



*Master of  
Rehabilitation  
Counseling*  
**ALABAMA STATE  
UNIVERSITY**

*Student Handbook*

## **Vision**

Alabama State University (ASU) will achieve global recognition through excellence in teaching, research and service. ASU will advance its current Carnegie Classification to a Doctoral/Professional University. ASU aspires to be a national leader in developing students through a transformational educational experience with global impact. As a community builder and partner, ASU will continue to have a measurable impact on society through innovative education and scholarly research.

## **Mission**

Alabama State University is a student-centered public HBCU committed to excellence in teaching, research and service. ASU provides a nurturing, holistic learning environment focused on developing students, on campus and virtually, to be global change agents. ASU embraces Community University and philanthropy to create dynamic relationships for positive community impact.

# Table of Contents

Program Overview	4
Program Philosophy	4
Program Mission/Goals, & Program Objectives	4
What is Rehabilitation Counseling	5
Professional Work Settings	6
Faculty	6
Admission	7
Graduate Curriculum/Course Descriptions	7-10
ASU's Review and Retention Policy	10-11
Dismissal	11
Student Conduct	12
Grievances	12
Practicum/Internship	12-13
Privacy & Confidentiality of Counseling Acknowledgment Form	13
Certified Rehabilitation Counselor Exam	14
Program Evaluation	14-15
Program Resources	15
ASU Student Resources	16-17
Contact Us	18
Appendix	19
Acknowledgement of Receipt of Handbook	19
Release of Information for CRC Exam Results	20
Social Media Policy	21
Privacy & Confidentiality of Counseling Acknowledgment Form	25

***This handbook is intended to serve as a guide for students entering the Master of Rehabilitation Counseling (MRC) Program at Alabama State University (ASU)***

**Program Overview**

The Master of Rehabilitation Counseling (MRC) Program at ASU is located in the Department of Rehabilitation Studies and the College of Health Sciences. The Department offers the Master of Rehabilitation Counseling (MRC) degree in Rehabilitation Counseling and the Bachelor of Science degree in Rehabilitation Services with a concentration in Addiction Studies (BSRS).

The MRC Program curriculum is an inclusive response to Rehabilitation Services Administration (RSA) and State Vocational Rehabilitation Services personnel initiatives. The program was previously accredited by the Council on Rehabilitation Education (CORE). Currently, the program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Each MRC course is revised (if needed) every year based on input from students, faculty, graduates, intern supervisors, CACREP, and employers of MRC graduates.

**Program Philosophy**

The Master of Rehabilitation Counseling (MRC) Program faculty members believe that a holistic approach is vital to understanding human development, life stages, correcting maladaptive behavior, and enhancing health and wellness. With that in mind, we encourage students to develop awareness and competencies for understanding the bio, psycho, and social aspects of human function. Our emphasis is on educational and psychological theories and strategies for growth and change through counseling, consultation, educational seminars, and small-group work. The faculty in the MRC Program wish to promote each student's development, including individual pursuits related to counseling and human development. We encourage flexibility in planning a student's program for acquiring skills necessary for career fulfillment through knowledge, research, didactic courses, lab experiences, and supervised field experiences.

**Program Mission & Goals**

The mission of the Master of Rehabilitation Counseling (MRC) Program is to prepare students to become professional Rehabilitation Counselors who work in partnership with people with disabilities. The primary ongoing goals of the MRC Program include: developing and maintaining an educational curriculum focused on effective student learning and development in rehabilitation counseling; preparing students to become professionals who are committed to effectively partnering with people with disabilities to achieve their maximum vocational, psychological, social, and economic independence; and creating culturally sensitive learning environments that promote empowerment for students, consumers, and community members

## **Program Objectives**

Our students will:

- expand scholastic skills for personal, occupational, and professional growth;
- develop a dedication to life-long learning and commitment to public/community service;
- demonstrate professional behaviors that are congruent with the core values and code of ethics and standards of the rehabilitation counseling profession;
- develop and document a plan of care for a consumer who requires counseling interventions that are appropriate to the consumer's status and desired goals;
- demonstrate management skills, including planning, organizing, supervising, delegating and practicing as a member of a multi-disciplinary team;
- practice in a professional, ethical, and legal manner;
- safely, reliably, effectively and efficiently perform appropriate rehabilitation counseling procedures used to assess, evaluate and coordinate vocational services for individuals with disabilities;
- utilize appropriate verbal, nonverbal and written communication with consumers, families and other healthcare providers;
- serve as an advocate for the rehabilitation counseling field;
- participate as consumers of evidence based research; and
- acquire competence in communication skills, leadership and critical thinking.

## **Student Learning Objectives**

Student learning objectives and target performance levels have been established to assess proficiency in the following domains: professional counseling orientation and ethical practice, social and cultural diversity, human growth and development, career development, counseling and helping relationships, group counseling and group work, assessment and testing, research and program evaluation, contextual dimensions, and professional practice.

## **What is Rehabilitation Counseling?**

Rehabilitation counseling is a systematic process which aids persons with physical, developmental, cognitive, and emotional disabilities in achieving personal, career, and independent living goals in the most integrated setting possible through the application of the counseling process. The counseling process involves communication, goal setting, and beneficial growth or change through self-advocacy, psychological, vocational, social, and behavioral interventions. Additionally, rehabilitation counselors strive to assist consumers in overcoming or managing personal, social, and professional effects of disabilities on employment or independent living.

The specific techniques and modalities utilized within the rehabilitation counseling process may include, but not be limited to:

- assessment and appraisal;
- diagnosis and treatment planning;
- career counseling;
- individual and group counseling;
- treatment interventions focused on facilitating adjustment to the medical and psychosocial impacts of disability;
- information and referral;
- case management and service coordination;
- consultation and access to rehabilitation technology;
- interventions to remove environmental, employment and attitudinal barriers;
- program evaluation and research;
- consultation services among multiple parties and regulatory systems; and
- job development and placement services, including assistance with employment and job accommodations.

### **Professional Work Settings**

The majority of rehabilitation counselors work in Federal-State Vocational Rehabilitation Programs with diverse disability caseloads in urban or rural settings. Common federal professional employment settings include the Veterans Administration, Job Corp and Social Security Administration. Others find employment in comprehensive rehabilitation centers, correctional institutions, specialized hospitals or centers assisting persons with visual or hearing impairments, substance use disorders, intellectual or cognitive disabilities, or mental illnesses. Rehabilitation counselors may also work in secondary and post-secondary educational settings. Some are employed as case managers, vocational exerts, or disability consultants in the private sector by insurance companies, attorneys, and business and industry.

### **Faculty**

**Dr. Dothel W. Edwards, Jr., RhD., CRC, CLCP** is a professor of Rehabilitation Studies at ASU. He holds a doctorate in Rehabilitation from Southern Illinois University at Carbondale, IL and a master's degree in Rehabilitation Counseling from South Carolina State University.

**Dr. Angela Hall, PhD.**, is an assistant professor in Rehabilitation Studies at ASU. She holds a doctorate in Rehabilitation and Special Education from Auburn University in Auburn, AL and a master's degree in Counseling and Development from Auburn University.

**Dr. Danita Stapleton, EdD, LPC-S, CRC, NCC, BC-TMH** is the Program Chair and MRC Coordinator for the Department of Rehabilitation Studies at ASU. She holds a doctorate in Education Leadership, Policy and Law from Alabama State University and a master's degree in Rehabilitation Counseling from Florida State University. Dr. Stapleton received her Bachelor of Science degree in Rehabilitation Services from Florida State University.

**Dr. Mary-Anne Joseph** is a tenure track Associate Professor in the Department of Rehabilitation Studies at Alabama State University. Prior to her current position, she was a

Vocational Rehabilitation Counselor for the Virginia Department for the Blind and Vision Impaired. Mary-Anne M. Joseph is a Certified Rehabilitation Counselor. She holds a Ph.D. in Counselor Education and Supervision from Ohio University and a master's of science in Rehabilitation Counseling from Winston Salem State University.

## **Admission**

The MRC Program adheres to Alabama State University's Office of Graduate Studies policies for admission and retention.

No specific undergraduate major is required for the MRC Program, although most students have undergraduate degrees in rehabilitation services, psychology, recreation therapy, social work and criminal justice. The *minimum* requirements for admission to the MRC Program are as follows:

**(1) Admission to the Office of Graduate Studies at ASU.** Contact (334) 229-4275 for the current Graduate Catalog or download the catalog from <http://www.alasu.edu/academics/graduate-studies/index.aspx>

**(2) A bachelor's degree from an accredited college or university** with a minimum 2.5 cumulative grade point average (GPA).

**(3) Application for Admission to the MRC Program-** Applications can be received by calling (334) 229-8776 or (334) 229-8858 or visiting the MRC website <http://www.alasu.edu/academics/colleges--departments/health-sciences/rehabilitation-studies/master-of-rehabilitation-counseling/index.aspx>

**(4) A written personal statement** demonstrating the student's ability to communicate clearly his or her interest in pursuing the MRC Program.

*Applications to the MRC Program are accepted between April 1 and June 30. Effective April 1, 2020, all applicants will participate in (face-to-face) interviews with Program's Admission Committee. Applicants will be informed of the Committee's decision within 30 days of the interview. Due to the sequential nature of courses in the curriculum, incoming full-time students are only allowed to enroll for the fall semester.*

## **Graduate Curriculum & Course Descriptions**

To complete the master's degree program in Rehabilitation Counseling, students must successfully complete a minimum of fifty-one (60) semester hours **and take the Certified Rehabilitation Counselor's exam**. Course work is sequential and integrated, which facilitates the timely completion of the program, acquisition of knowledge and skills, as well as practice and field experiences. Practicum and Internship courses are offered fall and spring semesters, respectively.

## Curriculum (Master of Rehabilitation Counseling Courses)

	<b>CR HRS</b>
<b>Fall, Year 1</b>	
RCOU 503 Vocational and Career Development (Asynchronous)	3
RCOU 511 Foundations of Rehabilitation Counseling (Synchronous)	3
RCOU 513 Medical Aspects of Disability (Asynchronous)	3
RCOU 515 **Legal and Ethics Aspects of Rehabilitation Counseling (Asynchronous)	3
**2nd 8-week session	
<b>Spring, Year 1</b>	
RCOU 501 **Crisis Intervention (Asynchronous)	3
RCOU 531 Job Development and Placement (Asynchronous)	3
COU 514 *DSM (Asynchronous)	3
RCOU 533 **Case Management in Rehabilitation Counseling (Asynchronous)	3
HSC 5014 Psychological Aspects of Disability (Synchronous)	3
*1 <sup>st</sup> 8-week session	
**2 <sup>nd</sup> 8-week session	
<b>Summer, Year 1</b>	
RCOU 502 Counseling Theories and Techniques (Asynchronous)	3
COU 539 Readings in Guidance and Counseling (Asynchronous)	3
<b>Fall, Year 2</b>	
RCOU 611 Rehabilitation Practicum (Synchronous)	3
RCOU 615 Vocational Assessment and Evaluation (Asynchronous)	3
RCOU 617 Research Methods (Asynchronous)	3
RCOU 524 *Group Counseling (Asynchronous)	3
COU 530 **Family Counseling (Synchronous)	3
*1 <sup>st</sup> 8-week session	
**2 <sup>nd</sup> 8-week session	
<b>Spring, Year 2</b>	
RCOU 621 Rehabilitation Internship (Synchronous)	6
*1 <sup>st</sup> 8-week session	
<b>Summer, Year 2</b>	
RCOU 632 *Human Growth and Development (Asynchronous)	3
RCOU 518 Multi-Cultural Counseling Issues (Asynchronous)	3
*1 <sup>st</sup> 8-week session	

**Professional Curriculum Total Credit Hours**

**60**



## **Course Descriptions**

(Please see current Graduate Catalog for detailed course descriptions)

### **RCOU 502 Theories and Techniques of Individual Counseling (3)**

This course is designed to provide rehabilitation counseling students with the skills, information, and resources necessary to develop a clear understanding of basic counseling theories and develop basic counseling/helping skills.

### **RCOU 503 Vocational Career Development (3)**

In this course students will be exposed to the vocational aspects of disabilities, including theories and approaches to career development and exploration as well as occupational information, labor market trends, and the importance of meaningful employment with a career focus.

### **RCOU 510 Introduction to Addiction (3)**

This course explores the nature and various constructs of addiction including alcohol and other legal and illegal substances and process of addictions. Attention is given to relate phenomena that produces and/or result in obsessive and compulsive behaviors as well as implications for education, prevention, treatment, and recovery.

### **RCOU 511 Foundations of Rehabilitation Counseling (3)**

This course allows for an introduction to the field of vocational rehabilitation by presenting information on the history and development of the field, legal and legislative aspects of vocational rehabilitation, the role and function of the vocational rehabilitation professional, current practices and trends in the field, and various groups of persons with disabilities. The purpose of this course is to help students gain knowledge of the history of disability in the United States and the development of the field of vocational rehabilitation.

### **RCOU 513 Medical Aspects of Disability (3)**

This course is designed to address basic medical terms, functional limitations, developmental consequences and other impacts of disabling conditions commonly encountered by rehabilitation professionals. Vocational implications for rehabilitation professionals are explored.

### **HSC 5014 Psychosocial Aspects of Disability (3)**

Students will be provided with an overview of the psychological and social aspects of disability with an emphasis placed on diversity of experience among individuals with disabilities and their families. The impact of social and psychological aspects of disability on public attitudes, public policy, and law will be examined. The adjustment process experienced by individuals with disabilities and their families will be examined from the perspective of the individual and social context in which adjustment occurs.

### **RCOU 515 Legal and Ethical Aspects of Rehabilitation Counseling (3)**

This course provides identification and implementation of laws and ethical standards affecting rehabilitation counseling practice, with examples of their application and use in professional decision making.

### **RCOU 518 Multi-Cultural Counseling Issues (3)**

This course will provide students with current knowledge of appropriate multicultural competencies as it pertains to providing rehabilitation counseling to individuals with disabilities. In addition, students' awareness and attitudes based on such factors as age, race, religious association, disability, gender, sexual orientation, ethnicity, family patterns, and socioeconomic status will also be explored.

**RCOU 524 Group Counseling (3)**

This course is a survey of theories and methodologies used in group counseling in the field of rehabilitation with emphasis on utilization with diverse populations.

**RCOU 531 Job Development and Placement (3)**

Students will be given an overview of employment development, job seeking and job retention factors that pertain to employment, and job seeking skills training for persons with disabilities who participate in rehabilitation programs will be examined. Students will complete a professional portfolio, labor market O\*Net assignment, transfer- ability of work skills analysis, and job analysis.

**RCOU 533 Case Management (3)**

This course is designed to help students understand the case management process, including case finding, service coordination, referral to and utilization of other disciplines and client advocacy. Students will learn how to plan for the provision of independent living services and vocational rehabilitation services. Students are required to identify and use community resources and services in rehabilitation planning utilizing computer applications and technology for caseload management, functional assessment and job matching.

**RCOU 611 Rehabilitation Practicum (3)**

This course is to provide students with experiences within the clinical experience. Students will observe and learn basic rehabilitation counseling skills from trained rehabilitation counselors with CRC credentials. Students will incorporate on campus classroom experiences while dealing with rehabilitation counseling concerns and clinical experiences. Successful completion of this 100 hour course is a prerequisite to the supervised rehabilitation counseling clinical internship experience.

**RCOU 501 Crisis Intervention (3)**

This course is developed to offer students a theoretical and practical background in crisis intervention in a variety of settings. Students will examine relevant research and theory on crisis preparation and crisis intervention, and begin to develop fundamental crisis intervention skills. In addition, students will acquire crisis theories, and examine relevant research on crisis and resolution. Primary emphasis during then course will be on learning models and skills for helping people in crisis.

**RCOU 615 Vocational Assessment and Evaluation (3)**

This course will provide students with an understanding of basic statistical concepts; a working knowledge of test selection, administration, interpretation of test results and communication of findings in a comprehensive vocational evaluation report. A major emphasis will be on the application of the procedures and utilization of work related behavioral observations, individual evaluation plans, vocational counseling, standardized tests, work samples, and situational assessments.

**RCOU 617 Research Methods (3)**

This course is designed to provide students with the skills, information, and resources necessary to develop a clear understanding of research methods for rehabilitation counseling. Specifically, students will learn to review appropriate literature, participate in library and database research for rehabilitation related information, read and understand basic statistics and research methods (qualitative and quantitative), understand importance of outcomes- based research for effective practice, and apply ethical, legal, and

cultural competence to basic research and evaluation.

### **RCOU 621 Rehabilitation Internship (6)**

The internship is designed to provide rehabilitation counseling students with a variety of professional leading experiences through the completion of prescribed activities in a rehabilitation organization under the supervision of a rehabilitation counselor with CRC credentials. The major focus of the course will be the integration and application of class- room and field based knowledge gained throughout the Rehabilitation Counseling program. Students are required to complete a minimum of 600 clock hours during Internship.

### **RCOU 632 Human Growth and Development (3)**

This course will provide rehabilitation counseling students with a comprehensive study of human growth development for helping professionals. This course will review theories related to human development across the life span and their implications and applications with persons with disabilities.

### **COU 514 DSM (3)**

This course is designed to provide counseling students with a working knowledge of the Diagnostic and Statistical Manual, and of the mental disorders described therein.

### **COU 530 Family Counseling (3)**

A study of family counseling models, including study of family systems and major family theoretical approaches, interactional patterns of the individual and the family through various stages of the life cycle, and contemporary individual and family issues.

### **COU 539 Readings in Guidance and Counseling (3)**

This course will review of writings in selected topics in counseling.

Topics will include physical, emotional, moral, and cognitive development and the interaction of development and disability; human sexuality and disability; spiritually and religious aspects; transition issues as they relate to family, school, employment, aging, and disability; social and learning needs of individuals across the life span, and ethical and legal issues impacting individuals and families related to adjustment and transition..

**The ASU MRC Program adheres to ASU's Office of Graduate Studies' policies for admission and retention.**

### **Policy**

1. A systematic review of each student is made on an ongoing basis as they matriculate through the program. A student's progress shall be evaluated on the basis of grade point average and faculty observations of performance and progress in the didactic, lab, and field experiences.
2. In situations where evaluations of a student indicate inappropriateness for the field of rehabilitation counseling, faculty members assist in facilitating student's self awareness and possibly a change to an area more appropriate for the student.

## **Types of Review**

1. Semester Review: Each semester all students are reviewed for academic progress and personal and interpersonal growth related to professional development.
2. Comprehensive Review: A comprehensive review of student progress by the faculty is made when there is sufficient concern by one or more faculty members regarding a student's academic progress or when a student's personal or interpersonal behavior inhibits professional development and effectiveness.
3. Retention Conference: After a comprehensive review, a conference is held with the student by the advisor and at least one other faculty member when there is serious concern about the student continuing in the program beyond the semester enrolled.

## **Procedures**

1. By the end of each semester the faculty shall review the cumulative progress of all students enrolled.
2. The comprehensive review is conducted when a faculty member or student requests that such be done. Such a request can be made at any time but ordinarily will be done in conjunction with the end of the semester review. Specific concerns and strengths regarding the student's progress shall be made. When appropriate, faculty commendations and recommendations are to be included in the report that goes to the student.
3. Within two weeks after the comprehensive review, the advisor is expected to have a conference with the student and orally report the concerns and recommendations of the faculty.
4. When deemed advisable by the faculty, a retention conference shall be held with the student, but only after a full review has been made. At least two faculty members, including the student's advisor, shall be in attendance. Faculty concerns and recommendations plus any conditions for continuing in the program shall be communicated orally and in writing with one copy to be placed in the student's file. Before any final recommendations are made, the student's own plan for improvement should be given consideration.

## **Dismissal**

All graduate students are required to maintain a cumulative average of 3.0 (B) in all graduate work attempted. Grades less than C are not acceptable for graduate credit. A graduate student whose cumulative average in graduate courses falls below 3.0 for two semesters (or terms) is subject to academic dismissal. Per the Graduate Catalog page 33.

Rehabilitation counselor educators shall endorse students for certification, licensure, employment, or completion of academic or training programs based on satisfactory progress and observations while under supervision or training. Regardless of qualifications, rehabilitation counselor educators shall not endorse students whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.

## **Student Conduct**

The MRC Program follows ASU policies on both Academic and General Standards of Conduct, as outlined in *The Pilot* – the ASU Student Handbook. These are available from the Office of Student Affairs (334) 229-4241 or

<http://www.alasu.edu/student-life/index.aspx> In addition, students in the MRC Program are expected to be aware of and follow the current Commission on Rehabilitation Counselor Certification's (CRCC) Code of Professional Ethics for Rehabilitation Counselors available at: <http://www.crccertification.com/>

## **Grievances**

Ideally, grievances should be addressed at the departmental level, through the student's advisor or the chair of the Department of Rehabilitation Studies. When this is not possible, further appeal may be made to the Dean of the College of Health Sciences. If the grievance has been satisfactorily addressed, the student should follow student grievance policy specified in the ASU Graduate Catalog and the Pilot- Student Handbook. The documents can be reviewed at: <http://www.alasu.edu/student-life/index.aspx>

## **Practicum/Internship**

In order to obtain a master's degree in Rehabilitation Counseling students must complete a **100 hour** practicum during the fall semester prior to spring graduation. A **600 hour** internship must be completed the following spring semester. Typically, students graduate in the spring after successful completion of the internship. It is imperative that students begin to explore practicum and internship options upon entry in the program. Faculty advisors can be of assistance in this endeavor. **Students must submit to the Clinical Coordinator a Practicum Agreement no later than July 31 of their final year in the program. Students must submit to the Clinical Coordinator an Internship Agreement no later than November 1 of their final year in the program.** A 600 hour internship equates to a **40-hour** work week. **Students who do not secure paid internships must make certain that they can survive financially during the tenure of the internship.** Students who do not adhere to the aforementioned directives will experience a delay in graduating from the program. It is strongly recommended that students secure their sites early due to the fact that students in other graduate counseling and related programs are also vying for clinical sites.

The MRC program Clinical Coordinator will remain in communication with the practicum and internship sites. If a site supervisor voices concerns regarding the student's ability to achieve

entry-level competencies by the end of the fieldwork term, the Clinical Coordinator will intervene. The Clinical Coordinator may consult the Rehabilitation Studies Department Chair or other Rehabilitation faculty when necessary. Decisions to terminate a practicum or internship will be based on concrete information provided to the Clinical Coordinator and when mutually agreed upon by the Clinical Coordinator and the site supervisor. It should be noted that the Clinical Coordinator cannot maintain a student in a site if the site supervisor wishes to discontinue placement.

The practicum or internship student may petition to terminate their placement. However, the student is responsible for notifying the site supervisor and gaining approval from the site supervisor, the Clinical Coordinator, Department Chair, and the COHS Dean prior to terminating a placement. In addition, the student is responsible for finding an appropriate placement prior to terminating the current placement.

### **Procedures for Maintaining Privacy & Confidentiality of Counseling Instruction Environments:**

The highly interpersonal nature of the counseling profession, and the potential for ineffective counseling and even client harm, requires student counselors to develop qualities of an effective counselor from the moment they enter the program. The following privacy and confidentiality procedures have been established:

1. Instructor and student counselor shall review the *Professional Code of Ethics for Certified Rehabilitation Counselors* (Section B. Confidentiality, Privileged Communication, & Privacy; Section H.5 Rehabilitation Counselor Educator Responsibilities).
2. A student's personal disclosures and reflections shall be held in confidence by the instructor and other student counselors. Such disclosures and reflections pertain to classroom discussions, written assignments, simulated counseling interventions, and small group activities.
3. The student counselor shall respect the privacy and communication revealed by clients during confidential sessions (both internal and external to the Institution).
4. The student counselor shall not disclose information about clients' treatment without their written consent, except for cases of imminent danger to self or others, reports of abuse to vulnerable populations, or a court order.
5. Student counselors shall not be required to disclose highly personal and private information in course- or program-related- assignments and activities (e.g., sexual history, relational history, past abuse or neglect, medical treatment).
6. Students enrolled in RCOU 502 Counseling Theories and Techniques; RCOU 524 Group Counseling; RCOU 518 Multi-Cultural Counseling Issues; RCOU 611 Rehabilitation Practicum; and RCOU 621 Rehabilitation Internship will sign an acknowledgement of consent and understanding of these procedures in addition to receiving a course syllabus.

## Certified Rehabilitation Counselor Exam

The Commission on Rehabilitation Counselor Certification (CRCC) is the world's largest rehabilitation counseling organization dedicated to improving the lives of individuals with disabilities. Since 1974, CRCC has set the standard for competent delivery of quality rehabilitation counseling services through its nationally accredited and internationally recognized Certified Rehabilitation Counselor (CRC) certification program (CRCC, 2019).

**MRC students are required to register for the CRC exam during fall semester prior to spring graduation and internship.** The fee for the exam is \$410. Therefore, students must be deliberate in their planning to cover this significant cost. Students are required to register for the exam during the fall semester, in order to sit for the exam during spring semester, prior to their May graduation. Students must begin to study for this exam their first semester and continue to diligently study until the exam date. Students are strongly encouraged to buy their textbooks, attend class religiously, and take good notes for later and frequent reviews. Group study sessions are strongly encouraged. Students will be afforded coursework opportunities to prepare for the CRC exam.

**All students will be required to sign a release of CRC exam scores so the program can track aggregate pass rates as required by CACREP. The program will also use test scores to improve (strengthen) its curriculum. Individual test scores will be not be shared with anyone outside of the MRC program.**

## Professional Organizations

MRC students are required to join at least one professional association. A list of professional organizations can be found at the following link:

<https://www.crc certification.com/professional-organizations>

Membership in Professional is a great way to meet and establish relationships with other rehabilitation professionals.

## Program Evaluation:

The MRC program provides for a systematic and periodic review of the Program's mission and objectives, and the overall effectiveness of the Program in relation to its mission. The program evaluation includes reviews of:

1. **Special Learning Needs of Students:** Learning needs/difficulties are identified and resolved through joint efforts of students, instructors, and the Office of Disability Services.
2. **Courses and Instructors:** Individual courses and instructors are evaluated prior to the close of each term. Additionally, each course is again reviewed by students at the completion of the internship. Input from students helps to determine the process and content of each course. Faculty members also undergo periodic peer evaluations.

3. **Student Progress:** Students are evaluated in every course regarding knowledge and skill mastery, punctuality and attendance, professionalism, group participation, timely submission of assignments, and total involvement in the program. Team meetings among faculty regarding student progress are on-going, and interventions planned and implemented as necessary to ensure that students have the direction and support they need to be successful in the program. Faculty systematically assesses each student's professional dispositions throughout the program. The assessment process includes the following: (1) identification of key professional dispositions, (2) measurement of student professional dispositions over multiple points in time, and (3) review or analysis of data. A Professional Development and Disposition Rating Form will be completed on each student at the conclusion of the second semester and at the conclusion of their practicum experience.
4. **Practicum:** Feedback from students and agency personnel enhances the student-supervisor relationship and facilitates the student's skill building and personal growth.
5. **Internship:** Interns compile a daily record of activities which is sent to the Program Clinical Coordinator on a weekly basis. A review of these reports enables the Program Clinical Coordinator to determine if the students' learning activities are appropriate and consistent with the program mission as well as the purpose of the internship. The Clinical Coordinator maintains telephone and face-to-face contacts with students and their supervisors for purposes of evaluation and support.
6. **Accomplishments of graduates:** Graduates are surveyed each year for the purpose of maintaining contact with them and learning about their professional and personal accomplishments, and how well the program prepared them for the world of work and their professional endeavors. **Students are strongly encouraged to respond to all surveys.** Data from these surveys are used to make substantive changes to the MRC Program in order to continue to produce quality graduates who provide effective services to consumers with disabilities.
7. **Department of Rehabilitation Studies Advisory Board:** An advisory board comprised of current and former students, rehabilitation professionals, and MRC Program personnel convenes at least once-yearly with the primary attention given to promoting quality and growth in the MRC Program. The members are committed to ensuring that the Program continues to train and graduate high quality rehabilitation professionals to better serve both rehabilitation consumers and employers.

## MRC Program Resources

The MRC Program is housed in the College of Health Sciences in the John L. Buskey Health Sciences Center, a three story, 80,000 Square foot building. This state of the art center offers ten "smart" classrooms, six clinical skills laboratories, a Gross Anatomy Lab, a large general computer lab, three student resource centers, an interdisciplinary clinic, four conference rooms, and four research laboratories. The Buskey Health Science Center also has an auditorium (seats 209) which is equipped for teleconferencing and connecting to universities throughout the region, in addition to two video conferencing rooms that will accommodate 30 and 18 respectively. Alabama State University makes every attempt to full and complete access to all facilities and resources. The program has been allocated a faculty member from the campus



library to assist students in their research endeavors. Students are encouraged to make use of this resource. Students are given the opportunity to present their research at state and national conferences, with minimal cost to the student. Additionally, key cards are available to students for access to the building before and after official university hours. There is a cost for loss of the key card.

## **ASU Student Resources**

### **Office of Student Disability Services (OSDS)**

The OSDS provides assistance to students that will augment their independence and academic success. Academic support services include specialized testing, referrals, classroom accommodations, and other services as necessary. Assistance for students who have disabilities is available from the Office of Student Disability Services – call (334)229-4380. This office provides assistance to students with documented disabilities as necessary for reading, writing, communicating, processing information, and accessing housing, transportation, parking, classrooms, technology and more.

### **John Garrick Hardy University Center**

The John Garrick Hardy Student Center offers one-stop shopping for student services. Most offices students need to visit in order to complete important student-service transactions are located in this sprawling facility, including financial aid, records and registration, student accounts and cashier window, and more. The \$25 million, 80,000-square-foot building features a movie theatre, bookstore, food court, game room, ballroom, and several lounge areas.

### **Counseling Center**

The University Counseling Center offers individual, group, and crisis counseling. Additionally, the staff of the center coordinates services for students with disabilities. The service provided is dependent on the student's need. The Counseling Center is located in J. Garrick Hardy Student Center, Suite C1.50. (334) 229-4382.

### **Office of Graduate Studies**

The fundamental mission of the School of Graduate Studies is to (1) provide leadership for the University's doctorate, education specialist, master's and certificate level post-baccalaureate degree programs; (2) serves as the campus-wide advocate for the advancement of graduate education; and (3) provide oversight for standards of excellence, fairness, and equity in all graduate programs.

### **Library**

The Levi Watkins Learning Center houses the Health Sciences Reference Collection and the bulk of the circulating collection covers health sciences subjects. The circulating collection of health sciences resources consists of 101 titles. The Health Sciences Collection, which is integrated into the general collection for the library, supports the Health Sciences curricula and is accessible via HORNet, the library's web-based management system. The core emphasis of the Health Sciences Collection is to support the curricula and research activities of occupational and

physical therapy, rehabilitation counseling, and health information management. There is an Electronic Resource Center (ERC), which houses 12 PCs, a network laser printer, and a print card dispenser. This center also transforms into a classroom teaching/learning space. The Health Sciences serials are integrated into the general serial title subscription that the library holds for the College of Health Sciences (COHS). There are also 73 full text serials available through electronic databases. The library is well-equipped with electronic and print resources to support the needs of the MRC. Additionally, the COHS is supported by a health sciences librarian and library assistant.

### **Health Services**

The University Health Center seeks to safeguard the health of students. The University Health Center provides the following services: 1) counseling to promote wholesome physical health habits, 2) routine medical care, and 3) emergency medical management assistance. For the benefit of all students attending the university, the center facilities include a well-equipped modern infirmary.

### **Career Services**

Career Services primarily exists to assist students and graduates in their search for the most meaningful and satisfying careers by offering counseling, guidance, and encouragement in job selection and analysis, and by providing information necessary for making individual decisions. The following services are available: career counseling; vocational interest inventories; career and graduate information; career library; resume and letter writing; interview technique skills; part-time, full-time and summer job opportunities; cooperative education and internship opportunities; on-campus interviewing; and career related workshops and seminars.

### **Residence Housing**

Each climate controlled residence hall provides living, learning, and lounge areas. Single sex as well as male and female living accommodations is available.

**Contact Information:**

Alabama State University  
College of Health Sciences  
Department of Rehabilitation Studies  
313 John L. Buskey Building  
1155 North University Drive  
Montgomery, AL 36104  
(Office) 334.229.8776 or 8856  
(ARTDD) 800.253.2546  
(Fax) 334.229.5884

*Note: Portions of this policy were adapted from the University of Tennessee Rehabilitation Counseling Program's Program Manual*

# Appendix

## Acknowledgement of Receipt – Student Handbook

This is to acknowledge that I have received a copy of the MRC student handbook. The contents of the Handbook were covered by MRC faculty, and I was afforded the opportunity to ask questions. I understand that I have an obligation to adhere to all policy, procedures, and directives, herein. I understand that pertinent changes to the Handbook will be submitted to me writing.

---

Student's Printed Name/Date

---

Student's Signature/Date

---

Witness/Date

## CRC Verification Worksheet

{Date}

Commission on Rehabilitation Counselor Certification  
1699 East Woodfield Road  
Suite 300  
Schaumburg IL 60173

Attn: Exam Results Division

Object: Authorization to Release Exam Results to Alabama State University- Master of Rehabilitation Counseling Program

Dear CRCC:

This letter is to acknowledge that you are hereby authorized to release to Dr. D.H. Stapleton the results of my CRC exam. I would like to thank you in advance for your cooperation. Should you have any questions, please do not hesitate to contact me.

{Student Name}

{Exam Date}

{Identification Number}

**College of Health Sciences**  
**Guidelines for Use of Electronic Communications and Social Media**

**Title:** Use of Electronic Communications and Social Media

**Application:** All students enrolled in the ASU College of Health Sciences.

**PURPOSE**

The purpose of these guidelines is to ensure the appropriate, responsible, and safe use of personal and University provided equipment for electronic communications and social media by students within the College of Health Sciences.

**SUMMARY**

These guidelines include the following:

1. Students Responsibilities and Requirements
2. Prohibited Activities
3. College of Health Sciences Responsibilities and Requirements

**Student Responsibilities** – University provided electronic communication tools are the property of Alabama State University and are provided to facilitate the effective and efficient conduct of business. Students may be permitted to access and use social media and that which refers to any aspect of the teaching and learning environment, should be done in a responsible and professional manner. Students are required to adhere to their program-specific Professional Code of Conduct.

**Student Requirements** when using electronic communication tools and social media, students will:

- A. Use their accurate identities and state their affiliation when using electronic communications or social media as it pertains to Alabama State University or the College of Health Sciences.
- B. Ensure the security of sensitive or confidential information when communicating electronically or posting the information on internal (e.g. Alabama State University) or external websites including social media platforms.
- C. Ensure information is accurate prior to posting on social media sites or other electronic media sites. If it is discovered that information is inaccurate after posting, students should work to quickly correct the errors.

**Prohibited Activities**

1. Any use that is in violation of applicable local, state, and federal law.

2. Personal use that creates a direct cost for the College of Health Sciences.
3. Accessing, uploading, downloading, transmitting, printing, communicating, or posting proprietary documents (i.e., tests, assignments, quizzes, and research) or including the work of others in electronic communications, including copyright laws.
4. Accessing, uploading, downloading, transmitting, printing, posting, or storing information with sexually explicit content as prohibited by law.
5. Accessing, uploading, downloading, transmitting, printing, posting, or storing fraudulent, threatening, obscene, intimidating, defamatory, harassing, discriminatory, or otherwise unlawful messages or images.
6. Accessing, uploading, downloading, transmitting, printing, communicating, or posting access-restricted University information, proprietary University information, sensitive University data or records, or copyrighted materials in violation of University or state policy.
7. Unauthorized Spoofing - posting information or sending electronic communications such as email using another's identity.
8. Posting tests, assignments, laboratory or clinical experiences that are prohibited by the University, COHS faculty, or clinical site.
9. Taking or posting photos and videos of human cadavers.
10. Taking or posting pictures and videos or audio recordings of actual patients or patient models without written consent.
11. Use of electronic communication tools in the class, laboratory, or clinical setting without consent of professor of record or his or her designee or clinical supervisor or his or her designee.
12. Any other activities designated as prohibited by the University.

### **College of Health Sciences Responsibilities and Requirements**

- A. No student shall have any expectation of privacy in any message, file, or image or data created, sent, retrieved, or posted. The University have a right to monitor any and all aspects of electronic communications and social media usage. Such monitoring may occur at any time, without notice, and without the student's permission.
- B. Violations of these guidelines will be addressed and appropriate disciplinary action will be determined on a case-by-case basis by the appropriate program and/or Dean.

<b>AUTHORITY</b>
------------------

These guidelines are issued by Alabama State University College of Health Sciences

## RELATED GUIDELINES FOUND IN COLLEGE-RELATED DOCUMENTS

Health Information Management Program Handbook(s)

Occupational Therapy Program Handbook(s)

Rehabilitation Studies Program Handbook(s)

Rehabilitation Counseling Handbook(s)

Physical Therapy Program Handbook(s)

Prosthetics and Orthotics Program Handbook(s)

## DEFINITION OF TERMS

**Computer Network** – two or more computers that share information, typically connected by cable, data line, or satellite link.

**Electronic Communication Tools:** Tools used as a means of sending and receiving messages or information electronically through connected electronic systems or the Internet. Tools may include networked computers, email, voicemail, cell phones, smart phones, and any other similar system, and new technologies as they are developed.

**Internet:** An international network of independent computer systems. The World Wide Web is one of the most recognized means of using the Internet.

**Photo sharing:** The online publishing of photographs with the ability to transfer and share photos with others.

**Social Media:** Form of online communication or publication that allows for multi-directional interaction. Social media includes, blogs, wikis, podcast, social networks, photograph and video hosting websites, crowdsourcing, and new technologies as they evolve.

**Video Sharing:** The online publishing of videos with the ability to transfer and share them with others.

**Users:** All students enrolled in the College of Health Sciences who use Alabama State University's Internet access and/or electronic communications media or external electronic communications media to communicate about the Alabama State University activities.

### **Alabama State University Computer System is for Authorized Use Only**

By accessing or using our network, you accept without limitation, all of the terms and conditions in the Alabama State University Office of Technology Services Policies and Procedures



Handbook which is located online on the OTS website. Alabama State University and the Office of Technology Services reserves the right to change these terms and conditions at any time by using our network. You agree in advance to accept any changes.

**Guidelines - Use of Electronic Communications and Social Media**

**ATTACHMENT A**

**Use of Electronic Communications and Social Media  
*CERTIFICATE OF RECEIPT***

I have been given a copy of Alabama State University College of Health Sciences Guidelines, “Use of Electronic Communications and Social Media” and I understand that it is my responsibility to read and abide by these guidelines, even if I do not agree with it. If I have any questions about the guidelines, I understand that I need to ask my program chair or academic advisor for clarification.

I understand that no student shall have any expectations of privacy in any message, file, image or data created, sent, retrieved, received, or posted in the use of the Alabama State University’s equipment and /or access. Alabama State University have a right to monitor any and all aspects of electronic communications and social media usage. Such monitoring may occur at any time, without notice, and without the student’s permission.

If I refuse to sign this certificate of receipt, my program chair will review this statement with me and will be asked to initial this form indicating that a copy has been given to me and that this statement has been read to me.

Student’s Name:

\_\_\_\_\_

Student’s Number:

\_\_\_\_\_

Signature:

\_\_\_\_\_

Date: \_\_\_\_\_

## Privacy & Confidentiality of Counseling Acknowledgment Form

### Confidentiality Statement for Classroom or Therapy Observations

The Federal Health Insurance Portability and Accountability Act (HIPAA), and their respective regulations protect the confidentiality of medical, educational, and personal information of students. Such information may not be disclosed except as authorized by law or as authorized by student's parent/legal guardian. These privacy laws and regulations apply to all persons, including all persons conducting observations in educational settings. All observers are required to agree to and sign this confidentiality statement.

I understand that, as an observer, I may see, hear, or be exposed to confidential information about students, such as medical information, information about a student's disability, educational performance, and educational services received, or other educationally related information about a student.

I acknowledge that it is my responsibility to respect the privacy and confidentiality of this information. I will not access, use, or disclose any confidential information outside of my observation of student: \_\_\_\_\_.

I understand that if I breach any provision of this Agreement, I may be subject to civil or criminal liability.

\_\_\_\_\_ Student's Name (Please Print)

\_\_\_\_\_ Student's Signature

\_\_\_\_\_ Date

{This page was intentionally  
left blank }