling (4)
- EREH 679 Fieldwork/Internship in Rehabilitation Counseling (4) for a total of (12)

## Culminating Experience (4 units)

1. EREH 695 Certified Rehabilitation Counselor Examination Preparation (4)
2. EREH 999 Comprehensive Examination (0). A grade of CR will be awarded upon successful completion of the Certified Rehabilitation Counselor (CRC) Examination.

Successful completion of the CRC examination which is a national Certification examination given by the Commission on Rehabilitation Counselor Certification in Shaumburg, Illinois (see CRC website at: [www.crc certification.com](http://www.crc certification.com) for more information). The exam is given three times per year in March, July, and October with testing sites in California. Students need to apply on an individual basis and pay a fee to take the CRC exam. Students need to provide evidence of registration for the CRC exam no later than the first part of October of their third year in the program.

Students must take the CRC exam no later than one year after the completion of all required coursework for the master's degree in Rehabilitation Counseling. Student's scores will be sent to the Coordinator of the Rehabilitation Counseling Master's program, and will be credited to EREH 999. If a student does not pass the CRC exam on the first attempt, the student will need to retake the exam the next time the CRC is given. If after the second attempt the student does not pass the examination, the student needs to petition both the Dean of Graduate Studies and the Coordinator of the Rehabilitation Counseling Program for permission to develop a plan of remediation in order to retake the CRC exam.

## Certificate Program

Certificates may be earned by regularly matriculated or Extended Learning students and denote successful completion of a prescribed preprogram of study designed to (a) impart specified professional/vocational/career competencies; of (b) produce mastery of the content of a sub-field of an academic major (discipline); or (c) provide exposure to the range of materials in a traditional or emerging disciplinary field. Certain certificate programs contain 600-level courses as requirements and/or electives. These 600-level courses may not be taken by undergraduate students.

## Certificate in Rehabilitation Counseling

### Certificate Requirements (28 units)

- EREH 610 Introduction to Research in Rehabilitation (4)
- EREH 615 Introduction to Rehabilitation Counseling (4)
- EFEH 616A Multiple Aspects of Disability: Medical (4)
- EREH 616B Multiple Aspects of Disability: Vocational (4)
- EREH 617 Vocational Assessment and Development (4)



EREH 618 Applied Job Placement (4)

EREH 649 Organizational Development of Rehabilitation Services (4)

**Note:** EREH 615 must be completed with a grade of “B” (3.0) or better to continue work in the certificate program.

## **Course Offerings in Rehabilitation Counseling**

### **Upper Division**

#### **EREH 542 Seminar in Rehabilitation Counseling**

Intensive study of topics and problems in rehabilitation counseling. May be repeated for credit as subject matter changes and with consent of instructor. Prerequisite: graduate standing or consent of instructor. (1-4 units)

### **Graduate/Post-baccalaureate**

*May not be taken by undergraduate students*

#### **EREH 610 Research and Assessment in Rehabilitation**

Principles of research, research design, methods of data collection, introduction to personality, aptitude, achievement measurements relating to issues of significance to the field of rehabilitation. Observation data and measurement collection. (4 units)

#### **EREH 615 Introduction to Rehabilitation Counseling**

Fundamental processes and practices of rehabilitation counseling including examination and analysis of the historical, philosophical, organizational, economic and legal basis of rehabilitation. Orientation and field visits to community rehabilitation counseling agencies required. (4 units)

#### **EREH 616 Multiple Aspects of Disability**

Orientation to community resources providing services to individuals with disabilities. Multiple aspects of disabilities. Implications of disabilities for vocational adjustments and rehabilitation processes.

**a. Medical.** (4 units)

**b. Vocational/Psychosocial.** Prerequisite: EREH 616A or consent of instructor (4 units)

#### **EREH 617 Vocational Assessment and Development**

Survey of methods of vocational assessment of individuals with disabilities. Vocational development theories, occupational and career information systems and psychology of work. Prerequisites: EREH 615, 616A, 616B or consent of instructor (4 units)

**EREH 618 Applied Job Placement**

Survey of methods and techniques of job placement with different client populations in rehabilitation settings. Job analysis, job seeking, training skills, placement and follow-up for rehabilitation clients. Prerequisites: EREH 615, 616A, 616B and 617 or consent of instructor. (4 units)

**EREH 649 Organizational Development of Rehabilitation Services**

Various types of training, administration, developmental and job placement programs used in industry, public and private rehabilitation agencies and insurance companies. Prerequisites: EREH 615, 616A, 616B, 617 and 618 or consent of instructor. (4 units)

**EREH 652 Dynamics of Human Behavior**

Theories of learning and human growth and development using life-span approach from a rehabilitation counseling perspective. Includes effects of racial, lifestyles and sex stereotyping in the community. (4 units)

**EREH 655 Multicultural Counseling in Rehabilitation**

Theory of and techniques of counseling skills to serve multi-ethnic populations relating to individuals with disabilities. Analysis of differing socio-economic, racial, and social backgrounds of individuals with disabilities. (4 units)

**EREH 656 Counseling Theories and Techniques in Rehabilitation**

Theories and techniques of counseling, application to rehabilitation settings; experiential orientation in working with individuals with disabilities. Prerequisite: EREH 615 or consent of program coordinator. (4 units)

**EREH 657 Counseling Practicum in Rehabilitation**

Supervised practice in the application of counseling skills, theories and techniques working with individuals with disabilities in laboratory and in community settings. Includes 50 hours of related practice with individuals with disabilities. Prerequisites: EREH 615, 616A, and 656 or permission of the program coordinator. (4 units)

**EREH 667 Advanced Practicum in Rehabilitation Counseling**

Supervised practice in individual rehabilitation counseling in community settings with some laboratory reinforcement. Includes 50 hours of face to face practice in the community with individuals with disabilities. Prerequisite: EREH 657 or permission of the program coordinator. (4 units)

**EREH 672 Seminar Topics in Rehabilitation Counseling**

Seminar topics include research in rehabilitation, casework management, multicultural issues in rehabilitation and current issues in rehabilitation counseling. Students will complete a research paper which will meet the graduation writing requirement. (4 units)

**EREH 678 Theory and Practice of Group Counseling in Rehabilitation**

Theories and techniques of group counseling in rehabilitation settings with individuals with disabilities. EREH 615, 616A, 656 and 657 or permission of the Program coordinator. (4 units)

**EREH 679 Clinical Field Experience in Rehabilitation Counseling**

Field experience in Rehabilitation Counseling. Students will take fieldwork in segments of four units for a total of 12 units. Segments of four units require that a student complete successful placement in a community agency with a minimum of 200 clock hours of which 80 hours must be in one-on-one counseling with individuals with disabilities. Students will be allowed to take up to two segments in one quarter. Graded: Credit/no credit. Prerequisites: Completion of EREH 657 and 667 no exceptions. (4 units) for a total of (12 units)

**EREH 695 Certified Rehabilitation Counselor Examination Preparation**

Preparation for the Certified Rehabilitation Counselor Examination. Graded credit/no credit. Prerequisites: completion of 48 units in the program and/or consent of the program coordinator. (4 units)

**EREH 999 Comprehensive Examination**

An assessment of the student's ability to integrate the knowledge of the area, show critical and independent thinking and demonstrate mastery of the subject matter. A grade of CR will be awarded upon successful completion of the Certified Rehabilitation Counselor (CRC) examination. Prerequisites: advancement to candidacy, approval of the department, completion of course work in the master's program, be in good academic standing, and have permission of the program coordinator. (0 units)

**Schedule of Classes****Year 1, Fall**

EREH 615 Introduction to Rehabilitation Counseling (4)  
EREH 616A Multiple Aspects of Disability – Medical (4)

**Winter**

EREH 616B Multiple Aspects of Disability – Vocational (Psychosocial) (4)  
EREH 656 Counseling Theories and Techniques (4)

**Spring**

EREH 652 Dynamics of Human Behavior (4)  
EREH 657 Practicum I (4)

**Year 2, Fall**

EREH 610 Introduction to Research (4)  
EREH 649 Organizational Services in Rehabilitation (4)

**Winter**

EREH 617 Vocational Assessment (4)  
EREH 667 Advanced Practicum in Rehabilitation Counseling

**Spring**

EREH 618 Job Placement (4)  
EREH 678 Group Counseling Theories (4)  
\*EREH 679 Clinical Fieldwork (4)

**Year 3, Fall**

EREH 695 Study Course for CRC Exam (4)  
\*EREH 679 Clinical Fieldwork (4)

**Winter**

EREH 655 Multicultural Counseling (4)  
\*EREH 679 Clinical Fieldwork (4)  
EREH 999 Comprehensive Exam (0)

**Spring**

EREH 672 Seminar Topics in Rehabilitation(4)  
EHEH 542D Introduction to Psychiatric Rehabilitation (4)

*\*Student must have completed EREH 657 and EREH 667 Practicum courses with 100 hours of experience before enrolling in EREH 679.*

**Academic Honesty Policy - Plagiarism and Cheating**

Plagiarism and cheating are violations of the Student Discipline Code and may be dealt with by both the instructor and the Judicial Affairs Officer. Procedures for addressing cheating and plagiarism are found below. Questions about academic dishonesty and the policy should be addressed to the Office of the Vice President, Student Services.

Plagiarism is the act of presenting the ideas and writing of another as one's own. Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.

Cheating includes but is not limited to:

- Copying, in part or in whole, from another's test, software, or other evaluation instrument;
- Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy;
- Submitting work simultaneously presented in two courses, unless this has been

approved by both course instructors or by the department policies of both departments;

- Using or consulting during an examination sources or materials not authorized by the instructor;
- Altering or interfering with grading or grading instructions;
- Sitting for an examination by a surrogate, or as a surrogate;
- Any other act committed by a student in the course of his or her academic work, which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

Plagiarism is academically dishonest and subjects the offending student to penalties up to and including expulsion. Students must make appropriate acknowledgements of the original source where material written or compiled by another is used.

### **Student Responsibilities**

Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life.

### **Statement on Student Professionalism for Rehabilitation Counseling**

Every Rehabilitation Counseling faculty member in the Department of Educational Psychology and Counseling is committed to making the highest standards of professionalism a significant component of the process of preparing future Rehabilitation Counselors. Learning to become a professional Rehabilitation Counselor is more complex than completing a sequence of courses. Individuals who desire to become excellent Rehabilitation Counselors must have, or learn, the basic skills needed to be a member of this profession. Additionally, students must acquire a set of professional competencies during courses and field-based experiences that comprise the training sequence.

A major component of Rehabilitation Counselor education must include and emphasize such factors as the individual's level of responsibility, honesty, commitment, integrity, work habits, interpersonal skills, enthusiasm, creativity, sense of humor, social perceptiveness, potential for leadership, judgment, potential for growth, and other qualities and characteristics valued by the profession.

Some behaviors indicating the likelihood that an individual will perform as a Rehabilitation Counseling professional include:

- a. Class attendance according to standards set by the faculty member
- b. Class participation according to standards set by the faculty member

- c. Demonstrate appropriate (verbal and nonverbal) communication patterns
- d. Prompt completion of course or field work requirements by assigned due dates unless provided an extension by the instructor
- e. Attend to class discussion and lecture presentations without prompts
- f. Accept leadership opportunities within classroom and fieldwork activities
- g. Willingness to engage in a variety of field placement opportunities with adults with disabilities
- h. Involvement in professional groups or activities
- i. Articulate a general understanding of rehabilitation counseling related issues
- j. Comprehension of the professional literature
- k. Demonstrate responsibility by adhering to the behaviors stated in this document and class syllabi
- l. Demonstrate integrity by adhering to university and professional standards
- m. Demonstrate initiative by adhering to the behaviors stated in class syllabi
- n. Articulate a general awareness of community, state, national and world events which impact the rehabilitation counseling profession
- o. Willingness to build collegiality by working with peers in collaborative, reflective and problem-solving settings
- p. Demonstrate value of diversity and develop knowledge and awareness of how to effectively work with clients and colleagues in multicultural environments
- q. Demonstrate the ability to accept supervision and instructional feedback and respond by appropriate modification of behavior.

### **Student Performance Evaluation**

Performance of students enrolled in the program is evaluated through ongoing feedback and grading across the quarter in each course, with formal grades assigned at the end of the quarter for each course, and for clinical work in practica and internship. The Department of EPC and the RC program abide by the school-wide policy grading and academic probation (CSUSB Bulletin of Courses, Graduate Degree Programs, Standards for Graduate Study), which provides overview guidelines for minimum passing scores (maintenance of a 3.0 overall GPA), Advancement to Candidacy, and abides by the guidelines for redress of alleged academic integrity compromise set forth in the CSUSB Policy on Plagiarism and Cheating.

If a student is deemed to be proceeding in an unsatisfactory manner by the midterm evaluation, a written report will be prepared by the Program Coordinator summarizing both the points of concerns and a specific action plan for remediation, including specific recommendations, behavioral outcomes, and deadlines for review that offer a realistic opportunity for the student to experience an ultimately successful academic experience.

The Rehabilitation Counseling program has instituted a regular and formal evaluation process by which rehabilitation professionals in the field and CSUSB faculty members are requested to provide developmentally appropriate feedback to individuals in the areas of knowledge, skills, and attitudes. The process incorporates the qualities,

characteristics, and behaviors of professional performance detailed in the Statement on Student Professionalism for Rehabilitation Counseling. The faculty will take the accumulated information into consideration regarding continuation in the program and permission to enroll in Practica and Fieldwork/Internship courses.

If faculty members believe that a student is having significant difficulty with one or more of the above-described behaviors, the Program Coordinator will request a meeting with the student, express faculty concerns, and provide a summary letter to the student. A copy of the letter will be sent to site supervisor (if a field site is involved in the concern), a copy to the course Instructor, a copy maintained by the Program Coordinator, and a copy placed in the student's file. When two concerns accumulate, the student may be requested to meet with a committee of the faculty to: (a) explore the nature of the concern(s), (b) hear the student's perception of the reason for the concern(s), (c) discuss any corrective or remedial actions that may be appropriate, and/or (d) discuss the feasibility of the student's continued enrollment in the professional training sequence. If corrective measures do not occur, the student may be dismissed from the program.

### **Probation and Dismissal**

Student competency in the program begins when the student is admitted to the program, and continues until the Program is completed. It is the intent of the Rehabilitation Counseling faculty to monitor a student throughout the program by way of the advisement plan and offering support and guidance when needed. In the event that a student is identified as not meeting expected academic and professional standards, the student may be placed on probation, as outlined in the CSUSB Bulletin, Standards for Graduate Study.

The faculty has the responsibility to notify a student who is not progressing well in the program and, if needed, placing a student on probation. At that time, the student will meet with the Program Coordinator and/or Faculty Committee, to discuss the student's future in the program. Further review may be undertaken by an ad hoc faculty committee or the faculty as a whole as needed. All students also need to pass both clinical reviews (Practica and Fieldwork/Internship) and maintain a 3.0 GPA or better to graduate. The RC program reserves the right to seek dismissal of a student who is determined to be unsuited to be a Rehabilitation Counseling professional. Student and appeals will be based on University policy.

### **Practica and Fieldwork/ Internship and Evaluation**

**(See Handbooks for Practicum and Fieldwork/Internship Experiences)**

#### **Practicum**

Supervised practice in rehabilitation is designed to provide students in the Rehabilitation Counseling program an opportunity for practical counseling experience

with persons of all ages who have various disabilities. Rehabilitation Counseling, as a profession, often requires graduates to be able to function as professionals upon graduation. A developing Rehabilitation Counselor needs the practicum experience to further develop counseling approaches and techniques in the safety of a setting that allows for professional growth.

The practicum requires the student to utilize the skills and techniques learned in previous coursework. The course Instructor, the field supervisor, and the student will cooperatively determine the exact nature of the practicum experience, depending on the learning needs and interests of the student. The practicum experience allows the student to elect to work with various disability groups, which may include persons with physical impairments, sensory impairments, mental retardation, emotional disturbances, psychiatric disabilities, chemical dependencies, terminal illnesses, and others.

### **Fieldwork/Internship**

Fieldwork/internship is a period of supervised practical experience involving the utilization or application of previously learned skills or theories. It is a planned learning experience and is designed to complement the didactic phase of the academic program. The purpose of the fieldwork/internship is to develop new insights and to provide new experiences that will contribute to the intern's educational development and professional growth.

The major purpose for the evaluation of students is:

1. to assess the student's progress,
2. to assess strengths and weaknesses in the student's professional performance,
3. to assess program strengths and weaknesses, as they are reflected in the student's performance.

Evaluation is a continuous process that is to be directed toward strengthening the student personally and professionally. Therefore, evaluation will be conducted with the student, not merely of the student, and will provide the student with an opportunity to appraise the experience and derive meaning for the student.

### **Field Supervision**

Supervised practice in rehabilitation counseling brings together, in a realistic setting, diverse kinds of client problems and helps students acquire proficiency and gain confidence in all aspects of rehabilitation counseling. It exists primarily to enhance the professional development of students. Supervision of students will be the joint responsibility of the agency person to whom the student is assigned and the faculty advisor. Since the clients with whom students will be working are assigned to the agency person, and ultimately will be the agency person's responsibility, it is expected that most of the day-to-day supervision will be done by the agency person.



Agency responsibilities include:

1. Assigning a supervisor to the student who has sufficient experience in service areas to help the student develop as a counselor.
2. Holding regularly scheduled supervisory conferences (one hour per week) with the student counselor.
3. Supervising day-to-day activities of the student.
4. Assigning cases appropriate to the level of competence of the student.
5. Meeting as needed with the faculty advisor to evaluate progress.
6. Completion of a competency evaluation form at the end of the Practica or Fieldwork/ Internship experience.

Responsibilities of the faculty advisor will include:

1. Arranging meetings between the student and the agency person to whom the student is assigned.
2. Providing the agency with information on the student, including strengths and weaknesses.
3. Conferring with the student and agency person on a regularly scheduled basis.
4. Meeting with the student and agency advisor in conference as needed.

(Consult the Practicum and Fieldwork/Internship Manual for a description of supervisory responsibilities required for the Practicum and Fieldwork/Internship Program.)

### **Liability Insurance**

Prior to participating in EREH 657 Counseling Practicum, EREH 667 Advanced Practicum in Rehabilitation Counseling, and EREH 679 Fieldwork/Internship in Rehabilitation Counseling, the student must have liability insurance. It can be obtained through a professional membership, such as the National Rehabilitation Counseling Association, American Counseling Association, or the National Rehabilitation Association. Further information can be obtained from your advisor or the faculty member teaching these classes.

### **Disability Resources and Services**

In our commitment to the furthering of knowledge and fulfilling our educational mission, CSUSB seeks a campus climate that welcomes, celebrates, and promotes respect for the entire variety of human experience. In our commitment to diversity, we welcome people from all backgrounds and we seek to include knowledge and values from many cultures in the curriculum and extra-curricular life of the campus community. Dimensions of diversity shall include, but are not limited to: race, ethnicity, religious belief, sexual orientation, sex/gender, disability, socioeconomic status, cultural orientation, national origin, and age (*CSU San Bernardino University Diversity Committee Statement of Commitment to Diversity, 1995*). In keeping with the

University's Commitment to Diversity, the faculty of the College of Education fully supports the Americans with Disabilities Act (ADA). Faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Services to Students with Disabilities and who needs and requests accommodation.

### **Quantitative and Qualitative Evaluation Procedure**

Program evaluation strategies are both process and product focused. The process evaluation strategies are qualitative emphasizing the scope, appropriateness, and quality of the educational experiences offered. The quantitative evaluations, being product oriented, focus on the numbers of students graduating, grade point averages, number employed, and certification examination results. Program evaluation will be planned and monitored by the Program Coordinator. All program evaluation information is collected and reviewed by the RC faculty on a regular basis (quarterly or yearly as appropriate) and is used for revision of the curriculum relevant to both didactic and fieldwork training components.

Program evaluation is conducted from a formative and summative perspective to address student learning, faculty effectiveness, and curriculum effectiveness. Three methods of formative evaluation are implemented, with the ultimate goal of program feedback and improvement throughout the course to better meet the needs of students and program constituents, including employers and consumers of RC services including:

1. An external advisory committee consisting of representatives from the State-Federal VR program, rehabilitation counselor education, community based rehabilitation facilities and rehabilitation consumers. This committee provides feedback about program curriculum, student activities, and program structure and administration.
2. An annual written survey of CSUSB Rehabilitation Counseling students will be conducted regarding program quality and match of program curriculum with student career goals. Results will be used to modify the program to best meet student needs both in terms of content and in instructional development.
3. Ongoing quarter-end surveys of student evaluation of instructor/course are conducted by an external university department, this data is reviewed by individual faculty and the departmental chair to ensure ongoing quality of classroom instruction.

Methods of summative evaluation address long-term training goals of successful preparation and entry into the state VR system, internal university needs for program quality, and assurance of CORE compliance. These methods include:

1. Written survey of program graduates at 6 months after graduation and then at 3 years after graduation, gathering data on employment setting, type of employment, satisfaction with the RC program, relevance of the RC program to current employment

demands, and suggested curriculum changes.

2. Quantitative evaluation of student outcomes, including graduation rates/progression through the program, GPA, and CRC results.
3. Surveys of employers of graduates to ensure that graduates are meeting the rehabilitation service needs of the region, state, and nation.

## **Contact Us**

### **Dr. Joseph Turpin, Program Coordinator**

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Dr. Turpin has a rich background working in the field of rehabilitation and disabilities. He was director of the county of Racine's mental health, alcohol, drug abuse, and developmental disabilities Agency. Dr. Turpin was in private practice as a vocational expert with the Industrial Clinic working with Worker's compensation and other insurance issues. Dr. Turpin came to CSUSB following three years teaching at Ohio University. Dr. Turpin has a long service record with rehabilitation associations nationally. His area of expertise is psychiatric rehabilitation.

### **Dr. Margaret Cooney, Professor**

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Dr. Cooney earned a doctoral degree in Rehabilitation Counseling from the University of Iowa. Dr. Cooney has worked as a rehabilitation and school counselor where she specialized in career counseling. Interest in how people make successful career and work decisions have been a focus in her professional and research career. She holds national certifications in counseling, rehabilitation counseling, and case management. She is active in Rehabilitation and Counseling Associations.

### **Dr. Connie McReynolds, Professor**

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Dr. McReynolds came to the Rehabilitation Counseling program from faculty at Kent State University. She has over 20 years of expertise in the field of rehabilitation counseling and has maintained a private practice working with individuals with psychiatric disabilities. Dr. McReynolds has worked in State Rehabilitation programs,

mental health, and substance abuse facilities. She has authored articles and book chapters on disability-related issues and has presented on psychiatric rehabilitation and ethics related to rehabilitation counseling at state, national and international levels. Dr. McReynolds has a long history of service with rehabilitation associations at the national level.

**Dwight Sweeney, Ph.D., Professor**

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Dr. Sweeney came to CSUSB from the faculty of UCLA and CSU-Northridge. He has worked in the area of school psychology, special education, and school counseling. He is currently the director of the University Center for Developmental Disabilities. His interdisciplinary approach helps our students appreciate the complexity of working with various community groups. Research interest has focused on Autism and the effect of Autism on the family.

**Educational Psychology and Counseling Office**

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