



SCHOOL FOR GLOBAL INCLUSION AND SOCIAL DEVELOPMENT
UNIVERSITY OF MASSACHUSETTS BOSTON

Rehabilitation Counseling Program

Student Handbook

School for Global Inclusion and Social Development

College of Education and Human Development

University of Massachusetts Boston

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Our Mission

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

Introduction

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

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

The curriculum of the Program attaches particular importance to the role of adaptation in a person’s life. Essential to the implementation of the Program curriculum is the integration of theory presented in classrooms and its application in practicum and internship experiences. To emphasize the integration of curriculum content and other training experiences, the Program provides information about the social environment, personality, human development, professional orientation and ethics, methods of inquiry, and the process of change. In addition, the Program provides opportunities for its students to develop professional skills and competencies and to practice them in professional settings.

The Program prepares its students to make significant practitioner- oriented contributions to rehabilitation counseling and prepares them for further study at the doctoral level, if they so desire.

Objectives of the Rehabilitation Counseling Program

The primary goal of the Program is the preparation of professional rehabilitation counselors in generic skills for employment in state/federal agencies, nonprofit agencies, hospitals, private companies, etc. Instruction in broad range of skills and knowledge in rehabilitation counseling has the following objectives:

1. Students will acquire skills in applying theories and techniques of individual, group, and family counseling.
2. Students will acquire knowledge of the theoretical basis of behavior, including human growth and development.
3. Students will acquire knowledge of environmental and attitudinal barriers that people with disabilities face and the influence of multicultural differences and gender on people with disabilities.
4. Students will acquire knowledge and skills of case management, including how to identify and use community resources.
5. Students will acquire knowledge of independent living services.
6. Students will acquire knowledge of the history and philosophy of rehabilitation, and acquire an understanding of the legislation affecting people with disabilities, including the Americans with Disabilities Act.
7. Students will acquire an understanding of the organizational structure of vocational rehabilitation.
8. Students will develop an understanding of the legal and ethical standards for the practice of rehabilitation counseling.
9. Students will acquire an understanding of how current and past societal events can impact the rehabilitation process and people with disabilities.
10. Students will acquire knowledge of career development theories as they apply to people with disabilities.
11. Students will develop an understanding of labor market trends and occupational information.

12. Students will acquire knowledge of the medical aspects of various disabilities, including functional assessments and appropriateness of various interventions.
13. Students will acquire knowledge of the psychosocial aspects of disabilities, including the effects on the person with the disability, their family, and their social network.
14. Students will develop skills in evaluation approaches, including techniques and interpretation of results. Additionally, students will acquire skills in vocational evaluation.
15. Students will acquire knowledge of job analysis, job modification, and job restructuring.
16. Students will acquire skills in job development, job placement, and follow-up or follow-along services.
17. Students will acquire knowledge of supported employment practices.
18. Students will acquire knowledge of rehabilitation research literature and methods of analyzing research quality in professional journals.
19. Students will acquire knowledge of statistical methods and types of research analyses.
20. Students will acquire knowledge of research designs, including survey methods and needs assessment approaches.
21. Students will acquire knowledge of issues and practices of transitions from school to work.
22. Students will acquire knowledge of state and federal entitlements for people with disabilities.
23. Students will acquire knowledge and skills in advocacy to advance the interests of their clients and of the profession.

Institutional Structure

The University of Massachusetts Boston:

The University of Massachusetts Boston is one of the five campuses of the University of Massachusetts system. It was founded in 1964 to make public higher education available to the people of the Boston metropolitan area. The University has remained committed, over the years, to serving the urban community by making excellent university education truly accessible, and by being responsive to the specific needs of that community. The University currently serves over 17,000 undergraduates and graduate students, distributed among the College of Advancing and Professional Studies, the College of Liberal Arts, the College of Management, the College of Nursing and Health Sciences, the College of Public and Community Service, the College of Science and Mathematics, the Honors College, the McCormack Graduate School of Policy, the School for the Environment, and the College of Education & Human Development, in which the School for Global Inclusion and Social Development, is housed. Its doctoral programs include clinical psychology, education, environmental sciences, gerontology, and public policy, among several other notable fields of doctoral study.

The School for Global Inclusion and Social Development:

The School for Global Inclusion and Social Development (SGISD), housed within the College of Education and Human Development (CEHD), explores the intersections of health, wellness, economic development, and social development in communities worldwide. Our transdisciplinary training program recognizes the need for leadership in the nonprofit sector. We also foster increased skills in research, knowledge generation, model demonstration, dissemination, and systemic change from the local through the international levels.

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

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

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

Students will become knowledgeable and skilled practitioners through training and experiences in:

- theories of human development
- theories of individual and group counseling
- theories of psychological, educational, and vocational assessment
- dynamics of multicultural influences on individual worldviews and individual

- uniqueness
- the use of technologies in the practice of our professions, including the psychological limitations and benefits of technology

Students will become caring, principled, and respectful professionals through training and experiences in:

- humanistic and person-centered approaches
- guided practice in acquiring interpersonal skills
- ethical principles, standards of practice and respect for all people
- the actual practice of the profession through practicum and internship

□ Students will become committed agents of change for social justice through training and experiences in:

- laws and regulations governing the practice of their profession
- theories of empowerment
- theories of oppression and dominance
- theories of change and advocacy
- history of the profession

□ Students will become committed reflective and critical thinkers through training and experiences in:

- reading, interpreting, and using the professional research literature (becoming a practitioner-scientist)
- theories and techniques of program evaluation and assessments
- self-evaluation and self-reflection activities during practical and internship experiences
- self-evaluation and feedback through a culminating experience in graduate training (the capstone)

Rehabilitation Counseling Program Faculty

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

Sheila Fesko, PhD, CRC, Associate Dean and Director of SGISD.

Rehabilitation Administration and Special Education, Boston College.

Specializations: Workforce development system, inclusive healthcare, employment for people with disabilities, education of rehabilitation counseling professionals, flexible workplaces and universal design.

Dimity Peter, PhD, CRC, Associate Professor.

Rehabilitation Counseling and Disability Studies, Syracuse University.

Specializations: Education of rehabilitation counseling professionals, education of direct care workers supporting people with disabilities, empowerment and societal participation of people with disabilities, cultural diversity, advocacy and social justice issues for people with disabilities.

James L. Soldner, PhD, CRC, Associate Professor and Graduate Program Director.

Rehabilitation, Southern Illinois University.

Specializations: Applications of behavior analysis to rehabilitation, clinical and administrative supervision in rehabilitation, evidence-based practice in rehabilitation, rehabilitation administration and leadership, brain injury rehabilitation, scholarship of teaching and learning.

Part-time faculty members who have been contributing on a long-standing basis to the functioning of the Rehabilitation Counseling Program are:

David Hershenson, PhD, CRC, Senior Lecturer.

Psychology, Boston University.
Specializations: Rehabilitation counseling history and theory, work adjustment and disability, community counseling, aging and disability.

Amy Vercillo, ScD, CRC, Associate Lecturer.

Rehabilitation Counseling, Boston University.
Specializations: Disability public policy; expert testimony; vocational testing, placement, and support services; work and health; job retention; provision of disability management services with employers; homelessness and disability; grief and disability; certification/licensure for counselors.

Kelli Collomb, MS, CRC, LMHC, Associate Lecturer.

Rehabilitation Counseling, University of Massachusetts Boston.
Specializations: Transition to adult services and mental health counseling.

Elaine Davey, MS, CRC, LMHC, Associate Lecturer.

Rehabilitation Counseling, Salem State University.
Specializations: Transition to adult services and mental health counseling.

Additional full-time faculty members from the counseling program in the College of Education and Human Development who contribute to the functioning of the Rehabilitation Counseling Program are listed below:

Amy Cook, PhD, University of Connecticut. Research interests: multicultural issues and counselor educator preparation, examining ways to promote academic achievement and wellness among Latino students.

Sharon Horne, PhD, University of Georgia. Research interests: gender issues; gay, lesbian, bisexual, and transgender issues; social justice and international psychology. Dr. Horne is a professor in the Mental Health program and is the director of the Counseling Psychology PhD program.

Steven Vannoy, PhD, University of Wisconsin, MPH, University of Washington. Research interests: evidence-based and alternative psychotherapies, integrated mental health care in medical settings, suicide prevention.

Lisa Cosgrove, PhD, Duquesne University, Clinical Psychology. Research interests: public policy implications of homelessness, post-traumatic stress disorder, bias in psychiatric diagnosis, women's health.

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

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

Esmail Mahdavi, EdD, Indiana University, Counseling Psychology. Research interests: mental health counseling, group dynamics, substance abuse.

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

Rehabilitation Counseling Tracks

Once admitted to the program, students must choose either: 1) the Clinical Rehabilitation Counseling track, OR 2) the Vocational Rehabilitation Counseling track.

Clinical Rehabilitation Track

The Clinical Rehabilitation Counseling track prepares students to work with adults or transition-age youth mental health disabilities, as well as other disabilities. The track is fully accredited as a clinical rehabilitation counseling program through the Council for Accreditation of Counseling & Related Programs (CACREP).

This track focuses on evidence-based interventions for people with mental health disabilities, including psychiatric rehabilitation principles and practices, motivational interviewing, and the Individual Placement and Support (IPS) model, to facilitate employment.

Graduates from the clinical rehabilitation counseling track will be prepared to work in mental health services and other rehabilitation services. They can also then pursue counseling careers in designated federal programs that require students to graduate from a CACREP-accredited mental health accredited program, such as Veterans Affairs (I.e., Vocational Rehabilitation and Employment (VR&E) program) and TRICARE. The clinical track provides the opportunity for students to select one elective.

Certification/licensure for clinical track

1. Students who graduate from the Clinical Rehabilitation Counseling track will be able to sit for the **Certified Rehabilitation Counselor (CRC)** exam. This certification is important for maintaining a professional identity as a rehabilitation counselor.
2. After completing post-master's supervision requirements, students who graduate from the Clinical Rehabilitation Counseling track will be able to sit for the **National Certified Counselor (NCE)** and **National Certified Mental Health Counselor** exam. Licensing is a state issue and each state has its own regulations. Students in other states must check with their state's licensing board to verify that our program meets their state's requirements for licensure.
 - a. The program has aligned the curriculum with the educational requirements to become a **Licensed Rehabilitation Counselor (LRC)** in Massachusetts.
 - b. The program has aligned the curriculum with the educational requirements for licensure to become a **Licensed Mental Health Counselor (LMHC)** in Massachusetts.
 - c. The Licensing Board makes the final decision about licensing eligibility. No guarantees of licensure can be made. The Board may require additional classes or deny licensure.

Vocational Rehabilitation Counseling Track

The Vocational Rehabilitation Counseling track prepares students to work with adults or transition-age youth with disabilities in the federal/state vocational rehabilitation system and in community rehabilitation programs. This track offers more flexibility than the clinical track in terms of class options. The track is fully accredited as a rehabilitation counseling program by the Council for Accreditation of Counseling & Related Programs (CACREP).

The vocational track provides the opportunity for students to select four elective courses. The selection of electives should be discussed and approved by the students' faculty advisor. It is expected that class selection will be coherent with the student's career goals. Some of the key elective focus areas students can consider include: transition of youth from school to work, substance abuse in counseling practice, sex and sexuality in counseling

practice, public policy, gerontology, human rights, international development.

Certification/licensure for vocational track

1. Students who graduate from the Vocational Rehabilitation Counseling track will be able to sit for the **Certified Rehabilitation Counselor (CRC)** exam. This certification is important for maintaining a professional identity as a rehabilitation counselor
2. After completing post-master's supervision requirements, students who graduate from the Vocational Rehabilitation Counseling track will be able to sit for the **National Certified Counselor (NCE)** exam.
3. Licensing is a state issue and each state has its own regulations. Students in other states must check with their state's licensing board to verify that our program meets their state's requirements for licensure.
 - a. The program has aligned the curriculum with the educational requirements to become a **Licensed Rehabilitation Counselor (LRC)** in Massachusetts.
 - b. The Licensing Board makes the final decision about licensing eligibility. No guarantees of licensure can be made. The Board may require additional classes or deny licensure.

Faculty Advisors

Each student is allocated a faculty advisor at the beginning of their program. The student should address any academic concerns to their faculty advisor. When a student begins in the program the faculty advisor will provide the student with a program of study outlining their course selection throughout the program based on the student's expressed career goals and interests and their status as a part-time or full-time student.

Class Registration and Program of Study

Students are provided with an individual program of study provided by their faculty advisor. The program does not require students to register each semester through WISER (UMass Boston's online registration system). Instead, each semester students will be provided with a link they will use to select classes for the upcoming semester(s). It is important the student adhere to the program of study provided to them and if changes are made these need to be discussed with the student's faculty advisor. Many classes are only offered once a year, so if students do not stick to their program of study, graduation can be delayed by up to a year because of class availability.

A general program of study for full-time and part-time students in the clinical and vocational tracks can be found in the appendices.

Course Descriptions

Courses required for rehabilitation counseling students are listed below.

COUNSL 601: Research and Evaluation in Psychology

This course examines several research models and strategies with respect to their various

rationales and methodologies. Relevant statistical topics are introduced conceptually, especially as they are applied in research about specific academic settings. **3 credits**

REHAB 602: Medical, Psychological, and Educational Aspects of Disabilities

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

REHAB 603: Foundations of Rehabilitation

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

COUNSL 605: Principles of Vocational, Educational, and Psychological Assessment

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

COUNSL 608: Abnormal Psychology (clinical track only)

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

REHAB 609: Psychiatric Rehabilitation (clinical track only)

This course is designed to assist students to (1) begin to work with individuals who have mental illness, (2) collaborate effectively within the community “network of care,” and (3) comprehend the experience of mental illness from a variety of perspectives. This course is designed to build student skills and knowledge in an array of areas including supported employment, social skills training, Wellness Recovery Action Plan (WRAP)

development, co-occurring disorders, Assertive Community Treatment (ACT), and related modalities. **3 credits**

REHAB 610: Ethics, Case Management and Planning in Rehabilitation

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

REHAB 611: Rehabilitation Counseling Portfolio

This course will meet once per month ONLINE during the fall semester and during the first year in which the student is enrolled in the Rehabilitation Counseling program. All students will be expected to attend and participate in each monthly online class meeting.

Each class meeting will focus on the various topics relevant to portfolio and professional development in Rehabilitation Counseling, including: 1) Course overview and an introduction to professional ethics, 2) Professional credentialing in rehabilitation counseling (licensure and certification), 3) Field placement opportunities in rehabilitation counseling (practicum and internship), and 4) Professional identity of self-marketing in rehabilitation counseling and career planning. **1 credit**

REHAB 612: Vocational Rehabilitation and Placement

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

COUNSL 613: Vocational Development and Career Information

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

REHAB 614: Motivational Interviewing

The purpose of the course is to provide the student with an understanding of the basic skills of counseling related to active listening and accurate empathy. In addition, the course will provide students with the foundation of the theory and practice of motivational interviewing as an evidence-based practice in the rehabilitation counseling

profession. Professional ethical sociocultural issues in the client/counselor relationship will be discussed. Lecture, role play, and audio will be used to augment the student's

understanding of the process of change. **3 credits**

REHAB 615: Counseling Theories

This course will focus on the range of different counseling theories and their application to different situations and needs of different individuals. Students will not only learn the theory behind the counseling approach but also will have the opportunity to practice the different approaches. Role-playing will be used to demonstrate different concepts. Throughout the class, students will begin to develop their personal approach toward counseling and will discuss how to integrate the different theories into their counseling. Students will learn how to integrate these theories into practice in developing a therapeutic relationship and in supporting individuals in crisis. **3 credits**

COU 616: Group Counseling and Group Dynamics

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

COUNSL 620: Human Development: Research, Theory, and Practice

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

COUNSL 653: Perspectives in Cross-Cultural Counseling

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

COUNSL 674: Psychopharmacology (clinical track only)

This course examines psychopharmacology for counselors and is taught from a social justice perspective. It will provide students with an overview of the medications used for treating mental disorders. The basic principles of pharmacology and the interrelationships between pharmacokinetics and pharmacodynamics will also be addressed. The emphasis is on practical and clinical application. Special topics will include the nature of alcohol and narcotics and the ways they affect addicts in mind and body before, during, and after treatment as well as psychopharmacological treatment for

addictions; informed consent; how to find accurate and balanced information about the efficacy and side effects of psychotropic medications; and how to educate clients about

the medications they are taking. **3 credits**

REHAB 688: Practicum

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

REHAB 698: Internship

Students are placed as apprentice counselors in rehabilitation facilities under the direct supervision of qualified professionals. Students learn the role and responsibilities of rehabilitation counselors by taking on counseling cases. Students meet weekly on campus for a seminar to discuss issues surrounding the work experience. **2 semesters required at 4 credits each semester.**

Elective Courses

Students must take 1 elective (3 credits total) while in the clinical track or 4 electives (12 credits total) while in the vocational track. These credits may be chosen from the [School for Global Inclusion and Social Development](#) or the [College of Education and Human Development](#) (e.g., substance abuse, transition leadership, vision studies, global inclusion and social development, study abroad), or other approved graduate courses from other UMass Boston schools or colleges.

Practicum and Internship

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

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

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

Internship students must have completed a minimum of 18 semester credits. Prerequisites include Motivational Interviewing, Counseling Theories, Foundations of Rehabilitation, and Practicum. It is highly recommended that students have also completed Ethics, Case Management, and Planning, Medical & Psychosocial Aspects of Disabilities, and Principles of Vocational, Educational & Psychological Assessment. Students will complete a contract between themselves and their internship site, which

reviews hours, anticipated tasks, ethics, responsibilities and requirements, professional conduct, and acknowledgment. Additionally, the student intern must obtain proper insurance.

The ability to use clinical skills in a real setting is different from learning about the concepts in academic courses. Students are developing those skills in their practicum, but the program is also assessing whether the student has the basic level of skills needed to move on to internship. The program will conduct a Post-Practicum Assessment to evaluate the student's capacity. Based on your performance on the video recording, the Practicum instructor will make a recommendation with regard to moving on to internship and forward this to the Graduate Program Director (GPD). If this recommendation is NOT to continue on, a second viewer will be invited to look at the video. This viewer will be a faculty member.

If there are some doubts with regard to readiness for internship, the GPD, the student, and the Practicum Instructor will discuss the issues and a remediation plan will be put in place (see Field Placement Handbook). Plans may include waiting a year before internship and doing volunteer work to develop skills, working individually with an instructor, or other more individualized plans. The student would submit a new video showing development of skills at the end of this probationary period.

The student's objectives during the internship are to:

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

Field placement requirements for students in the clinical track:

Students in the clinical track who are seeking licensure as a licensed mental health

counselor in Massachusetts must obtain a practicum and internship placement that meets the licensing requirements. Please see the Field Placement Handbook for more

information.

Online and Summer Programs

The online program begins in the summer semester and continues in the fall and spring semesters. Online courses run using both synchronous and asynchronous teaching methods. For the synchronous meetings, we hold weekly 1-hour to 1.5-hour classes in which students verbally participate in an online classroom with their peers and professor. Typically, synchronous meetings are held from 5:00pm ET onward during the week. In terms of the asynchronous classes, we use Blackboard in which faculty post course-related information.

During their first summer, the online cohort students take two courses and complete them in one intensive week on the UMass Boston campus. There will be 8 hours of class every weekday. These in-person classes are typically held in mid-June and students are strongly encouraged to participate so that they can meet faculty and students in the program.

During that week during the summer semester, students have the choice to live on campus in the dormitories (the vast majority of students have chosen to live on the UMass Boston campus).

In order to successfully participate in the UMass Boston Rehabilitation Counseling online courses, a student must have a working computer with a current version of Google Chrome or Firefox and internet access. We highly recommend a high-speed internet connection as that will make your online learning experience much smoother.

For the synchronous meeting time for online classes, we will be using Zoom or Blackboard Collaborate Ultra. The **optimal Zoom and/or Blackboard Collaborate Ultra experience** for all users is with Google's Chrome or Firefox browsers. Chrome and Firefox support all of the functionality necessary to run a full-featured Zoom and/or Blackboard Collaborate Ultra session. **Please make sure that you are using one of those two browsers when you are accessing Zoom and/or Blackboard for class.**

The following factors are important in a successful experience for the synchronous meeting time:

- Use a computer (either desktop or laptop) with good internet access—a wired connection is stronger than wireless.
- Connecting with a tablet or phone is much less stable and is more likely to result in accidentally being dropped out of the class meeting. Tablets or phones should only be used in emergency situations.
- Make sure your computer has the updated operating system and browser.
- Treat a synchronous class similar to how you would an in-person class, so that you are in a quiet space with limited distractions and focused on the discussion online.

Guides for Successful Learning at UMass Boston

<https://help.blackboard.com/Learn/Student>

This is the place to begin your introduction to Blackboard Learn. It includes the **Blackboard Learn 9 Requirements and Browser Settings**.

Take some time to explore this introduction to using the Blackboard Learn platform which is the basis for all of our classes.

Browser Tune-up and Browser Set up: <https://www.umb.edu/it/security/browsers>

Click on the link for the browser check and follow instructions to resolve any issues indicated in the results.

Student Support Services

The University provides the following student support services:

Disability support services:

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

Mental health counseling:

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

http://www.umb.edu/healthservices/counseling_center/counseling_services

Health services:

UMass Boston Health Services accepts most health plans and is available to the entire student body. Services include treating episodic illnesses (sore throat, flu), women's health, men's health, HIV testing and counseling, and immunizations. For more

information make an appointment at 617-287-5660 or visit http://www.umb.edu/healthservices/general_medicine/medical_services

Career services:

Your academic advisor can provide you with career support as you approach graduation and we encourage you to stay in touch with the faculty after graduation. If you need

support finding a job while studying at UMass Boston, the Career Center offers a range of services, including a career resource library and connections with alumni and local employers. For more information call 617-287-5519 to make an appointment (via phone or remote access, such as Zoom) with a career specialist or visit http://www.umb.edu/academics/vpass/career_services/students

Professional and Ethical Behavior and Academic Success

Academic performance is only one indicator of success for UMass Boston graduate students. Students are expected to demonstrate professional and personal competency beyond theory and basic skill acquisition.

Professional behavior is expected across a wide variety of environments, whether the student is engaged in clinical practice, classroom instruction, peer or faculty interaction, or research. Students in the Rehabilitation Counseling Program are obligated to meet all of the following conduct and training obligations throughout their enrollment in classroom and fieldwork experiences:

1. Adherence to the policies of the University of Massachusetts Boston, including the Code of Conduct: https://www.umb.edu/life_on_campus/policies/community/code
2. Adherence to the ethical standards and ethical values outlined in the Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics for Rehabilitation Counselors: https://www.crc certification.com/filebin/Ethics_Resources/CRCC_Code_Eff_20170101.pdf
3. Adherence to the professional dispositions (as outlined below).
4. Adherence to the rules/policies of the cooperating school or agency placement that do not conflict with UMass Boston policy.

The Rehabilitation Counseling Program at UMass Boston is responsible for preparing students to have the required knowledge, skills, and professional dispositions to become effective counselors. Therefore, your chosen track of study will prepare you to develop and model the knowledge, skills, and dispositions expected of professional counselors. Faculty and/or supervisors will evaluate your demonstration of these professional dispositions and provide you with feedback about your progress.

Professional dispositions include the attitudes, values, and beliefs demonstrated through both academic and non-academic behaviors as student counselors as students interact with faculty, other students, professional colleagues, and communities.

In the context of the program, it is expected that students demonstrate respect to faculty

and classmates by arriving on time, coming to class prepared to learn, and listening attentively to lectures and class discussions. Assignments are prepared professionally and turned in on time. In-class activities are completed with care and efficiency. Students take responsibility for their own learning by asking questions and by clarifying instructions as needed. Correspondence (written and electronic) and telephone communications should be conducted in a professional manner, whether you are making an informal call to the Rehabilitation Counseling Program office or to arrange an interview at a prospective internship site.

Also, keep in mind that your choice of email address and your home voicemail message give information about you to faculty, internship supervisors, and potential employers. When you complete your program, you may be requesting a reference from faculty who will be taking all of the above factors into account.

Outlined on the following pages is a specific description of the professional dispositions expected of students.

Professional Dispositions

Primary Professional Dispositions	Specific Professional Disposition Descriptors
Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, and NBCC, including practices within competencies. Can identify the difference between right and wrong.
Professional Behavior	Behaves in a professional manner toward supervisors, peers, and clients (includes appropriate communications, dress, and attitudes). Able to collaborate with others.
Professional and Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, and clients.
Knowledge of and Adherence to Site Policies	Demonstrates understanding of and appreciation for <i>all</i> counseling site policies and procedures.
Task Completion and Record Keeping	Completes assignments on time or requests extensions. Completes <i>all</i> weekly record keeping and tasks correctly and promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory reports).
Multicultural Competencies	Demonstrates awareness of, appreciation of, and respect for cultural difference (e.g., gender, race, ethnicity, spirituality, sexual orientation, ability/disability, SES).
Emotional Stability and Self-Control	Demonstrates emotional stability (i.e., congruence between mood and affect) and self-control (i.e., impulse control) in relationships with supervisor, peers, and clients. Demonstrates insight about psychological or other barriers that may hinder academic or professional success and takes appropriate measures.

<p>Motivated to Learn and Grow / Initiative / Responsibility for Problem Solving</p>	<p>Demonstrates engagement in learning and development of counseling competencies. Demonstrates initiative and is proactive in solving problems. Takes responsibility for ensuring course expectations are met and uses initiative to solve issues.</p>
<p>Openness to Feedback</p>	<p>Responds non-defensively and alters behavior in accordance with supervisory feedback.</p>
<p>Flexibility and Adaptability</p>	<p>Demonstrates ability to flex to changing circumstances, unexpected events, and new situations.</p>
<p>Congruence and Genuineness</p>	<p>Demonstrates ability to be present and to be true to oneself.</p>

What happens when a rating of “Needs Improvement” is noted on a candidate’s professional dispositions assessment?

In keeping with the values articulated in the School for Global Inclusion and Social Development, professional disposition expectations for rehabilitation counseling students are at the core of our mission. The vast majority of our students emerge as highly effective and ethical graduates who demonstrate knowledge, effectiveness, and commitment to transforming lives by having a positive impact on the lives of people with disabilities. However, occasionally there is a need to remediate candidates on the dispositional requirements of the profession. These procedures outline the process for tracking students who are identified as needing improvement on a professional dispositions assessment.

Candidates may receive a rating of “Needs Improvement” in one of two ways:

1. In a conference with the student’s advisor or other faculty at a review point noted above.
2. When student issues arise in the program.

A student who receives a rating of “Needs Improvement” in any of the professional dispositions outlined above, will:

- a. be counseled by their faculty advisor, the GPD, or other faculty about the issue and be provided with a written Professional Dispositions Review Report (PDRR) with the following information:
 - i. A description of the behaviors (or lack of behaviors in question).
 - ii. An outline of the expected behaviors.
 - iii. A plan outlining any actions that the student must take to meet the professional dispositions expectations, including support actions that that the student must take.
 - iv. The action plan will also outline the faculty support in regard to instruction, coaching, informing, and remediating the student’s professional dispositions.
 - v. A time frame for re-evaluation.
 - vi. The PDRR will be signed by the student, the student’s advisor, the GPD, and the associate dean.

At the time of the first re-evaluation meeting, which occurs with the student and a faculty member, there is one of three possible outcomes:

- a. The issue is resolved and the matter is closed, or
- b. The issue is partially resolved, there have been significant improvements in behavior, but continued action is required and this is outlined in a second PDRR, or
- c. There has been insufficient progress in resolving the issue. A second PDRR is written and the student will be placed on probation. The Dean of Graduate Studies will be advised. If the student behavior is not resolved at the second professional dispositions review, the student may be dismissed from the program.

A student dismissed from the program may appeal the decision, in writing, to the Dean of Graduate Studies.

Students who violate the code of ethics can be immediately dismissed from the

program.

Background Check and Violations of Law

Students applying for field placement may be required to undergo a Criminal Offender Record Information (CORI) check through their placement site and may be required to undergo a National Background Check (NBC), including fingerprinting. The purpose of

these checks is to ensure public safety and avoid unacceptable risk to vulnerable populations. Students who refuse to consent to a CORI/NBC may be administratively withdrawn from their program.

Background checks are typically conducted by the placement site. If a violation is discovered or self-reported, authorized personnel at the school or agency determine the suitability of a candidate for placement at the facility. The Rehabilitation Counseling GPD may also determine the suitability of a candidate for field placement eligibility based on discovered or self-reported information. Unless otherwise provided by law, factors considered in determining suitability may include, but are not limited to, the following:

- relevance of the crime to the practical experience
- nature of the work to be performed
- time since conviction
- age of the candidate at the time of the offense
- seriousness and specific circumstances of the offense
- number of offenses
- existence of pending charges
- any relevant evidence of rehabilitation

Students may challenge a CORI finding by appealing to the Commonwealth of Massachusetts Criminal History Systems Board.

Capstone

Purpose:

The successful completion of the capstone is a requirement for graduation. The purpose of the capstone in the UMass Boston Rehabilitation Counseling Program is to provide a culminating experience that requires students to comprehensively employ classroom knowledge with professional rehabilitation counseling skills.

We value and emphasize students' use of a practitioner-scientist approach to their work in the context of our urban mission. The practitioner-scientist approach emphasizes practice first, with the use of research as a solid foundation. Students are expected to demonstrate skills of systematic interpretation of research presented in journals and other scientific sources along with professional experience in the practice of rehabilitation counseling.

Students complete the capstone during the same academic year they complete their internship classes. To help students begin planning for successful of the capstone, a core Rehabilitation Counseling faculty member will visit the practicum class (completed over the summer and prior to internship) to discuss the capstone options and answer any questions.

Students must choose one of three capstone options: 1) clinical case analysis, 2) professional project, or 3) research project. A written paper is required for the capstone project, regardless of option chosen, which has a pass/fail grade. Students are also required to present their capstone by PowerPoint during the internship weekly seminar (typically in the spring semester). Although the capstone project has no impact on the grade for the internship course, two faculty members will grade and comment on the project.

Each capstone project has the following characteristics:

1. Written paper is approximately 10 pages in length and written in APA style.
2. The PowerPoint presentation is approximately 20 minutes long.
3. Capstone project submission due date is April 1.
4. The paper includes at least 1–3 pages of reflections on your learning/insight gained from the capstone project.
5. The paper links the capstone project to research articles and the professional literature.

The written papers and presentation will be reviewed by two Rehabilitation Counseling faculty. The grade is either a pass or fail. If there is a difference of opinion between the two faculty, then a third faculty member will be asked to review the materials. Evaluation of the documentation will be completed by faculty no later than May 1 in order for the student to revise and then resubmit the written analysis of the case, if requested by either reviewer. The resubmission must be returned to the student's advisor

no later than May 15 in order for a student to meet requirements for graduation.

i. Clinical Case Analysis

The intent of the **Clinical Case Analysis** is to engage students in an experience which, in its comprehensiveness, brings together their entire clinical learning experience throughout their enrollment in the program, and reinforces their own self-efficacy and feelings of competence as a rehabilitation counselor. The supervisor for the clinical case analysis will be the instructor for the Fall/Spring internship classes.

During the internship experience, students are required to identify a clinical case: an individual they are working with in the rehabilitation counseling internship. The client identified for the case analysis project must be a case that a student has worked with over several sessions.

The following components need to be submitted:

1. Students will audio/video tape a counseling session of the identified case. The video should be 20–40 minutes in length. The student does not need to have the camera on the client, but does need to film themselves. This video is in addition to any other video requirements for the internship.

Signed consent form from the client or their authorized representative for purposes of others having access to session content. (You as the intern will keep a record of the consent. Do not place a copy in the materials submitted.) You will also need a signed consent form from the supervisor who represents the institution providing services to the client.

2. Transcription of the complete counseling session.
3. A written review of the video outlining the strengths of the interview and identifying areas of improvement for the counselor (3–4 pages).
4. A 10-page written case analysis (more details are below) using APA style.
5. A PowerPoint presentation of approximately 20 minutes that will be presented during the internship class.

The written case analysis report (#5 above) should have the following components:

- a. A complete psychosocial history including a summary of the client's educational and work background.
- b. An overview of the client's strengths.
- c. A summary of medical issues related to the client's disability and how the disability has impacted them, particularly in regard to employment.
- d. A discussion of ethical and legal implications in working with this particular client. This should include citations from the ethical codes and professional literature, illustrating the case through theories and basic concepts.
- e. Discussion of the client's transferable skills, vocational goal, and process of identify that goal.
- f. A discussion of how developmental and contextual issues influenced this client and their current problems.

- g. Barriers to employment and how these barriers will be/were addressed. This might include a discussion of how the client's disability may result in discrimination and/or exclusion and opportunities for inclusion.
- h. A summary of an individual written rehabilitation plan (IWRP) or treatment plan. This should include the client's rehabilitation/treatment goal, objectives, and interventions.
- i. Process you have used to evaluate the counseling outcomes working with this client.
- j. Link to the research relevant to the issues that are impacting the client's well-being (at least three peer-reviewed articles). APA citations should be included in the reference section at the end of the paper.
- k. A discussion of the student-counselor's personal reactions to the client, including any countertransference issues. This should include a discussion of your personal attitudes and feelings about working with this particular client.
- l. A reflection on your professional identity as a clinical rehabilitation counselor.

The faculty supervisor and one other faculty member will evaluate the clinical case analysis report and PowerPoint presentation. The counseling skills demonstrated by the student will be evaluated by the internship supervisor. Students may either receive a pass or fail based on their evaluation from the internship supervisor.

ii. **Professional Project**

Students can elect to complete a professional project that is relevant for their career goals. The project must apply and integrate the knowledge and research skills acquired during the student's coursework related to the profession of rehabilitation counseling. The primary purpose is to integrate theory and practice and compile a relevant and useful product for future use. Students can choose to work with any appropriate faculty member on the professional project. The key to a successful professional project is to begin early.

The project could relate to some policy issue relevant to the internship placement site. It could be a training module to give to clients or professional staff at the internship site, a professional manual for use by staff, or a report about a particular issue or challenge. The project may well be a product such as a manual or curriculum. If so, it is anticipated that the student and/or appropriate others have an opportunity to implement it. It is hoped that the project would have benefit and relevance to your practicum/internship site.

The final professional project paper will have the following sections:

1. Overview of the problem or issue.
2. Literature review summarizing previous research addressing this issue (at least 5 peer-reviewed articles, no websites).
3. Description of the project activities.
4. Evaluation section outlining the outcomes of the project.
5. Personal reflection regarding the learning outcomes from this project and implications for personal practice.

Time frames for the professional project:

Summer with practicum class	Student to think about possible professional project. Discuss ideas with site supervisor, practicum instructor, and/or faculty. Identify a capstone supervisor.
Nov. 15	Submit 2-page project proposal addressing points 1–4 above to project supervisor and GPD.
Feb. 15	Provide a 500-word progress report to capstone supervisor.
Apr. 1	Final project due.

iii. Research Project

The purpose of completing a **research project** is to prepare students to become practitioner-scientists. For students who are contemplating a future doctorate or a career as a master's-level researcher, this is an important option. Students can choose to work with any faculty on a research project. The key to a successful research project is to begin early. Students who are using human subjects will need to seek IRB (university ethics board) approval and this can take 4–6 weeks or more.

Students are expected identify a problem or issue confronting them as practitioners that they can discuss with their supervisor. Typically, students identify a project early in their practicum. However, a research project may be developed independent of the practicum/internship. Essential in the choice of the research activity will be how the issue relates to practice as a rehabilitation counselor. Students may choose to address the identified issue with a focus on interventions, adaptive technologies, systems functioning, or cultural and diversity issues confronting those with disabilities.

The final research project will have the following sections:

1. Overview of the problem.
2. Literature review summarizing previous research (at least 10 peer-reviewed articles, no websites).
3. Methods section describing the population being studied and how data will be collected and analyzed.
4. Results section outlining the findings.
5. Discussion section commenting on the significance of the findings.
6. Personal reflection regarding the learning outcomes from this project and implications for personal practice.

Suggested time frames for research project:

Summer with practicum class	Student to think about possible professional project. Discuss ideas with site supervisor, practicum instructor, and/or faculty. Identify a capstone supervisor.
Oct. 15	Last day to submit a 2-page written research proposal addressing points 1–3 above to capstone supervisor and GPD.
Nov. 15	Submit IRB proposal to supervisor.

Feb. 15	Provide a 500-word progress report to capstone supervisor.
Apr. 1	Final project due.

Academic Integrity and Code of Conduct

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

https://www.umb.edu/life_on_campus/policies/community/code

It is important that students are attentive to appropriately citing other sources in their written papers. To use other people or other sources' ideas without giving them credit is plagiarism and could result in academic discipline. Frequently people make mistakes with plagiarism because they are waiting to the last minute and errors are made. There are several resources for students to help them make sure that they prevent plagiarism at the following site:

<https://www.umb.edu/elearning/tools/turnitin>

Academic Policies

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

Continuous Registration:

Each degree-seeking graduate student must maintain continuous registration until the degree sought by the student has been formally awarded. If the student does not register in any Fall or Spring semester for courses, they will be required to pay a program fee for that semester.

Statute of Limitations:

Achievement of a master's degree signifies mastery of one's chosen discipline. Rather than being merely a collection of courses, a graduate degree requires intense commitment to scholarship and practice within a specific period of time. Such focus and coherence is lost if the degree is not completed within a reasonable time period. Therefore, each program requires that students complete their course of study within designated time limits.

Students in the SGISD master's program need to complete their program within 7 years. A student who fails to complete a program within that established time limit is subject to dismissal. In exceptional cases, an extension of the time limit may be granted by the Dean of Graduate Studies. In such cases, the student must submit a request to the GPD with a letter of explanation accompanied by a detailed schedule for completion. A letter from the student's Graduate Program Director concurring with the request must be submitted to the Dean of Graduate Studies with the student's request.

Leave of Absence:

A student may obtain a leave of absence up to a maximum of two years by filing a

request that must be approved by the GPD and the Dean of Graduate Studies. A leave of absence extends the time limit by the length of the leave, but the student must pay the program fee for each Fall and Spring semester of the leave.

Academic Average for Graduate Degrees and Certificates:

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

Academic Probation:

A student is placed on academic probation for the following reasons:

- a. The student's grade point average falls below 3.0. As outlined in the academic policies of the University, if a student has a GPA below 3.0 for two semesters, they may be dismissed from the program.
- b. A student has accumulated more than two incomplete grades.
- c. The GPD requests such action. A memorandum explaining the reasons for the recommendation along with the criteria that the student must meet before the status is removed is forwarded to the Dean of Graduate Studies and placed into the student's file. Probation can be removed only by the Dean of Graduate Studies and only upon the recommendation of the GPD. Justification for either restoration to degree-seeking status or dismissal must accompany the request.

Maximum Credit Load:

A graduate student may register for up to 12 credits during the fall and spring semesters and nine credits during the summer. Any student who wishes to register for more than the maximum credit load must secure written permission from the GPD.

Retaking Courses:

A student may repeat any course, provided they have not taken and passed a more advanced course for which it is a prerequisite. The course may be repeated regardless of the grade received, but there may be only one such repetition. If a student repeats a course, both grades will appear on the student's transcript, but only the second grade will be computed in the student's cumulative average.

Full-time and Part-time Status:

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

Withdrawing from the University:

The effective date of withdrawal from the University is that on which all forms are completed, signed, and returned to the Office of Graduate Admissions and the Graduate Registrar. The last day students may withdraw is the last day of classes of the semester. Students withdrawing receive a W for each course in which they are enrolled. Failure to

complete a withdrawal form will result in the recording of the grade of F (failure) for all courses at the end of the term. To withdraw from the University, a student must consult with the GPD and receive clearance from any University office in which financial charges have been incurred.

Readmission:

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

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

Grades – Not Attending:

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

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

Grades – Incomplete:

The grade incomplete (INC) is reported only where a portion of the assigned or required class work, or the final examination, has not been completed because of serious illness, extreme personal circumstances, or scholarly reasons at the request of the instructor. Incompletes are given at the discretion of the instructor and the Incomplete contract form must be completed by the faculty member and the student, specifying the work to be done and the deadline. If you are receiving the grade of incomplete, you are allowed up to one year to complete the course. The new grade must be submitted to the Registrar

by the grading deadline for that semester, i.e., by the end of the **next fall** for the fall semester incompletes. The grade for any course not completed by this deadline will be converted to the grade of 'F'.

The initiative in arranging for the removal of an “Incomplete” rests with the student. This regulation does not apply to thesis, dissertation, or capstone credits. In all cases, a student can obtain credit for an “Incomplete” only by finishing the work of the course before the end of one calendar year from the time of enrollment in that course. At the end of that period, if a grade is not submitted, an F (Failure) will be recorded.

Audits:

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

Transfer of Courses and Credits:

Applicants who have completed graduate course work at other accredited institutions may transfer towards the completion of a UMass Boston graduate degree up to the equivalent of 6 credits from courses in which the applicant received a grade of B or higher, provided these are courses that a) have not been used to fulfill requirements for another degree, and b) were earned no more than seven years before matriculation in the program into which the student wishes to transfer credit.

Adding or Dropping Courses:

During the “add/drop period”—usually five days at the beginning of each semester—a student may add, drop, or change courses without penalty; that is, no entry will be made on the student’s permanent record. No courses may be added after this period. Please note: a student enrolled in only one course and wishing to drop that course must either pay the program fee to remain active in the program, or withdraw from the program.

Withdrawing from Courses:

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

Refunds and Reductions:

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

Frequently Asked Questions

- **How do I set up an email account?**

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

- **How do I know what books are required for my classes?**

If you are taking an online class, the syllabus will be posted on Blackboard and there will be information about necessary books listed there. For in-person classes you will receive a syllabus at the beginning of the semester. The instructor may also have listed your text books at the bookstore. You can view the text books using the course number at <https://www.bkstr.com/massachusetts-bostonstore/shop/textbooks-and-course-materials>. If you would like to purchase your books prior to the start of the semester, you can email the professor.

- **Where do I purchase books?**

You can purchase textbooks (in person or online) from the UMass Boston Bookstore or order online. The bookstore also stocks UMass Boston gear, office supplies, computer products, snacks, and more. For more information, call 617-287-5090. Students can also purchase books using online resources.

- **How do I access the Graduate Writing Center?**

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

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

- **How do I access the Healey Instructional Research Guide/Guidance?**
What has traditionally been called library research has become increasingly complex. In support of the teaching mission of the University, Healey Library offers a variety of programs and services to help UMass Boston students engage in key, lifelong, critical thinking and information-seeking skills. A reference-instruction librarian will meet with your class in your classroom, via remote access/Zoom, or in the library's hands-on Center for Library Instruction. Students will learn to maximize their information literacy skills and effectively use and evaluate relevant print and electronic resources. For more information, contact the Library at library.reference@umb.edu or 617-287-5940, or visit the reference librarians on the 4th floor of the Library.
- **Is there a counseling center available on campus?**
Yes. The Counseling Center at UMass Boston is available to help students identify and access the most appropriate services for their particular situation. In the Fall 2011 National College Health Assessment Survey of over 25,000 college students, mental health issues had a significant impact on students' academic performance. In particular, stress, sleep difficulties, anxiety, and depression were those most frequently cited as responsible for causing students to do less well than they otherwise would or could have. Fortunately, mental health professionals can help college students to address these (and other) issues in constructive ways, so that students are able to reach their full potential and make the most of their college experience. More information about the Counseling Center can be found here: http://www.umb.edu/healthservices/counseling_center. You can contact them by phone at 617.287.5690 to set up a telehealth appointment.
- **Where do I go for IT help?**
The Information Technology Services Division will help you with managing your student password, getting the support you need for full participation in the classroom, and accessing Blackboard. Accessing the webpage that lists frequently asked questions may be helpful: www.umb.edu/it/getting_help/faq. Otherwise, if you would like direct support, contact them by phone (617-287-5229) or email (ITServiceDesk@umb.edu).
- **What is Atomic Learning and how do I access it?**
Atomic Learning, also known as Hoonuit, is an online training resource that is available 24/7 and open to all UMass Boston students, staff, and faculty. Atomic Learning allows people direct access to "How do I do that?" questions about 200+ programs, such as Microsoft Office, Adobe Photoshop, Windows and Apple operating systems, and more. Accessing Atomic Learning is easy and can be done by logging in with your full UMass Boston email address and password. For more information, visit: http://www.umb.edu/it/getting_services/training/atomic_learning.
- **Where do I go for advising?**
An academic advisor will be assigned to you at the beginning of the academic year at UMass Boston. Your academic advisor will work with you to develop a plan of study and identify which semester you need to take courses to complete your program in your desired timelines. Your faculty advisor will also

communicate with you each semester prior to pre-registration to ensure that you are on track to complete your program.

Other forms of advisory guidance may be sought from the Office of Academic Affairs, the Office of Academic Services, the Office of Financial Aid, the Office of Diversity and Inclusion, or other offices based on your needs.

- **Who do I contact about disability services?**

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

- **How do I register for classes?**

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

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

- **How and when do I apply for graduation?**

Graduate students apply for graduation by filling out the degree application form. We strongly suggest that you print out an unofficial copy of your transcript to make sure all courses, grades, and transfer credit are present. Submit the completed degree application to the Registrar's Office by the degree deadline date. Once your degree application is approved, the Bursar's Office will bill you for the mandatory \$200 commencement fee. Graduate students must print the

appropriate degree application form for their degree and follow the instructions. More information can be found at:

http://www.umb.edu/registrar/graduation/applying_for_graduation.

- **Is it possible to enroll in the programs on a part-time basis?**

Yes, part-time study is allowed for the master's degree.

- **Can I start in the spring term?**
Master's students may begin in summer, spring, or fall semesters.
- **How long will it take me to earn my degree?**
Master's students may expect to complete the degree program in 2 years, including summers (full-time), or in 3–5 years (part-time).
- **Am I able to contact individual professors?**
We encourage current and potential students to make connections with faculty members to discuss their research interests and current areas of work. These discussions may be useful in selecting the specific academic course or concentration to pursue, as well as for getting advice on internships, employment, conferences and other means of participating in professional activities. View our faculty and staff list at <https://globalinclusion.umb.edu/people/faculty-staff>.

Professional Rehabilitation Counseling Organizations

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

American Counseling Association
Division: American Rehabilitation Counseling Association
(800) 545-2223
<http://www.arcaweb.org/>

National Rehabilitation Association
888-258-4295
<http://www.nationalrehab.org>

National Rehabilitation Counseling Association
(703) 361-2077
<https://nationalrehabcounselingassociation.wildapricot.org/NRCA-Reformation>

National Council on Rehabilitation Education
(559) 906-0787
<https://ncre.org/>

Code of Professional Ethics for Rehabilitation Counselors

The Code of Professional Ethics for Rehabilitation Counselors may be viewed here:
https://www.crc certification.com/filebin/pdf/ethics/CodeOfEthics_01-01-2017.pdf

The American Counseling Association Code of Ethics may be viewed here:
<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Plans of Study

Please see the following pages for plans of study for full-time and part-time students in both of our rehabilitation counseling tracks.

Plan of Study

Clinical Rehabilitation Counseling Track

Full Time

Courses	Semester	Meeting time (if available)
COU 601 Research and Evaluation	Fall 2	
REHAB 602 Medical and Psychological Aspects of Disabilities	Fall 1	
REHAB 603 Foundations of Rehabilitation	Fall 1	
COU 605 Principles of Vocational Educational and Psychological Assessment	Summer 2	
COU 608 Abnormal Psychology	Fall 1	
REHAB 609 Psychiatric rehabilitation	Fall 2	
REHAB 610 Case Management	Spring 1	
REHAB 611 Portfolio management (1-credit class, meets 4 times in semester)	Fall 1	
REHAB 612 Vocational Rehabilitation and Placement	Spring 2	
COU 613 Vocational Development and Career Information	Summer 2	
REHAB Motivational Interviewing	Summer 1	
REHAB 615 Counseling Theories	Spring 1	
COU 616 Group Counseling and Group Dynamics	Summer 1	
COU 620 Clinical Application of Human Development	Spring 1	
COU 653 Perspective in Cross Cultural Counseling	Fall 1	
COU 674 Psychopharmacology for counselors	Spring 1	*requires program change for class to be offered online
Elective	Spring 2	

REHAB 688 Practicum	Summer 2	
REHAB 698 Internship	Fall 2	
REHAB 698 Internship	Spring 2	

Plan of Study
Clinical Rehabilitation Counseling Track
Part Time

Courses	Semester	Meeting time (if available)
COU 601 Research and Evaluation	Summer 3	
REHAB 602 Medical and Psychological Aspects of Disabilities	Fall 1	
REHAB 603 Foundations of Rehabilitation	Fall 1	
COU 605 Principles of Vocational Educational and Psychological Assessment	Summer 2	
COU 608 Abnormal Psychology	Fall 2	
REHAB 609 Psychiatric Rehabilitation	Fall 3	
REHAB 610 Case Management	Spring 1	
REHAB 611 Portfolio (1-credit class, meets 4 times in semester)	Fall 1	
REHAB 612 Vocational Rehabilitation and Placement	Spring 3	
COU 613 Vocational Development and Career Information	Summer 2	
REHAB 614 Motivational Interviewing	Summer 1	
REHAB 615 Counseling theories	Spring 1	
COU 616 Group Counseling and Group Dynamics	Summer 1	
COU 620 Clinical Application of Human Development	Spring 2	
COU 653 Perspective in Cross Cultural Counseling	Fall 2	
COU 674 Psychopharmacology for counselors	Spring 2	
Elective	Any semester – will be an additional class	
REHAB 688 Practicum	Summer 3	
REHAB 698 Internship	Fall 3	
REHAB 698 Internship	Spring 3	

Plan of Study
Vocational Rehabilitation Counseling Track
Full Time

Courses	Semester	Meeting time (if available)
COU 601 Research and Evaluation	Fall 2	
REHAB 602 Medical and Psychological Aspects of Disabilities	Fall 1	
REHAB 603 Foundations of Rehabilitation	Fall 1	
REHAB 605 Principles of Vocational Educational and Psychological Assessment	Summer 2	
REHAB 610 Case Management	Spring 1	
REHAB 611 Portfolio (1-credit class, meets 4 times in semester)	Fall 1	
REHAB 612 Vocational Rehabilitation and Placement	Spring 2	
COU 613 Vocational Development and Career Information	Summer 2	
REHAB Motivational Interviewing	Summer 1	
REHAB 615 Counseling Theories	Spring 1	
COU 616 Group Counseling and Group Dynamics	Summer 1	
COU 620 Clinical Application of Human Development	Spring 1	
COU 653 Perspective in Cross Cultural Counseling	Fall 1	
Elective	Fall 1	
Elective	Spring 1	
Elective	Fall 2	
Elective	Spring 2	
REHAB 688 Practicum	Summer 2	
REHAB 698 Internship	Fall 2	
REHAB 698 Internship	Spring 2	

Plan of Study
Vocational Rehabilitation Counseling Track
Part Time

Courses	Semester	Meeting time (if available)
COU 601 Research and Evaluation	Summer 3	*requires additional summer class
REHAB 602 Medical and Psychological Aspects of Disabilities	Fall 1	
REHAB 603 Foundations of Rehabilitation	Fall 1	
COU 605 Principles of Vocational Educational and Psychological Assessment	Summer 2	
REHAB 610 Case Management	Spring 1	
REHAB 611 Portfolio (1-credit class, meets 4 times in semester)	Fall 1	
REHAB 612 Vocational Rehabilitation and Placement	Spring 3	
COU 613 Vocational Development and Career Information	Summer 2	
REHAB Motivational Interviewing	Summer 1	
REHAB 615 Counseling Theory and Practice II	Spring 1	
COU 616 Group Counseling and Group Dynamics	Summer 1	
COU 620 Clinical Application of Human Development	Spring 2	
COU 653 Perspective in Cross Cultural Counseling	Fall 2	
Elective	Fall 2	
Elective	Fall 3	
Elective	Spring 2	
Elective	Any semester	
REHAB 688 Practicum	Summer 2	
REHAB 698 Internship	Fall 2	
REHAB 698 Internship	Spring 2	

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Assessment of Professional Dispositions Form

Please see the next page for the assessment of professional dispositions form.

Assessment of Professional Dispositions Form

Student Name:

Faculty:

Date:

Primary Professional Dispositions	Specific Professional Disposition Descriptors	Satisfactory or Needs Improvement
Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, and NBCC, including practices within competencies. Can identify the difference between right and wrong.	
Professional Behavior	Behaves in a professional manner toward supervisors, peers, and clients (includes appropriate communications, dress, and attitudes). Able to collaborate with others.	
Professional and Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, and clients.	
Knowledge of and Adherence to Site Policies	Demonstrates understanding of and appreciation for <i>all</i> counseling site policies and procedures.	
Task Completion and Record Keeping	Completes assignments on time or requests extensions. Completes <i>all</i> weekly record keeping and tasks correctly and promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory reports).	
Multicultural Competencies	Demonstrates awareness of, appreciation of, and respect for cultural difference (e.g., gender, race,	

	ethnicity, spirituality, sexual orientation, ability/disability, SES).	
Emotional Stability and Self-Control	Demonstrates emotional stability (i.e., congruence between mood and affect) and self-control (i.e., impulse control) in relationships with supervisor, peers, and clients. Demonstrates insight about psychological or other barriers that may hinder academic or professional success and takes appropriate measures.	
Motivated to Learn and Grow / Initiative / Responsibility for Problem Solving	Demonstrates engagement in learning and development of counseling competencies. Demonstrates initiative and is proactive in solving problems. Takes responsibility for ensuring course expectations are met and uses initiative to solve issues.	
Openness to Feedback	Responds non-defensively and alters behavior in accordance with supervisory feedback.	
Flexibility and Adaptability	Demonstrates ability to flex to changing circumstances, unexpected events, and new situations.	
Congruence and Genuineness	Demonstrates ability to be present and to be true to oneself.	