Rehabilitation Counseling Student Handbook

Rehabilitation Counseling Program
School of Allied Health and Communicative Disorders
Northern Illinois University
DeKalb, IL 60115

(815) 753-1484

http://www.chhs.niu.edu/rehab_services/graduate/index.shtml

Last update: August 2013
"It's not what you have lost that matters, but what you have left that counts."

- Mary E. Switzer
# Table of Contents

**INTRODUCTORY INFORMATION**

- Preface .......................................................................................................................... 5  
- Organizational Structure ............................................................................................... 6  
- Faculty ............................................................................................................................. 6  
- Mission, Values, Objectives ........................................................................................... 8  
- Rehabilitation Counseling Discipline ............................................................................... 9  
  - Work Settings and Job Titles ....................................................................................... 9  
  - Credentials .................................................................................................................. 11  

**MAIN PROGRAM INFORMATION**

- Accreditation .................................................................................................................. 14  
- Rehabilitation Counseling Curriculum ........................................................................... 15  
- Academic Policies .......................................................................................................... 18  
  - Accessibility and Accommodations ............................................................................ 18  
  - Admissions .................................................................................................................. 19  
  - Advising ....................................................................................................................... 20  
  - Grade Requirements ................................................................................................... 21  
  - Grievances ................................................................................................................... 21  
  - Student-at-Large .......................................................................................................... 21  
  - Transfer Credit ............................................................................................................ 22  
  - Student Review of Progress ....................................................................................... 22  
  - Remediation ................................................................................................................ 24  
  - Dismissal ....................................................................................................................... 25
Comprehensive Examination................................................................................................................. 25
Practicum and Internship .......................................................................................................................... 26
   100-Hour Supervised Practicum........................................................................................................... 30
   600-Hour Supervised Internship........................................................................................................... 39
Professional Development Hours ............................................................................................................. 45
Thesis ..................................................................................................................................................... 48

SUPPLEMENTAL INFORMATION

Student Association ................................................................................................................................. 49
Communications ................................................................................................................................... 49
Professional Organizations ..................................................................................................................... 50
University Resources .............................................................................................................................. 52
Ethical Codes of Conduct ......................................................................................................................... 54
Academic Misconduct .............................................................................................................................. 55
Method for Updating Handbook ............................................................................................................. 57
Acknowledgments ................................................................................................................................. 58
Preface

On behalf of the faculty and students at Northern Illinois University, we welcome you to the Rehabilitation Counseling Student Handbook (Handbook). Since 1974, our program has prepared students to assist individuals with disabilities in achieving their goals. We are pleased that you have chosen Northern Illinois University to further your education and we look forward to working with you to develop the knowledge and skills necessary to become professional counselors in rehabilitation.

The Handbook was designed to provide you guidance throughout your graduate education experience. In this document are policies and procedures important to our program that will help you succeed and steer you toward professionalism. Specifically, the Handbook will help you understand (a) an overview of the University and the discipline of rehabilitation counseling, (b) the curriculum and policies that shape the rehabilitation counseling education program, and (c) resources to support your education and practice as a rehabilitation counselor. It is the student's responsibility to become familiar with the Handbook and refer to it regularly.

The Handbook is intended to support policies set by the School, College, and University, including, but not limited to, the NIU Student Code of Conduct (http://www.niu.edu/communitystandards/Student_Code_of_Conduct/index.shtml). The rehabilitation counseling program does not have the authority to waive any university requirements.

For agency supervisors, this Handbook contains clinical training and fieldwork requirements as well as provides an overview of the Northern Illinois University Rehabilitation Counseling program.
Organizational Structure

Northern Illinois University (NIU) is comprised of seven colleges, of which, the Rehabilitation Counseling program is located in the College of Health and Human Sciences as part of the School of Allied Health and Communicative Disorders. Other academic units within the College include the School of Family, Consumer, and Nutrition Sciences, the School of Nursing and Health Studies, and the Department of Military Science. Besides Rehabilitation Counseling, academic programs within the School include Audiology, Medical Laboratory Sciences, Physical Therapy, and Speech-Language Pathology.

The School’s academic and clinical programs are located in DuSable Hall, Family Health, Wellness and Literacy Center, and Wirtz Hall. Medical Laboratory Sciences is located in DuSable Hall. Offices of Audiology, Physical Therapy, and Speech-Language Pathology faculty members are located on campus in Wirtz Hall with clinic services at the Family Health, Wellness, and Literacy Center at 3100 Sycamore Road, DeKalb, Illinois. Offices of Rehabilitation Counseling faculty members are located on the third-floor of Wirtz Hall. The main office of the School is located at Wirtz Hall 323.

Rehabilitation Counseling Faculty

Daniel Boutin, Ph.D., CRC, CDMS, NCC

Dr. Boutin is an Associate Professor of Rehabilitation Counseling and the Coordinator of the Rehabilitation Counseling program. He received his doctorate of philosophy in Counselor Education from The Pennsylvania State University. Dr. Boutin’s experience involves providing proprietary rehabilitation services to claimants of long-term disability insurance programs. He has served as the associate editor for the Journal of Applied Rehabilitation Counseling and as an editorial reviewer for the Journal of Rehabilitation. His research includes analyses of the state vocational rehabilitation program and college students with disabilities. Dr. Boutin is a certified rehabilitation counselor, certified disability management specialist, and national certified counselor.
Bryan Dallas, Ph.D., CRC

Dr. Dallas is an Assistant Professor of Rehabilitation Counseling. He received his doctorate of philosophy in Rehabilitation from Southern Illinois University Carbondale. Dr. Dallas' experience involves providing disability-supports for college students with disabilities. He studies the impact of various assistive technologies and universal design instructional methods. Dr. Dallas is a certified rehabilitation counselor.

Deborah Gough, Ed.D., CRC

Dr. Gough is a Professor of Rehabilitation Counseling. She received her doctorate of education in Counselor Education from Northern Illinois University. She has extensive clinical, instructional, and research experience related to the preparation of students for practice in rehabilitation settings. Dr. Gough has served as interim Chair of the School of Allied Health and Communicative Disorders, Coordinator of the Rehabilitation Counseling program, and president of the Illinois Deafness and Rehabilitation Association and the State Council on Rehabilitation Educators. Dr. Gough's scholarship includes loss and adjustment following disability and transition therapy. She is a certified rehabilitation counselor.

Amanda McCarthy, Ed.D., CRC, CVE, LPC, PVE

Dr. McCarthy is a Visiting Assistant Professor of Rehabilitation Counseling. She received her doctorate of education in Counselor Education and Supervision from Northern Illinois University. Dr. McCarthy's experience involves various not-for-profit and public settings providing vocational assessment and rehabilitation counseling services to people with disabilities. She has served as co-editor on a special issue of the Journal of Applied Rehabilitation Counseling. Her research includes clinical (counseling) supervision and vocational assessment. Dr. McCarthy is a certified rehabilitation counselor, certified vocational evaluator, licensed professional counselor, and professional vocational evaluator.
Mission, Vision, and Objectives

Mission

The mission of the Rehabilitation Counseling program is to prepare graduate students for assisting individuals with disabilities to achieve their personal, employment, and independent living goals in the most integrated settings possible through advanced study, culturally sensitive clinical interventions, and integration of evidence-based rehabilitative techniques and modalities.

Vision

The vision of the NIU Rehabilitation Counseling program is to be recognized among CORE-accredited rehabilitation counseling programs as a leader in providing quality preparation of certified rehabilitation counselors.

Objectives

- To cultivate an awareness and belief in the dignity and worth of all people
- To prepare graduate students to become ethically responsible certified rehabilitation counselors
- To provide graduate students the opportunity to develop and integrate multicultural awareness and competency
- To provide graduate students with the counseling skills to function in rehabilitation settings
- To provide graduate students didactic and clinical experiences that enhance knowledge and skills to improve the psychological, social, and vocational health of persons with disabilities across the lifespan
Rehabilitation Counseling Discipline

The sections below provide a general definition of the rehabilitation counseling profession and further resources for exploring work sectors and settings, job titles, and professional credentialing information. The information provided below is not comprehensive of the entire rehabilitation counseling profession, but provides a frame of reference for further student exploration.

Definition

Rehabilitation counselors are the only professional counselors educated and trained at the graduate level specifically to serve individuals with disabilities. Through a comprehensive and unique counseling process, rehabilitation counselors help individuals with disabilities set and achieve their personal, career, and independent living goals. They are the bridge between the person and self-sufficiency, helping them to live on their own, which typically includes securing, or returning to, productive, meaningful work.

Statement taken from the Commission on Rehabilitation Counselor Certification (CRCC) website found at:


Work Settings and Job Titles

Rehabilitation counseling-based work settings can be extremely diverse, as well as job titles. Graduate students in the rehabilitation counseling program will be exposed to many different areas of the profession in order to explore their interests and ultimately, make an informed decision on their desired future work setting. The Commission on Rehabilitation Counselor Certification (CRCC) website is a resource to learn more about work settings and job titles:

http://www.crccertification.com/
There are three general sectors of rehabilitation which include:

1) Public sector: Traditionally, the state and federal vocational rehabilitation (VR) programs have been associated with the public sector of the rehabilitation field. The public VR program is a state and federally funded program that assists eligible individuals with disabilities in securing competitive employment. A common work setting for rehabilitation counselors in the public sector in Illinois is the Illinois Division of Rehabilitation Services (IDRS). Along with an employment focus, rehabilitation counselors working in the public sector may also focus on improving educational or independent living outcomes of individuals with disabilities.

2) Private-non-profit: Non-profit organizations offer specific services and often partner or contract with public sector organizations to assist individuals in attaining rehabilitation goals (e.g., employment, independent living). Specialty services may include job development and placement, job seeking skills training, job coaching, supported employment, among other services.

3) Private-for-profit: The overarching goal of rehabilitation in the private sector is to return individuals to the workforce as quickly as possible, often as a cost containment measure. Services are provided on a fee-for-service basis and specialty areas may include: workers’ compensation, vocational expert legal testimony, disability case management, or business/industrial consulting, among other areas (Rubin & Roessler, 2008). There may also be an emphasis on disability prevention in the workplace.

The CRCC provides comprehensive information on careers and credentialing in the Rehabilitation Counseling profession. Specifically, career information can be found at:

Credentials

Rehabilitation counseling professionals may specialize in many different areas of the field. Often, a specific certification or license is needed to work in a particular job setting. Pursuing the appropriate credentials are important for many reasons including: demonstrating competency, eligibility to apply for certain jobs, and career advancement.

The Certified Rehabilitation Counselor (CRC) credential is the most commonly sought by recent graduates of master’s level rehabilitation counseling programs. A non-exhaustive list of common credentials are listed below with a link to learn more about attainment:

- **Certified Rehabilitation Counselor (CRC)**

  The CRC is the premier credential among rehabilitation counselors. Accredited by the National Commission for Certifying Agencies (NCCA), the CRC Certification Program ensures certificants are of good moral character, meet nationally accepted standards of quality in their practice, and have the requisite educational and professional background. As such, the CRC credential can lead to job placements, job advancement, salary advancement, and both medical and non-medical referrals.


- **Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC)**

  Illinois has two levels of counselor licensing, Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC). You can earn LPC status through education and examination. In order to become an LCPC, you will need to work under supervision and complete an additional exam.
Statement taken directly from the Illinois Counselor Licensure Guide:

http://www.counselor-license.com/states/illinois-counselor-license.html

In Illinois, CRCs are automatically eligible to apply for the LPC credential without further education or examination. In order to sit for the LCPC exam, you must work under supervision for 2 years and accumulate at least 960 hours of direct counseling with clients.

- Certified Vocational Evaluation Specialist (CVE)
- Professional Vocational Evaluator (PVE)
- Certified Work Adjustment Specialist (CWA)
- Certified Career Assessment Associate (CCAA)

The CVE, PVE, CWA, and CCAA credentials are specifically for professionals that work in vocational evaluation and assessment settings. Professionals working in these areas often assess an individual’s potential to attain and retain competitive employment.

For information on CVE, CWA, and CCAA credentials visit:


For information on the PVE credential visit: http://pveregistry.org/

- Certified Disability Management Specialist (CDMS)

Rooted in insurance-based rehabilitation, the field has expanded over the years to encompass a wide variety of services and solutions to help people with illnesses, injuries, and disabilities to return to work or stay at work. Certified Disability Management Specialists possess specialized knowledge and expertise to analyze, prevent, and mitigate the human and economic impact of disability.

Statement taken directly from: http://www.cdms.org/about.php
For more information on the CDMS certification visit:

http://www.cdms.org/aboutcdmscertification.php

- National Certified Counselor (NCC)

  The NCC certification was launched by NBCC in 1983 as a result of the efforts of members of the American Counseling Association (ACA). Since that time, NBCC has become an independent entity and more than 80,000 counselors have become NCCs. The NCC is one of two NBCC certifications that are accredited by the National Commission for Certifying Agencies (NCCA).

  *Statement taken directly from the CRCC website found at:*

  http://www.nbcc.org/OurCertifications

  Three specialty certifications that require the NCC as a prerequisite include:

  - Certified Clinical Mental Health Counselor (CCMHC)
  - National Certified School Counselor (NCSC)
  - Master Addictions Counselor (MAC)

- Assistive Technology Professional (ATP)

  Assistive Technology (AT) is considered any device that helps individuals with disabilities maintain independence (e.g., cane, computer screen reader, wheelchair, etc.). ATP’s specialize in assessing clients’ AT needs, the selection of appropriate technology, and training clients on its’ use.

  The Rehabilitation Engineering and Assistive Technology Society of North America (RESNA) offers a certification exam that tests individuals’ competence in these areas. More information on the certification exam and eligibility requirements may be found here: http://www.resna.org/certification/becoming-certified.dot
o Certified Alcohol and Drug Counselor (CADC)

Information on becoming CADC certified in the State of Illinois can be found here:
http://www.iaodapca.org/. Information on several other specialty certifications may be found at the same web link.

o Certified Life Care Planner (CLCP)

Life Care Planners (LCP) work with individuals with acquired or chronic, debilitating disabilities (Rubin & Roessler, 2008). LCP’s provide a comprehensive rehabilitation plan focused on quality of life and long-term care needs.

For more information on the LCP certification, visit the International Commission on Health Care Certification website found here: http://www.ichcc.org/clcp.html

Accreditation

The Rehabilitation Counseling program is fully and nationally accredited by the Council on Rehabilitation Education (CORE) until August 2021. The purpose of accreditation is to identify high quality programs through external reviews of curricular content and programmatic policies. CORE acknowledges that the accredited NIU Rehabilitation Counseling program meets strict standards to ensure that students develop the skills and knowledge to enter various professional environments serving persons with disabilities. CORE mandates that rehabilitation counseling programs across the United States deliver content related to the following topics:

- Professional identity
- Ethics
- Psychological and social aspects of disability
- Cultural diversity
- Human growth and development
- Employment and career development
- Individual and group counseling
- Counseling theory
- Family dynamics
- Assessment
- Research
- Program evaluation
- Medical and environmental aspects of disability
- Case management

Additional information about CORE is located at: http://www.core-rehab.org/

Rehabilitation Counseling Curriculum

Below is a general outline of the Rehabilitation Counseling program course sequence. Graduate students in the program typically begin their first semester in the fall. However, some flexibility is possible regarding the course sequence below and it should be considered a general guideline that may be modified. For example, some courses, such as AHRC 592, are offered during the summer. Students are not required, but may choose to attend offered courses during the summer. Summer semester course offerings are not listed below.

There are two curriculum tracts students may choose from. The first is a general course sequence and the second one includes additional courses with an emphasis in deafness. Students completing the program with a deafness emphasis will complete additional courses in American Sign Language. Students should meet with their advisors to complete a Program of Study to ensure they complete all required coursework.
More information on the curriculum and course catalog descriptions of the classes listed below may be found at:

http://catalog.niu.edu/preview_program.php?catoid=17&poid=2887&returnto=516

Course Sequence (General)

Fall – 1st Semester

AHCD 600  Introduction to Research in Communicative Disorders (3)

or UHHS 560 (3) or ETR 520 (3)

AHRC 605x  Counseling Skills and Strategies (3)

AHRC 628  Psychosocial Aspects of Disability (3)

AHRC 660  Vocational Rehabilitation and Independent Living (3)

AHRC 686  Practicum in Rehabilitation Counseling (1)

Spring – 2nd Semester

AHRC 662  Vocational Analysis and Job Placement (3)

AHRC 682  Counseling Theories and Techniques with People with Disabilities (3)

AHRC 683  Psychological and Vocational Assessment with Rehabilitation Populations (3)

AHRC 690A  Advanced Practicum: Rehabilitation Counseling (3)

AHRC 686A  Practicum in Rehabilitation Counseling (2)

Fall – 3rd semester

AHRC 592  Medical Aspects of Disability in Rehabilitation (3)

AHRC 686A  Practicum in Rehabilitation Counseling (1)

AHRC 690A  Advanced Practicum: Rehabilitation Counseling (3)

AHRC 777A  Seminar: Rehabilitation Counseling (3)

CAHC 540  Group Counseling (3)
Spring – 4th semester

AHRC 694A  Internship in Rehabilitation Counseling (12)

Total credit hours: 52

Course Sequence (Deafness emphasis)

Fall – 1st semester

AHCD 600  Introduction to Research in Communicative Disorders (3)
          or UHHS 560 (3) or ETR 520 (3)
AHRC 605x  Counseling Skills and Strategies (3)
AHRC 628  Psychosocial Aspects of Disability (3)
AHRC 660  Vocational Rehabilitation and Independent Living (3)
AHRC 686  Practicum in Rehabilitation Counseling (1)

Deficiency course for deafness emphasis:

AHRS 101 American Sign Language I (3)

Spring – 2nd semester

AHRC 662  Vocational Analysis and Job Placement (3)
AHRC 682  Counseling Theories and Techniques with People with Disabilities (3)
AHRC 683  Psychological and Vocational Assessment with Rehabilitation Populations (3)
AHRC 690B  Advanced Practicum: Rehabilitation Counseling (3)
AHRC 686B  Practicum in Rehabilitation Counseling (2)

Deficiency course for deafness emphasis:

AHRS 102 American Sign Language II (3)

Fall – 3rd semester

AHRC 592  Medical Aspects of Disability in Rehabilitation (3)
AHRC 686B  Practicum in Rehabilitation Counseling (1)
AHRC 690B  Advanced Practicum: Rehabilitation Counseling (3)
AHRC 777B  Seminar: Rehabilitation Counseling (3)
CAHC 540  Group Counseling (3)

**Deficiency course (s) for deafness emphasis:**

Workshop on anatomy/pathology of the hearing mechanism

**Spring – 4th semester**

AHRC 694B  Internship in Rehabilitation Counseling (12)

Total credit hours: 52 (minimum)

---

**Academic Policies**

**Accessibility and Accommodations**

Northern Illinois University is committed to providing an accessible educational environment in collaboration with the Disability Resource Center (DRC) (formerly the Center for Access Ability Resources). Any student requiring an academic accommodation due to a disability should let his or her faculty member know as soon as possible. Students who need academic accommodations based on the impact of a disability will be encouraged to contact the DRC if they have not done so already. The DRC is located on the 4th floor of the Health Services Building and can be reached at 815-753-1303 (V) or drc@niu.edu.

*Statement taken directly from the DRC website found at:*


Additional information on accommodations may also be found on the Graduate School’s website found here:
Admissions

- General Requirements for Admission to the School

The School of Allied Health and Communicative Disorders supports an educational environment that recognizes diversity in the broadest terms. Admission decisions are based on academic criteria and not age, disability, ethnicity, gender identity, language, national origin, race, religion, culture, sexual orientation, or social economic status.

Admission as a graduate student to the School requires approval from the School's Graduate Admissions Committee and the School chair. The following guidelines are used by the admissions committee as minimum requirements for admission:

1. The student must have obtained a bachelor's degree at an accredited four year college or university.
2. A GPA of at least 3.0 (4.0 scale) in all undergraduate work.
3. Competitive scores on the Graduate Record Examination (GRE).
4. Two letters of recommendation from professors, employers, or supervisors providing supportive evidence of an applicant's professional qualifications.
5. A typed statement describing the applicant's qualifications, goals and career aspirations as they relate to the rehabilitation counseling program at Northern Illinois University.
6. A pre-admissions interview.

Students in rehabilitation counseling not having an undergraduate degree related to this major must complete undergraduate prerequisite courses as determined by the School chair and the
student's academic advisor. More information on Admission to programs related to a Master of Arts in Communicative Disorders can be found here:

http://catalog.niu.edu/preview_program.php?catoid=17&poid=2887&returnto=516

General requirements for Admission to NIU’s Graduate School can be found here:

http://catalog.niu.edu/content.php?catoid=17&navoid=505

Advising

Graduate students are assigned an advisor at the beginning of the first semester. Students are encouraged to meet with their advisors to discuss ways in which they may pursue their career goals by maximizing learning opportunities. Students should then talk with their advisor before each new semester to discuss progress or changes need to their program of courses. Graduate students need to maintain a 3.0 cumulative GPA to remain in good academic standing.

Specific courses or their equivalents, which are prerequisites to advanced courses, are looked upon as deficiencies to be made up before the student takes such advanced courses. By consulting with an advisor prior to registering for advanced courses, the student may determine the nature of such deficiencies, if any. It is highly advisable that the student removes such deficiencies as early as possible during the course of his/her graduate studies since several courses are pre-requisites for advanced course work and clinical practicum.

Grade Requirements

Graduate students at NIU must achieve a grade of “C” or higher to receive graduate credit. Typically, a grade of “C-” or lower is not considered passing for graduate coursework. Graduate students must maintain a cumulative Grade Point Average of at least 3.0 to avoid academic probation. Graduate students in the Rehabilitation Counseling program must also earn a "C" or
better in each course prior to entering the clinical phase (i.e., practicum, internship) of the curriculum. However, earning a C in multiple courses would likely result in a GPA below 3.0.

Additional information on the NIU Graduate School’s grading system may be found here:
http://catalog.niu.edu/content.php?catoid=21&navoid=635&hl=%22fail%22&returnto=search#grad_syst

Grievances

A number of options are available for the resolution of disagreements between students and faculty. Resolution of other conflicts should begin with a discussion between the affected parties. The AHCD Department Chair may be asked to participate in the resolution of conflict when the affected parties are not able to reach an agreeable solution.

The procedure for appealing a grade is described in the Graduate Catalog found here:
http://catalog.niu.edu/content.php?catoid=19&navoid=571&hl=%22grade+appeal%22&returnto=search#grad_syst

Student-at-Large

Students-at-Large (SAL) are not admitted directly into degree-granting programs. However, as non-degree seeking students, SALs are permitted to take graduate-level courses across many graduate programs including non-clinical courses within Rehabilitation Counseling. If admitted into the Rehabilitation Counseling program, students-at-large may apply up to 12 hours of credit, taken as a SAL, toward their degree program.

Statement taken directly from the NIU Graduate School website found at:
http://www.niu.edu/grad/apply/atlarge.shtml
Transfer Credit

Transferring prior graduate coursework for credit towards the rehabilitation counseling specialization is possible pending the approval of the School and the Dean of the Graduate School.

If a Rehabilitation Counseling student has completed AHRS 492 with a grade of B or better while an undergraduate student at NIU, AHRC 592 will not be required in the student’s M.A. program if they have started the program on or before January 2014.

Specific information on regulations regarding transfer credit can be found here:

http://catalog.niu.edu/content.php?catoid=19&navoid=571#tran_cred
http://catalog.niu.edu/content.php?catoid=19&navoid=572

Student Review of Progress

Statement of Philosophy

The philosophy of the rehabilitation counseling faculty is that students will be concerned about the general welfare of others, be stable and psychologically well-adjusted, and possess effective interpersonal relationship skills. Further, we expect that students are committed to personal growth and professional development through opportunities provided in course work, professional development activities, clinical supervision, and self-selected scholarly reading.

Review and Retention

The student review policy involves a continuous and systematic examination of student progress within the program by the rehabilitation counseling faculty. Progress is evaluated based on academic performance as well as personal and interpersonal growth related to professional development.
Types of Review

1. **Partial Review.** Rehabilitation counseling faculty discuss student performance and growth bi-weekly.

2. **Full Review.** Students submit to their advisor at the end of the fall and spring semesters a completed Student Review Form detailing their achievements, challenges, and feedback for the program. Faculty then determine the extent that each student is making satisfactory progress within the program.

3. **Advisor Meeting.** A meeting between a student and faculty advisor may be requested by either person to discuss student performance and growth in relation to challenges and strengths of the student toward progressing within the program.

4. **Retention Conference.** When deemed advisable by the faculty, a conference will be held with the student and at least two faculty members to discuss the barriers to academic progress or the interpersonal behavior inhibiting professional development and effectiveness, plus to determine if any conditions for continuing in the program are warranted.

Procedures

1. Rehabilitation counseling faculty note the strengths and any concerns with graduate students based on information obtained by, but not limited to, academic and clinical performance, classroom behavior, and interactions with peers, clients, authority personnel, and others.

2. Most concerns that address academic performance or personal and interpersonal growth related to professional development will require an Advisor Meeting to (a) clarify the
situation, (b) establish how the situation is a barrier to making satisfactory progress within the program, and (c) identify strategies to resolve the barrier(s). Only occasionally will concerns be severe or time-sensitive that a Retention Conference be immediately scheduled, thereby, by-passing the Advisor Meeting.

3. Persistent or reoccurring concerns following an Advisor Meeting, severe concerns, or time-sensitive concerns will require a Retention Conference to (a) clarify the situation, (b) establish why the situation was not previously rectified (if applicable, following an Advisor Meeting), and (c) determine if a remediation plan is warranted.

4. Any graduate student who fails to complete a remediation plan within its timeframe is dismissed from the rehabilitation counseling program.

Remediation

The Rehabilitation Counseling faculty may develop a plan for remediation when attempts to resolve concerns of student deficiencies associated with academic performance and professional development were unsuccessful through the student review process. The plan is drafted by Rehabilitation Counseling faculty and then shared with the student before any agreed upon amendments to the plan are made. The finalized plan will include the following elements:

- Academic and professional development deficiencies
- Step-by-step procedures required to remediate skills associated with deficient areas
- Timeline to complete any and all requirements of the remediation plan
- Signatures of all persons involved

Students may consult with university resources at any time during the remediation process such as the Office of the Ombudsperson (http://www.niu.edu/ombuds), Counseling Services
(http://www.niu.edu/csdc/counseling/index.shtml), or other resources noted in the *Handbook.*

Failure to complete the remediation plan will result in dismissal from the program.

**Dismissal**

Students must make satisfactory progress in the rehabilitation counseling program to be allowed to continue and can be dismissed from the program, a course, class, or clinical training for academic reasons, behavior not accepted in the rehabilitation counseling profession, or actions that threaten the health and safety of others. For example, a graduate student may be dismissed from the program for reasons that include, but are not limited to, plagiarism, persistent academic probation, violations of rehabilitation counseling ethical standards, and acts of abuse or violence onto another person. In most instances dismissal will follow the initiatives outlined in the student review of progress and remediation processes. However, the Rehabilitation Counseling faculty reserve the right to immediately dismiss from the program any student who has behaved in a way to cause serious and grave concern for the health and safety of another person.

**Comprehensive Examination**

The purpose of the comprehensive examination is to assess student knowledge of the major domains within rehabilitation counseling. Students in good academic standing and enrolled in their final semester of the program are eligible to take the multiple choice comprehensive examination which is held in Wirtz Hall on the first Thursday in April. The exam will cover the following areas:

- Assessment
- Case management
- Counseling theories and practices
- Employment and career development
- Ethics
- Human growth and development
- Professional identity
- Psychosocial and medical aspects of disability
- Research

Faculty members conduct post hoc item analyses to ensure that each question remains useable. Students who do not pass the exam on the first attempt will have an opportunity to take an alternate examination. Failure to pass the comprehensive examination on two attempts will result in dismissal from the program. Students on internship at an agency located a minimum of 100 miles from DeKalb may complete their comprehensive examination at the site under the supervision of their internship site supervisor.

**Practicum and Internship**

**Introduction and Overview**

The purpose of this section is to clarify the goals, expectations, and responsibilities of the Practicum and Internship requirements of the program. All students are required to complete at least 100 clock hours of supervised rehabilitation counseling practicum (including at least 40 hours of direct service to persons with disabilities) and at least 600 clock hours of the supervised rehabilitation counseling clinical internship experience (including at least 240 direct service to individuals with disabilities) in an agency/program that provides services to individuals with disabilities. Students must complete all requirements of practicum before accruing hours towards clinical internship. Students are also required to document 200 clock hours of professional development hours during their time in the program.
Ethical and Professional Responsibilities

Rehabilitation counseling students working on clinical activities must keep in mind that they are professional guests in the various agencies and are expected to follow the rules of conduct befitting such a position. Furthermore, the rehabilitation counseling student is a representative of the university and of the profession of Rehabilitation Counseling. Accordingly, students are expected to function as a guest and as a professional person throughout their association with other agencies and their personnel. The following points must be considered by those engaging in any type of clinical activities and failing to perform in these areas will result in remedial training and likely delays with degree progress:

- Be punctual for all clinical experience functions. If an unforeseen circumstance arises and the student cannot keep an appointment at the arranged time, it is his/her responsibility to notify the site and university supervisor immediately.

- Dress appropriately for the setting. The student’s appearance should give the impression of neatness and good taste at all times. Caution should be exercised not to dress too casually, nor to overdress.

- Maintain a positive and professional attitude toward the experience. This includes making a reasonable, proactive attempt to participate fully in the activities of the agency. The student should certainly not try to influence policy, evaluate programs, or criticize the agency in any way. However, the student should professionally and in good faith address issues impacting his/her clinical experience with site and university supervisors.

- Understand and adhere to all agency policies relevant, not limited for maintaining confidentiality with client information.
• Consistently accept criticism and integrate feedback. As a rehabilitation counselor-in-training, the priority is to become a better rehabilitation counselor and receiving supervision is an important part of that growth process.

• Be familiar with and utilize the code of ethics established by the Commission on Rehabilitation Counselor Certification. Students are responsible for the information in this document as this document guides and directs rehabilitation counselor conduct. A copy of this document can be found at www.crccertification.com.

• Be aware that if satisfactory progress is not being made in clinical knowledge and/or skills, students will be required to engage in remedial training in order to continue in the program. Remediation policies are outlined in this manual. Students who earn two grades of C in clinical practicum courses (i.e., AHRC 686, AHRC 690, or AHRC 694) will be dismissed from the graduate program.

Criminal Background Checks

All NIU Rehabilitation Counseling students are required to submit a fingerprint-based criminal background check prior to their 100-hour practicum. The College of Health and Human Science policy for handling the criminal background check is followed. Instructions for completing this process can be found at http://www.chhs.niu.edu/about/news/background.shtml. The cost of the background check is $75.00 (plus $2.00 if using a credit card). If the check results in a status of “no record” the student may be placed at a practicum site. If the check results in a status of “pending” or in a “positive” finding, the Associate Dean of the College of Health and Human Sciences is notified and the CHHS policies will be followed. The student is not permitted to participate in clinical experiences until the faculty has made a ruling. Criminal background checks must be completed by August 1 prior to beginning the practicum experience and will
remain in effect unless: a) a practicum site determines it necessary to require criminal background checks more frequently, or b) a rehabilitation counseling student interrupts his/her program for one semester or longer. In the above cases, it is mandatory for the student to have another criminal background check performed.

**Professional Liability Insurance**

The College of Health & Human Sciences holds a blanket professional liability policy that covers students during their clinical experience. The cost of the coverage (about $17.00) is included in fees for AHRC 686. Typically, the university supervisor for practicum will request that a copy of the policy be forwarded to each site supervisor. Students need to verify with site supervisors that a copy of the policy has been received.

**Goal Setting for Clinical Experiences**

At the onset of any practicum or internship experience, students are responsible for meeting with both site and university supervisors to define goals which the student hopes to achieve and which are agreed upon by all concerned. Goals need to be included on the Practicum Plan & Agreement Form (please find description of this document in Practicum Documentation section below). University supervisors may mandate specific goals for individual students as strengths and areas of growth are noted. Students are expected to take initiative in the goal setting process.

**Clinical Tracking System**

The Rehabilitation Counseling program utilizes the Student Tracking System for Allied Health Programs by Typhon Group. Students use this system to report on clinical experience and professional development hours. Site and university supervisors also use this system to approve student time logs and update their contact information. Students will receive an e-mail with individual username and password information to access the system. Upon first log-in and in
order to acquire clinical hours, students must create an account and pay a one-time $75 fee ($80 after Jan 1, 2014) directly to Typhon Group. Students are required to attend a mandatory training on the clinical tracking system before starting the 100-hour supervised practicum. The university supervisor responsible for practicum will schedule the training and make students aware of the date and time.

100-Hour Supervised Practicum (Faculty Contact: Dr. Amanda McCarthy)

The practicum required by the Rehabilitation Counseling Program at Northern Illinois University is designed to provide practicum students with an opportunity to practice basic rehabilitation skills. The practicum also provides students with supervision designed to develop skills, knowledge, and decision-making so the student is prepared for entrance into internship. All students are required to complete at least 100 clock hours of supervised rehabilitation counseling practicum (including at least 40 hours of direct service to persons with disabilities), but are encouraged to complete more than the minimum.

Goals of the Practicum

1) To facilitate the development of basic counseling skills. Specific skills include ethics, multicultural competence, wellness, attending behavior (culturally and individually appropriate visuals, vocal qualities, verbal tracking skills, body language), open and closed questions, client observation skills, encouraging, paraphrasing, summarizing, reflection of feelings, interviewing (rapport/structure, gathering data, mutual goal setting, working/exploring alternatives, terminating/generalizing to daily living), confrontation, focusing, reflection of meaning, self-disclosure, sequencing skills in different theories, and work towards determining personal style and theory.
2) To increase student awareness and understanding of the differences in values, beliefs, and behaviors of individuals who are different from themselves. Specifically, students should gain exposure to various disabilities, ethnicities, sexual orientation, gender, age groups, and other groups.

3) To provide an opportunity for students to demonstrate ethical behavior

4) To provide an opportunity to engage in critical thinking (applying, analyzing, evaluating, creating)

5) To provide students with an opportunity for career exploration and the possible selection of an internship site

6) To provide a method of assessing students’ readiness for internship

7) To serve the university and surrounding community by providing rehabilitation counseling services.

8) To serve persons with disabilities.

**CORE Standards for Practicum**

Section D of the Council on Rehabilitation Education (CORE) Standards specifically state:

D.1. Students shall have a minimum of 100 clock hours (including 40 hours of direct service to persons with disabilities) of supervised rehabilitation counseling practicum which fosters personal growth and introduces students to counseling approaches and rehabilitation issues that affect service delivery.

D.1.1. The practicum shall include on-campus experiences (audio-video recordings and individual and group interaction) dealing with rehabilitation counseling concerns, and clinical
experiences (on or off-campus) that facilitate the development of basic rehabilitation counseling skills.

D.1.2. Written expectations, procedures, and policies for practicum shall be available to students and include the policy that the practicum is a pre-requisite to the supervised rehabilitation counseling clinical internship experience.

D.1.3 Students shall receive an average of one (1) hour per week of individual and 1.5 hours per week of group supervision by a program faculty member or qualified site supervisor.

**Prerequisites and Admission into the 100-hour practicum**

Basic counseling skills and knowledge of basic rehabilitation principals are required before practicum hours can be accrued. To ensure this standard is met, the student must have successfully (letter grade of C or better) completed the following courses prior to acquiring practicum hours: AHRC 605X Counseling Skills and Strategies, AHRC 628 Psychosocial Aspects of Disability, AHRC 660 Vocational Rehabilitation and Independent Living, AHRC 662 Vocational Analysis and Job Placement, AHRC 682 Counseling Theories and Techniques with People with Disabilities, AHRC 683 Psychological and Vocational Assessment with Rehabilitation Populations, and AHRC 690 Advanced Practicum in Rehabilitation Counseling (site visit semester), AHRC 592, and AHRC 686 (first and second semesters). Students must be enrolled in AHRC 690 to accumulate practicum hours. If university faculty has any concerns about the student’s ability to safely and effectively work with clients with disabilities, admission to practicum will be deferred until concerns are resolved. Remediation policies are outlined in this manual.
Selecting a Practicum Site

All practicum sites must be approved by the university supervisor. Students may not acquire practicum hours at a site that has not been approved by the university supervisor responsible for practicum. Practicum is offered each fall semester and sites need to be finalized by August 1 to prevent delays and allow for processing necessary documentation.

Students are responsible for taking the initiative to find a practicum site that meets program requirements. This typically involves becoming familiar with program requirements, visiting prospective agencies, and having discussions with prospective site supervisors. The Practicum Plan and Agreement form outlines all requirements. The requirements are also outlined below. Students need to be able to provide the university with all information requested on the Practicum Plan and Agreement Form before a practicum site can be approved.

If a site is not arranged before the third week of the semester, the student will need to take practicum the next semester it is offered.

General guidelines and minimum requirements for practicum sites are as follows:

1) The site/site supervisor needs to offer experiences that will facilitate the development of basic rehabilitation counseling skills. Specifically, the student should have an opportunity to demonstrate minimum competency with most, if not all, basic counseling skills including: ethics, multicultural competence, wellness, attending behavior (culturally and individually appropriate visuals, vocal qualities, verbal tracking skills, body language), open and closed questions, client observation skills, encouraging, paraphrasing, summarizing, reflection of feelings, interviewing (rapport/structure, gathering data, mutual goal setting, working/exploring alternatives, terminating/generalizing to daily living), confrontation,
focusing, reflection of meaning, self-disclosure, sequencing skills in different theories, and work towards determining personal style and theory.

2) The site must allow the student to video or audio record at least one client session per week (minimum of 30 minutes) and provide that recording to the faculty supervisor for supervision. If a student is completing practicum at multiple sites, recordings need only to be completed at one site.

3) The site supervisor must have a master’s degree in rehabilitation counseling or a closely related field and at least two years of professional experience.

4) The site supervisor must spend an average of at least one (1) hour per week providing the practicum student with supervision focused on assisting the practicum student to develop rehabilitation counseling skills. This does not need to be completed in one sitting.

5) The site supervisor must communicate with the faculty supervisor regarding progress, concerns, and performance evaluations.

**Inadequate Hours or Issues with Counseling Competency**

In the case where students have not received adequate experience or hours in practicum, or where student counseling competency continues to be deficient, program remediation policies will be followed. Students will receive a grade of incomplete “I” and will be expected to continue practicum, including remediation activities, into the spring semester until the number of hours or level of competency is met.

Students who are not completing the practicum course work (e.g., missing appointments with clients on site, missing supervision meetings, otherwise not making an effort to improve) will be
assigned a grade reflective of the work they are putting into their practicum. Students must complete practicum with a “C” grade before they enter internship.

**Supervisor Responsibilities**

Practicum students shall engage in an average of one (1) hour per week of individual and 1.5 hours per week of group supervision by a university faculty member. Students are required to fully participate in all supervision activities as directed by the university supervisor and on-site supervisor.

**University Supervisor**

The Rehabilitation Counseling faculty supervisor is responsible for obtaining signatures on the Practicum Plan and Agreement Form; distributing practicum documents to practicum sites; monitoring the student’s progress in practicum; review of all audio or video recordings; meeting with the student weekly for recording review; answering questions or concerns of the student or of site supervisor or agency involving the students practicum; collect student and agency evaluations; and assigning the final practicum grade.

**Site Supervisor**

The site supervisor must have a Master’s Degree in Rehabilitation Counseling (CRC preferred) or in a closely related field of counseling and should be familiar with the Rehabilitation Counseling Program requirements, and counseling competencies expected of students. The site supervisor should report any problems with the student to the faculty supervisor. Responsibility of the site supervisor includes being available to the student when they are on-site to answer questions, and orientation of the student to the agency policies and procedures. The student should regularly discuss clients with whom they are working with the site supervisor so that the site supervisor can monitor client progress or identify specific problems. Prior to beginning
practicum, a Practicum Plan and Agreement Form must be signed by the student, site supervisor, and faculty supervisor. The site supervisor is also responsible at midterm and end of the semester for providing the student and faculty supervisor with an evaluation of the student’s performance.

**Recording Guidelines**

Students are required to record at minimum one client session per week of practicum (15 sessions minimum). The video and audio on these recordings must be easily understood by the university supervisor. Students are required to provide their own device for the purpose of recording client sessions. Client confidentiality must be maintained with handling client recordings. Furthermore, students are required to fully delete all audio and visual recordings by the conclusion of practicum.

**Practicum Evaluation Process**

Individual university supervisors provide students a syllabus at the start of practicum outlining how final letter grades will be calculated. Generally, students are formally evaluated by site supervisors two times during each practicum experience, once at mid-semester and once at the end of the semester. Practicum students shall receive periodic progress reviews from university supervisors. This may be in written or verbal form. Students are expected to complete regular self-evaluations.

**Receiving a Grade for Practicum**

Before students can receive a grade in practicum they must: (a) submit student evaluation of practicum experience; (b) have completed counseling skills evaluation on file (mid-term and final); (c) have completed site supervisor evaluations (mid-term and final) of student in practicum on file; (d) completed all course assignments and client documentation as outline in
course syllabus; (e) all completed and signed time logs documenting at least 100 hours of supervised practicum, including 40 direct hours of service to people with disabilities.

**Practicum Documentation**

The following **forms** are located in the Program Documents/Templates area in Typhon Group:

**Practicum Plan & Agreement Form**

This form outlines the requirements and responsibilities for practicum. This form is completed by the practicum student (in collaboration with the university supervisor and site supervisor) and signed by all parties prior to starting completing any practicum clock hours. A separate form is required for each individual practicum site.

**Consent for Audio & Video Recording**

This form must be signed by each new client prior to audio and/or video recording.

**Practicum Student Weekly Self-Evaluation Form**

A copy of this form needs to be completed and brought to each supervision session for at least one client session.

The following **evaluations** are available in the My Evaluations and Surveys section, when appropriate:

**Evaluation of Student Counseling Skills**

This evaluation is completed by the university supervisor at minimum mid-way through the practicum and at the end of the practicum.
Self-Evaluation of Counseling Skills

This evaluation is completed by the practicum student at minimum mid-way through the practicum and at the end of the practicum.

Site Supervisor Evaluation of Student in Practicum

This evaluation is completed by the site supervisor at minimum mid-way through the practicum and at the end of practicum.

Student Evaluation of Practicum Experience

This evaluation is completed by the practicum student at the end of practicum.

The following documentation must be completed in Typhon Group each week:

Case Log

A new case log is completed with each client encounter (group or individual). Students are required to record the date of the encounter, student information, client (patient) demographics, clinical information (time with client and time with supervisor), level of participation, information about functional limitations, and procedures/skills utilized during the client interaction. New case logs may be created up to 7 days from the encounter. Students are encouraged to document cases the same day of the encounter. Printable case log worksheets are available so students can make notes during their interaction with their client. Caution must be taken so client identity is not compromised (i.e., use pseudonyms).

Time Log

Time logs are to be completed after each day of practicum. Students must identify the date of the time log as well as the site supervisor, course, and hours and minutes spent in each activity. Students need to explain (in the comments box) anything on time logs that would be necessary for the site and/or university supervisor to fully understand the hours being documented.


600-Hour Supervised Internship (Faculty Contact: Dr. Daniel Boutin)

The Council on Rehabilitation Education requires that each student complete a rehabilitation counseling clinical internship which includes a minimum of 600 clock hours of applied experience (240 hours of direct service to people with disabilities) in a Rehabilitation Counseling agency/program. Students must successfully complete a 100-hour practicum prior to being admitted into internship. Internship is offered each spring semester.

**Goals of the Internship**

1) To provide an opportunity for synthesis of classroom instruction as applied to actual counseling experiences within an agency and develop high-level critical thinking skills (creating, evaluating).

2) To increase student awareness and understanding of the differences in values, beliefs, and behaviors of individuals who are different from themselves. Specifically, students should gain exposure to various disabilities, ethnicities, sexual orientation, gender, age groups, and other groups.

3) To provide the intern with counseling situations in which the student can gain confidence in his or her abilities and apply new learning and techniques.

4) To permit the student to obtain experiences and develop skills in personal, social, education and/or vocational counseling.

5) To provide the student with an in-depth understanding of the requirements and problems related to working as a rehabilitation counselor in an agency setting.

6) To provide the students with an understanding of the role expectations of the professional in the field and allow them to begin to develop their own role concept.
7) To provide students with contact and the opportunity to network with other professionals in the field.

8) To provide for the intern a smooth transition between the role of the student and that of a professional working with individuals with disabilities

**CORE Standards for Internship**

D.2.1 The internship activities shall include the following:

D.2.1.a. orientation to program components, policies and procedures, introduction to staff and their role and function, identification of the expectations for interns, confidentiality and due process procedures, risk assessment, and the Code of Professional Ethics for Rehabilitation Counselors;

D.2.1.b. observation of all aspects of the delivery of rehabilitation counseling services, as practiced by the agency or organization, including diverse populations;

D.2.1.c. work assignments, performing the tasks required of an employed rehabilitation counselor at the agency or organization; and

D.2.1.d. reporting, including all required academic reports as well as logs, weekly progress reviews, and summaries of all activities.

**Admission into the 600-hour Clinical Internship**

Students must meet all practicum requirements (including any required remediation) prior to acquiring internship hours. If a student is not making satisfactory progress in the degree program or if the faculty has any concerns about the student’s ability to safely and effectively work with clients with disabilities, admission to internship will be deferred. The internship course is offered each spring semester.
**Internship Planning Meeting**

The university supervisor for internship will conduct a mandatory internship planning meeting each April for students planning to enroll in internship. The university supervisor will outline a timeline and determine due dates for securing an internship site.

**Selecting and Securing an Internship Site**

All internship sites must be approved by the university supervisor. Students may not acquire internship hours at a site that has not been approved by the university supervisor responsible for internship. Internship sites need to be finalized by the date set by the university supervisor (usually October 31) to prevent delays and allow for processing necessary documentation. If the site is not arranged by the date requested, the student may be required to enroll in internship the next time it is offered.

Students are responsible for securing an internship experience that meets program requirements as well as his/her individual training needs. Students are strongly encouraged to visit prospective sites and meet with prospective supervisors. General guidelines and minimum requirements for university sites/supervisors are as follows:

1) Supervisor must hold a master’s degree in rehabilitation counseling or a closely related profession and at least two years of professional experience.

2) The organization/agency needs to offer rehabilitation counseling related services to persons with disabilities.

3) The site supervisor must spend an average of at least one (1) hour per week providing the internship student with supervision focused on assisting the practicum student to develop rehabilitation counseling skills. This does not need to be completed in one sitting.
4) The site supervisor must communicate with the faculty supervisor regarding progress, concerns, and performance evaluations, including written evaluation.

5) The site/supervisor must be able to provide the intern with an opportunity to observe all aspects of the delivery of rehabilitation counseling services practiced by the agency or organization, including diverse populations.

6) The site must offer work assignments required of an employed rehabilitation counselor at that agency/organization.

7) The site must be able to orient the student to program components, policies and procedures, and staff.

**Examples of Internship Settings**

1) Substance Abuse Treatment
2) State/Federal Vocational Rehabilitation (General/Blind)
3) Community Mental Health
4) Veteran’s Administration
5) Community Rehabilitation Provider
6) University/Community College Disability Service
7) One-Stop Career Center
8) Advocacy Center
9) Center for Independent Living
10) Private-for-Profit Rehabilitation
11) Disability Management
12) Aging/Elderly
13) Rehabilitation Hospital
14) Criminal Justice
Inadequate Hours or Issues with Competency

In the case where students have not received adequate experience or hours in internship, or where student competency continues to be deficient, the program remediation will be implemented. In these cases, students will receive a grade of incomplete “I” and will be expected to continue internship into the next semester until the number of hours or level of competency is met, including all remediation requirements.

Students who are not completing the internship course work (i.e., missing appointments with clients on site, missing supervision meetings, otherwise not making an effort to improve) will be assigned a grade reflective of the work they are putting into their internship. Students must complete internship with a “C” grade or better to be awarded a degree.

Internship Evaluation Process

Individual university supervisors provide a syllabus to students at the start of internship outlining how final letter grades will be calculated. Generally, students are formally evaluated by site supervisors two times during each internship experience, once at mid-semester and once at the end of the semester. Internship students shall receive periodic progress reviews from university supervisors. This may be in written or verbal form.

Receiving a Grade for Internship

The university supervisor must have the following completed forms/documents by their respective deadlines before a student can receive a grade for internship: (a) diversity paper, (b) ethical dilemma assignment, (c) Student Evaluation of Internship; (d) Site Supervisor Evaluations of Student in Internship (both mid-term and final); (e) Self-Evaluation of Rehabilitation Counseling Skills (both mid-term and final); (f) Evaluation of Student Rehabilitation Counseling Skills (both mid-term and final); (g) all time logs reflecting at least
600 hours of internship, at least 240 of those hours providing direct services, and an average of at least one hour of weekly supervision.

NOTE: Proof of completion of any requirements mandated from programs outside of rehabilitation counseling are also due to the university supervisor by the program deadlines (e.g., study abroad reports).

**Internship Documentation**

The following **forms** are located in the Program Documents/Templates area in Typhon Group:

**Plan & Agreement Form**

This form outlines the requirements and responsibilities for internship. This form is completed by the internship student (in collaboration with the university supervisor and site supervisor) and signed by all parties prior to starting completing any practicum clock hours. A separate form is required for each individual internship site.

The following **evaluations** are available in the My Evaluations and Surveys section, when appropriate:

**Evaluation of Student Rehabilitation Counseling Skills**

This evaluation is completed by the university supervisor at both the mid-term and the end of the internship.

**Self-Evaluation of Rehabilitation Counseling Skills**

This evaluation is completed by the internship student at both the mid-term and the end of the internship.
Site Supervisor Evaluation of Student in Internship

This evaluation is completed by the site supervisor at both the mid-term and the end of the internship.

Student Evaluation of Internship

This evaluation is completed by the student at the end of the internship.

The following documentation must be completed in Typhon Group each week:

Time Log

Time logs are to be completed after each day of internship. Students must identify the date of the time log as well as the site supervisor, course, and amount of time spent performing each major activity. Students need to explain (in the comments box) anything on time logs that would be necessary for the site and/or university supervisor to fully understand the hours being documented.

Professional Development Hours

All students in the Rehabilitation Counseling program are required to complete and document 200 clock hours of professional development while enrolled in the program, including the semester in which the student is enrolled in internship.

Professional Development Hour Objectives

The purpose of the professional development hours is to supplement the experiences provided through coursework and clinical experiences and promote the development of well-rounded, rehabilitation counselors. Specifically, professional development hours shall assist students to:

1) Develop multicultural awareness;
2) Enhance knowledge and/or skills to improve the psychological, social, and vocational health of persons with disabilities;

3) Practice ethical behavior consistent with the Code of Professional Ethics for Rehabilitation Counselors;

4) Develop advanced level critical thinking skills such as analyzing, evaluating and creating; and

5) Promote the need for continual assessment of personal strengths and limitations and the need to identify experiences to address utilize strengths and address those limitations.

Hours may be completed in a variety of categories including:

1) Attendance at professional conferences, workshops, or lectures

2) Service to Rehabilitation Counseling professional associations

3) Observation of Rehabilitation Counseling clinical services

4) Provision of Rehabilitation Counseling clinical services

5) Completion of agency visits that are related to Rehabilitation Counseling

6) Participation in Rehabilitation Counseling research

7) Being a teaching assistant or a sign language tutor

Hours must be documented within one week after the activity occurs. Instructions for logging professional development hours in the Typhon System are as follows:

From the Main Menu, click on “My Conference Logs”, located under the Other Activities & Reports section. Then, click on the blue “Add a Conference” link located on the left side of the screen.
You will be prompted to enter the following information:

A) The date of the event. This is the date you completed the professional development hours you are claiming;

B) Topic. Enter the general topic or category of the professional development hours you are claiming using the possible categories listed above. For example, if you attended the American Counseling Association conference you could list the topic as attended professional conference.

C) Speaker. This would be the name of the speaker, supervisor, or your main contact when completing the hours.

D) Description. Students shall provide detailed and accurate information about the event including in this box a description of the specific activity you completed and a justification for how the activity contributed to professional development (see “Professional Development Hour Objectives” section above).

E) Hours: enter the number of hours you spent completing this activity. Similar to continuing education for professional certifications and licensures, travel time does not count towards professional development hours. Further, class assignments do not count towards the professional development requirement.

F) CEU Credit: select No

G) Associated Course: Select Professional Development Hours

Students must complete professional development opportunities that related to one of the objectives outlined in this manual for professional development. Students should make
reasonable effort to acquire some hours from each category. Students must seek out professional
development opportunities on his/her own time.

**Thesis**

Rehabilitation counseling students have the option of completing a master's thesis in lieu of
taking the written comprehensive examination. A thesis is both a systematic process and written
document where the student conducts and disseminates a scholarly research project on an
approved topic of interest within the area of study. The thesis represents original research but is
performed under the guidance of a thesis committee. The 3-person committee consists of at least
two persons from the rehabilitation counseling program, of which one member serves as chair of
the committee.

Students are cautioned to consider the thesis option as early as possible because research
activities generally require a persistent dedication and motivation to coordinate multiple
endeavors such as, but not limited to:

- Reviewing, analyzing, and synthesizing published literature
- Meetings with committee members
- Scheduling and completing formal reviews of proposed research methods
- Securing approval from NIU’s Institutional Review Board to conduct research with
  human subjects
- Gathering and analyzing data from informed participants
- Documenting the entire research process
- Scheduling and completing an oral defense of the research

Additional information on theses is located at the Graduate School:

[http://www.niu.edu/grad/thesis](http://www.niu.edu/grad/thesis)
Student Association

The Rehabilitation Counseling Student Association (RCSA) is a School-based student organization at Northern Illinois University that was formed in the fall of 2010. RCSA's mission is to create awareness of individuals with disabilities and the discipline of rehabilitation. Under faculty advisement, RCSA gives back to the community in many ways including participating in fundraising events and advocating for disability rights. For example, RCSA members have ran and walked for charities, organized campus lectures on assistive technology, participated in wheel-a-thons to create awareness of using wheelchairs, and held bake sales to enhance campus awareness of the rehabilitation counseling program.

Membership in the RCSA is open to both undergraduate students in rehabilitation services and graduate students in rehabilitation counseling. Only rehabilitation counseling students may serve as officers including president, vice president, and secretary of the association. Meetings are typically held monthly.

If you are interested in participating with this group or becoming an officer, please inquire with faculty members for additional information.

Communications

NIU Student E-mail

All graduate students enrolled in the rehabilitation counseling program are expected to use their NIU e-mail address for all e-mail communication related to the program. Information about student e-mail can be found on the Information Technology Services or by clicking on the following link: [http://niu.edu/its/email/student/index.shtml](http://niu.edu/its/email/student/index.shtml)

All students are responsible for regularly checking this e-mail while enrolled in the program. Most, if not all, e-mail communication from faculty and staff will be sent to NIU student e-mail
addresses. Students who are employed at NIU may have multiple e-mail addresses and need to check all NIU e-mail accounts.

**Student and Faculty E-mail Listserv**

Enrolled students will be added to the program e-mail listserv. The listserv is designed to distribute program information and opportunities (e.g., campus events) to all rehabilitation counseling students and faculty. Students and faculty are authorized to post on the listserv but are reminded to exercise caution when considering posting material that could be deemed offensive or inappropriate by others. To post to the listserv, send an e-mail to the following address: rehabcounsel@lists.niu.edu. Upon exiting or graduating from the program, students will be removed from the listserv.

**Professional Organizations**

As a graduate student, you will have the opportunity to join professional organizations of your choice based on your individual needs or interests. Often, professional organizations offer student memberships at highly discounted and affordable fees. Benefits to joining professional organizations include: professional networking opportunities, access to scholarly materials, and opportunities to attend conferences and present rehabilitation-based information to other professionals.

Below is a non-exhaustive list of organizations or resources (in alphabetical order) that are specific to rehabilitation counseling students and professionals.

- American Counseling Association (ACA)
  [http://www.counseling.org/](http://www.counseling.org/)

- American Deafness and Rehabilitation Association (ADARA)
• American Rehabilitation Counseling Association (ARCA)
  http://www.arcaaweb.org/

• Association on Higher Education and Disability (AHEAD)
  http://www.ahead.org/

• Commission on Rehabilitation Counselor Certification (CRCC)
  Please Note: CRCC is an organization that sets standards and certifications for the rehabilitation counseling profession.
  http://www.crccertification.com/

• Council on Rehabilitation Education (CORE)
  Please Note: CORE is an accreditation organization that oversees rehabilitation education programs.
  http://www.core-rehab.org/

• Council on State Administrators of Vocational Rehabilitation (CSAVR)
  http://www.rehabnetwork.org/

• IARP Illinois Chapter
  http://www.rehabpro.org/chapters/illinois

• Illinois Rehabilitation Association (IRA)
  http://www.illinoisrehabilitationassociation.org/

• International Association of Rehabilitation Professionals (IARP)
  Please Note: This organization is usually affiliated with private-sector rehabilitation professionals.
  http://www.rehabpro.org/

• National Association of Multicultural Rehabilitation Concerns (NAMRC)
  http://www.namrc.org/

• National Council on Rehabilitation Education (NCRE)
  http://www.ncre.org/

• National Rehabilitation Association (NRA)
• National Rehabilitation Counseling Association (NRCA)
  http://nrca-net.org/

**University Resources**

Many resources are available to NIU students to assist in meeting academic and personal goals. Some of those resources are listed below. Additional resources can be located by searching the NIU website.

**Academic Support**

Blackboard Assistance [http://www.its.niu.edu/its/blackboard/students/index.shtml](http://www.its.niu.edu/its/blackboard/students/index.shtml)

University Libraries [http://www.ulib.niu.edu/](http://www.ulib.niu.edu/)

University Writing Center [http://uwc.niu.edu/uwc/](http://uwc.niu.edu/uwc/)

**Arts and Culture**

Graduate Colloquium Program [http://www.grad.niu.edu/grad/colloquium/index.shtml](http://www.grad.niu.edu/grad/colloquium/index.shtml)

Speakers Calendar [https://calendar.niu.edu/calendar/month?event_types%5B%5D=15266](https://calendar.niu.edu/calendar/month?event_types%5B%5D=15266)

**Career Services**

NIU Career Services [http://www.niu.edu/careerservices/](http://www.niu.edu/careerservices/)

**Counseling Resources**

Counseling & Student Development Center [http://www.niu.edu/csdic/](http://www.niu.edu/csdic/)

The Community The Family Therapy Clinic of NIU [http://www.niu.edu/chhs/familytherapyclinic/](http://www.niu.edu/chhs/familytherapyclinic/)

Counseling Training Center at NIU [http://www.cedu.niu.edu/cahe/cctc/](http://www.cedu.niu.edu/cahe/cctc/)

**Disability Services**

Disability Resource Center [http://niu.edu/disability/](http://niu.edu/disability/)
Diversity

Asian American Center http://www.niu.edu/aac/
Campus Religious Organizations http://www.niu.edu/sa/organizations/categorical.shtml#M
Center for Black Studies http://www.niu.edu/blackstudies/
Latino Resource Center http://www.niu.edu/lrc/
LGBT Resource Center http://www.niu.edu/lgbt/resourcecenter/
Women’s Resource Center http://www.niu.edu/women/index.shtml

Finances

Bursar http://www.niu.edu/bursar/
Graduate Assistantships http://www.niu.edu/stuaff/grad_resources/assistantships.shtml

Legal

Students' Legal Assistance: http://www.niu.edu/legal/

Medical Services

NIU Health Services http://www.niu.edu/healthservices/

Non-Traditional Students

Campus Child Care: http://www.niu.edu/ccc/
Commuter Lounge: http://www.niu.edu/comnontrad/The_Lounge/index.shtml
Off-Campus & Non-Traditional Student Services http://www.niu.edu/comnontrad/

Sports & Recreation

Fitness, Wellness, & Nutrition

http://www.niu.edu/campusrec/fitness_wellness_nutrition/index.shtml
Intramural Sports  http://www.niu.edu/campusrec/intramural/index.shtml

Veteran Services

Military Student Services  http://www.niu.edu/militaryservices/index.shtml

**Ethical Codes of Conduct**

A. NIU Student Code of Conduct

From NIU’s Office of Community Standards and Student Conduct Website:

The Northern Illinois University Student Code of Conduct outlines the student conduct process at Northern Illinois University. It provides many of the rules that students are required to abide by. The document outlines the process the Office of Community Standards & Student Conduct follows when charging students with an alleged violation of the Student Code of Conduct. The Student Code of Conduct outlines sanction options for those students who admit or are found responsible for violating the Student Code of Conduct. Please contact the Office of Community Standards & Student Conduct at 815-753-1571 for any questions you have about the Student Code of Conduct.

The NIU Student Code of Conduct can be found here:


B. Code of Professional Ethics for Rehabilitation Counselors

Rehabilitation counseling graduate students should also be familiar with and abide by the *Code of Professional Ethics for Rehabilitation Counselors*. Students will learn about the Code throughout their graduate program as it provides guidance on ethical practice for the rehabilitation counseling profession. The Code was written based on six principles of ethical behavior:
• **Autonomy**: Respect the rights and choices of clients

• **Beneficence**: Always do good

• **Fidelity**: Be faithful and keep promises

• **Justice**: Be fair in the treatment of clients

• **Nonmaleficence**: Do no harm

• **Veracity**: Be honest

The entire Code can be found here:


Students should also note that other ethical codes exist throughout the rehabilitation counseling profession based on specialty areas (e.g. disability management) or sectors in the field (e.g. private sector).

**Academic Misconduct**

From NIU’s Office of Community Standards and Student Conduct Website:

http://www.niu.edu/communitystandards/audience/faculty_staff.shtml

Academic Misconduct definition: The receipt or transmission of unauthorized aid on assignments or examinations, plagiarism, unauthorized use of examination materials, cheating or other forms of dishonesty in academic matters. The term “cheating” includes but is not limited to the following:

• Use of any unauthorized assistance in taking quizzes, tests, or examinations or on academic assignments;

• Use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
• Acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff;

• Engagement in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion;

The term “plagiarism” includes but is not limited to the use, by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

A faculty member has original jurisdiction over any instances of academic misconduct that occur in a course that the faculty member is teaching. The student shall be given the opportunity to resolve the matter in meetings with the faculty member and the school chair. If the facts of the incident are not disputed by the student, the faculty member may elect to resolve the matter at that level by levying a sanction no greater than an 'F' for that course. The faculty member shall notify the student in writing whenever such action is taken, and the Office of Community Standards & Student Conduct shall receive a copy of the Academic Misconduct Incident Report indicating final disposition of the case that will be placed in the student's conduct file. The Academic Misconduct Incident Report is available online from the Office of Community Standards & Student Conduct website found at http://www.niu.edu/communitystandards.

In all matters where the charge of academic misconduct is disputed by the student or if the faculty member believes a sanction greater than an 'F' in the course is appropriate (such as repeat offenders or flagrant violations), the faculty member shall refer the matter to the Office of Community Standards & Student Conduct making use of the Academic Misconduct Incident Report. Sanctions greater than an 'F' in a course can be levied only through the University
Student Conduct System. The referral must contain all relevant evidence or information related to the allegation and the grade that would have been assigned to the student's work had the alleged academic misconduct not occurred.

If during its investigation of the facts relevant to the charges, an issue surfaces that is not in the purview of the Office of Community Standards & Student Conduct, it shall be referred back to the appropriate academic area. The individuals involved shall receive written notification of such action.

**Method for Updating Handbook**

The *Rehabilitation Counseling Student Handbook* will be updated at least annually but at the discretion of the rehabilitation counseling faculty. The new version will be provided to all students during each fall semester. Students are responsible for understanding the policies and procedures in the most recent version of the *Handbook*. 
Acknowledgments

STUDENT: I acknowledge that I have received either an electronic or printed copy of the Rehabilitation Counseling Student Handbook (v. August 2013) and that I am responsible for making myself aware of its content including all policies and procedures.

AREA COORDINATOR: I acknowledge that I have provided this student the most recent version of the Rehabilitation Counseling Student Handbook (v. August 2013) and have offered to answer any questions.

____________________________________
Printed Name of Student

____________________________________
Signature of Student

Date

____________________________________
Printed Name of Area Coordinator

____________________________________
Signature of Area Coordinator

Date