

THE UNIVERSITY OF
MEMPHIS[®]

DEPARTMENT OF COUNSELING,
EDUCATIONAL PSYCHOLOGY, AND
RESEARCH



“Counseling Today for Tomorrow’s Future”

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MISSION STATEMENT

“Counseling Today for Tomorrow’s Future”

The mission of the rehabilitation counseling master’s degree program at the University of Memphis is to prepare professional counselors to provide a full range of rehabilitation counseling services to facilitate the personal, educational, and vocational development of individuals with emotional, cognitive, physical and neurological impairments.

The program prepares individuals to work in a wide variety of rehabilitation, counseling, and human service settings that include community based rehabilitation and mental health centers, drug and alcohol treatment facilities, state and federal vocational rehabilitation agencies, colleges and universities, and a wide variety of social service agencies.

A unique feature of the program is its association with The University of Memphis Center for Rehabilitation and Employment Research, which provides hands-on learning opportunities for students in practicum and internship settings, as well as graduate assistantships.

In addition, you will find that other learning and service opportunities are plentiful throughout the metropolitan Memphis area. With this combination of classroom and real-world experience, you’ll be able to immediately and confidently apply your knowledge and skills.

THE PROFESSION OF REHABILITATION COUNSELING

The rehabilitation counseling profession comprises a wide variety of specialties that leads to careers with competitive salaries and benefits. And unlike other jobs in today's economic environment, the demand for rehabilitation counselors has steadily increased over the past few years.

University of Memphis graduates have been hired in the following positions, which represent a small sampling of career opportunities you may consider:

- Vocational rehabilitation counselor
- Mental health case manager and counselor
- Child and family therapist
- Intervention specialist
- Addiction counselor
- Employment consultant

Where your future begins

Whether you seek a degree that immediately leads to a rewarding career or you desire a strong foundation upon which to pursue doctoral-level studies, you will find that the rehabilitation counseling program at The University of Memphis offers the flexibility you need to upgrade your skills and professional standing, either on a full- or part-time basis.

ADMISSIONS

Admissions to the rehabilitation counseling program is based on an applicants undergraduate and graduates GPA, Graduate Record Examination (GRE) scores, counseling-related experience, a statement of professional goals, three academic or professional references and an interview with counseling faculty.

Application to the program is a three-step process:

1. Complete and submit the following materials to the Graduate School: GRE scores, transcripts from undergraduate and graduate programs attended, Graduate school application.
2. Complete and submit the following materials to the Department of Counseling, Educational Psychology and Research: Departmental application, three references and statement of professional goals.
3. After the completed application file is received by the Department, it is reviewed and an interview with one or two members of the faculty may be scheduled.

FINANCIAL ASSISTANCE

The U.S. Department of Education's Rehabilitation Services Administration provides scholarship monies to pay in-state tuition and a monthly living stipend to a select number of Master's Degree students in the program.

Availability of funds will vary with each semester. Please check with the program coordinator about availability of those funds. Students must apply for funding by: 1) completing the stipend application (attached); 2) completing a professional statement outlining how the scholarship will assist in reaching your professional goals; 3) a personal interview with an independent review board. Only United States citizens may apply.

Students will be funded for a full-time course load (9 hours) each semester (Fall/Spring) and 6 hours during the summer.

To eliminate the scholarship payback, the scholar must work two years in an appropriate job setting for each year the scholarship is received.

PROGRAM OVERVIEW

The University of Memphis Rehabilitation Counseling Program is a nationally recognized training program that offers a 48-semester-hour Rehabilitation Counseling and a 60-semester-hour Clinical Rehabilitation Counseling, CORE (Council on Rehabilitation Education) accredited curriculum.

The program represents one specialty area with the Department of Counseling, Educational Psychology and Research's Counseling Program (other programs include: Clinical Mental Health and School Counseling).

The program is situated in an urban research university that offers flexibility to both full-time and part-time students, offering many currently working the field an opportunity to upgrade their skills as well as academic and professional standing.

Students will be eligible to sit for the certified rehabilitation counselor exam during the last semester of course work. In accordance with 2003 revised CORE standards, our students will continue to have the option of pursuing 12 additional credit hours which provide students with the necessary graduate hours to become a licensed professional counselor (LPC) in the State of Tennessee.

CURRICULUM OF STUDY
(48 Semester Hours)
Counseling Core

COUN 7411 Foundations of Counseling

COUN 7531 Group Counseling

COUN 7541 Theories of Counseling

COUN 7571 Clinical Techniques of Counseling

COUN 7551 Assessment Techniques

COUN 7750 Multicultural Counseling

EDPR 7521 Introduction to Educational Research

Rehabilitation Core

COUN 6901 Principles and Techniques of Rehabilitation (Fall)

COUN 7912 Psychiatric Rehabilitation (Fall)

COUN 6913 Medical Aspects of Rehabilitation (Spring)

COUN 6921 Vocational Development and Occupational Information
(Spring)

Field Experience in Rehabilitation Counseling

COUN 7941 Practicum in Rehabilitation Counseling

COUN 7942 Internship in Rehabilitation Counseling

6 Credit Hours in Supportive/Elective Courses

Rehabilitation Counseling
Two-Year Program of Study
Fall Enrollment
(48 credits)

Fall Semester

COUN 7411	Foundations of Counseling
COUN 6901/4901	Principles and Techniques of Rehabilitation Counseling
COUN 7912	Intro to Psychiatric Rehabilitation Counseling
COUN 7541	Theories of Counseling

Spring Semester

COUN 6913/4913	Medical and Psychosocial Aspects of Rehabilitation
COUN 6921/4921	Vocational Development and Occupational Information
COUN 7571	Clinical Techniques
COUN 7531	Group Counseling

Summer Semester

EDPR 7521	Introduction to Educational Research
COUN 7551	Assessment Techniques

Fall Semester

COUN 7750	Multicultural Counseling
COUN 7941	Practicum in Rehabilitation Counseling
----	Supportive/Elective Course

Spring Semester

COUN 7942	Internship in Rehabilitation Counseling
----	Supportive/Elective Course

COMPREHENSIVE EXAM

Rehabilitation Counseling
Two-Year Program of Study
Spring Enrollment
(48 credits)

Spring Semester

COUN 7411	Foundations of Counseling
COUN 7541	Theories of Counseling
COUN 6913/4913	Medical and Psychosocial Aspects of Rehabilitation
COUN 6921/4921	Vocational Development and Occupational Information

Summer

EDPR 7521	Introduction to Educational Research
COUN 7531	Group Counseling

Fall Semester

COUN 6901/4901	Principles and Techniques of Rehab. Counseling
COUN 7912	Intro to Psychiatric Rehabilitation Counseling
COUN 7571	Clinical Techniques
COUN 7551	Assessment Techniques

Spring Semester

COUN 7750	Multicultural Counseling
COUN 7941	Practicum in Rehabilitation Counseling
----	Supportive/Elective Course

Fall Semester

COUN 7942	Internship in Rehabilitation Counseling**
----	Supportive/Elective Course

COMPREHENSIVE EXAM

*You should meet with your advisor to discuss this program. Please note that courses offered in the summer are subject to enrollment minimums.

** Students may also choose to divide their internship over the summer and fall semesters.

For students interested in obtaining their Licensed Professional Counselor (LPC), you should take these additional classes before you graduate (note that the RSA scholarship does not cover these course):

- 1) Mental Health Interventions
- 2) Legal and Ethical Issues
- 3) Career Techniques
- 4) Select 4th class that covers one of the content areas, listed at the below website, that you (personally) need to cover in your academic studies.

GRADUATION!!

Department of Counseling, Educational Psychology and Research

**College of Education
The University of Memphis
Master of Science in Counseling
Clinical Rehabilitation Counseling Concentration
(60 credits)**

Name _____ SSN _____
 Address _____
 City _____ State _____ Zip _____
 Phone (Work) _____ (Home) _____

*Courses marked with an * are prerequisites for COUN 7941, Practicum in Rehabilitation Counseling.*

Credits	Course #	Course name	Planned	Completed
3*	COUN 6901	Principles and Techniques of Rehabilitation Counseling (Fall Semester)		
3	COUN 6913	Medical and Psychosocial Aspects of Rehabilitation (Spring Semester)		
3	COUN 6921	Vocational Development and Occupational Information (Spring Semester)		
3	COUN 7912	Introduction to Psychiatric Rehabilitation Counseling (Fall Semester)		
3*	COUN 7411	Foundations of Counseling		
3*	COUN 7531	Group Counseling		
3*	COUN 7541	Theories of Counseling		
3*	COUN 7551	Assessment Techniques		
3*	COUN 7571	Clinical Techniques		
3	COUN 7630	Mental Health Counseling & Care Systems		
3	COUN 7710	Alcohol/drug counseling		
3	COUN 7750	Multicultural Counseling		
3	COUN 7785	Legal and ethical issues		
3	CPSY 7700	Mental health interventions		
3	COUN 7941	Practicum in Rehabilitation Counseling (Courses marked with an * are prerequisites for COUN 7941)		
9	COUN 7942	Internship in Rehabilitation Counseling		
3	EDPR 7117	Lifespan and Human Development		
3	EDPR 7521	Introduction to Educational Research		

Plan was reviewed and approved:

Student _____ Date _____

Advisor _____ Date _____

Counseling Coordinator _____ Date _____

Concentrations in Rehabilitation Counseling

The following represent several areas of concentration for rehabilitation counseling professionals, although this list is not all inclusive of the variety of populations and settings in which rehabilitation counselors practice, it provides a sample of select courses of study persons may utilize to fulfill their elective requirements. In addition, students may fulfill the 6 credit hour requirement with any variety of courses from those listed below in addition to others provided at The University of Memphis. This is only a guide to study that you may use to discuss your program plan with your advisor.

Family Counseling Concentration Area

COUN 7720-8720. Systems Development for Family Therapy. (3). Systems theory applied to families as a framework for family therapy; analysis of family systems at different stages of the family life cycle; history of family therapy, research, and professional ethical issues. **PREREQUISITE:** COUN 7541 or permission of instructor.

COUN 7721-8721. Theories and Techniques of Family Therapy. (3). (8781). Major approaches to family therapy: structural, Bowenian, strategic, behavioral, communications, experiential, object relations, techniques and assumptions, traditional and current practices. **PREREQUISITE:** COUN 7720 or permission of instructor.

COUN 7722-8722. Couple Counseling and Therapy. (3). (8782). Marital and couple counseling and problem situations; phases of therapy, ethical dilemmas, research methodology in couple/family dysfunction. **PREREQUISITE:** COUN 7720 or permission of instructor.

Psychiatric Rehabilitation Counseling Concentration Area

COUN 7912. Introduction to Psychiatric Rehabilitation Counseling. (3). This course will provide an introduction to psychological, vocational and independent living issues that emanate from severe, long-term mental illness, as well as the psychosocial rehabilitation model and interventions that are being utilized to address them. Students will be introduced to the philosophical and empirical bases of psychiatric rehabilitation, including an overview of programming models, service system issues, current research in psychopathology, and its treatment.

COUN 7730-8730. Crisis Intervention Counseling. (3). Study and practice in understanding crisis theory and crisis-induced dysfunctional behavior, recognizing crisis situations, and the application of crisis intervention methods and strategies to help people in emotional crises return to a state of cognitive, affective, and behavioral equilibrium and functional coping.

COUN 7710-8710. Alcohol/Drug Counseling. (3). Process of counseling alcoholic and drug dependent persons; modalities of treatment, philosophy of treatment and referral. PREREQUISITE: COUN 7541.

COUN 7630-8630. Overview of skills and knowledge unique to mental health counselors; topics include but not limited to: mental health service delivery, assessment for mental disorders, psychotropic medications, the history of mental health counseling, advocacy, social justice, and preventive mental health concepts. PREREQUISITE: COUN 7411, 7541, and enrollment in COUN degree program or consent of instructor. PRE- OR COREQUISITE: COUN 7551.

Transition and Education Concentration Area

SPED 7501-8501. Psycho-Social and Educational Aspects of Mental Retardation. (3). Historical, philosophical, and societal perceptions of individuals with mental retardation. Emphasis on social, emotional, physical, and learning characteristics. (Offered fall semester.).

SPED 7513-8513. Secondary School Transition. (3). Emphasizes transition issues, life skills, and vocational education to prepare students with exceptionalities for life after secondary school; also focuses on legal issues, family concerns, and effective transition programming. Familiarity with available community resources and the importance of interagency collaboration stressed. (Offered spring semester of odd years).

PSYC 7418-8418. Behavior Therapy with Children. (3). Applications of learning models to effect behavioral change in children reviewed from theoretical, experimental, and clinical perspectives. Emphasis on intervening in natural environment and using parents, teachers, and peers in treating problems such as low academic achievement, inadequate social skills, hyperactivity, and child abuse. A substantial practicum component may be added to the course that requires the student to provide therapy to at least one child. PREREQUISITE: Permission of instructor.

Alcohol and Drug Counseling Concentration Area

COUN 7710-8710. Alcohol/Drug Counseling. (3). Process of counseling alcoholic and drug dependent persons; modalities of treatment, philosophy of treatment and referral. PREREQUISITE: COUN 7541

COUN 7730-8730. Crisis Intervention Counseling. (3). Study and practice in understanding crisis theory and crisis-induced dysfunctional behavior, recognizing crisis situations, and the application of crisis intervention methods and strategies to help people in emotional crises return to a state of cognitive, affective, and behavioral equilibrium and functional coping.

COUN 7912. Introduction to Psychiatric Rehabilitation Counseling. (3). This course will provide an introduction to psychological, vocational and independent living issues that emanate from severe, long-term mental illness, as well as the psychosocial rehabilitation model and interventions that are being utilized to address them. Students will be introduced to the philosophical and empirical bases of psychiatric rehabilitation, including an overview of programming models, service system issues, current research in psychopathology, and its treatment.

Gerontological Counseling Concentration Area

COUN 7760-8760. Gerontological Counseling. (3). (7882-8882). Counseling and developmental theories applied to the aging; experience in the use of appropriate individual and group counseling techniques with the aged with emphasis on crisis situations relating to retirement, relocation, dying, death, survivorship. **PREREQUISITE:** Major in Counseling or permission of instructor.

PSYC 7440-8440. Behavioral Medicine I: Adult. (3). Introduction to research and clinical practice in adult behavioral medicine, including stress, coping, and emotion in relation to health, health attitudes and behavior change, treatment adherence, pain management, impact of medical illness on patients and families, and psychological assessment and treatment of medical patients. **PREREQUISITE:** Permission of instructor.

SOCI 7450. Seminar in Aging. (3). Aging as sociological phenomenon through understanding and applying principles of gerontological analysis to contemporary topics in aging, including acquaintance with and use of computer accessible literature data base.

COUN 7912. Introduction to Psychiatric Rehabilitation Counseling. (3). This course will provide an introduction to psychological, vocational and independent living issues that emanate from severe, long-term mental illness, as well as the psychosocial rehabilitation model and interventions that are being utilized to address them. Students will be introduced to the philosophical and empirical bases of psychiatric rehabilitation, including an overview of programming models, service system issues, current research in psychopathology, and its treatment.

SERVICES TO STUDENTS WITH DISABILITIES

The University of Memphis provides assistance to students with disabilities through the Student Disability Services Office located in 110 Wilder Tower (901-678-2880 Voice/TTY 901-678-3070 Fax). The Office is open from 7:30a.m. - 4:30p.m. in the fall and spring semesters and from 8:00a.m. - 4:30p.m. during the summer semester and semester breaks. After hours appointments are also available on Wednesdays and Thursdays until 6:30p.m. upon request.

The University of Memphis is committed to providing equal opportunity and challenge to all academically qualified students with disabilities and is compliant with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. To receive disability related accommodations and services, students must first register with the Student Disability Services Office. Currently, the Student Disability Services Office serves approximately 900 students with a variety of disabilities, including mobility, visual and hearing impairments, a variety of chronic health disorders, psychiatric disorders, learning disabilities, attention deficit/hyperactivity disorder, seizure disorders, traumatic brain injury, and substance abuse.

The Student Disability Services Office (SDS) arranges, coordinates and provides academic accommodations and support services for qualified students with disabilities. SDS also provides disability awareness training to faculty and staff, promotes architectural and program access on campus, and represents the interests of persons with disabilities on various campus committees.

THE PROFESSIONAL LEARNING ENVIRONMENT

Statement on Ethical Conduct

Each student is expected to be knowledgeable of the appropriate ethical standards for the counseling profession in general, and the rehabilitation counseling profession. Armed with this knowledge, each student is expected to behave in an ethical manner and support ethical practices of fellow students and faculty. Students may locate the Rehabilitation Counseling Code of Ethics at <http://www.crccertification.com/code.html>

Support of Diversity

Consistent with the goals of The University of Memphis and the College of Education, it is a goal of this department and its programs to actively promote an atmosphere of understanding and an appreciation of differences in coursework and among students, faculty, and staff. Diversity refers to the fair representation of all groups of individuals, to the inclusion of underrepresented perspectives and voices, and to appreciation of different cultural and socioeconomic group practices.

The department commitment and support of diversity will be operationalized by the following:

- 1) We will give priority as a program to the recruitment and retention of under-represented students, including individuals with disabilities.
- 2) We will give priority to the recruitment and retention of minority and female faculty and staff.
- 3) The curriculum will provide all students with exposure to issues of diversity including, but not limited to, ethnicity, gender, socio-economic group, and disability. These issues will be infused in all courses.
- 4) The curriculum will provide coursework to permit students to study issues of diversity in depth. Reflecting the Memphis and MidSouth setting, priority will be given to coursework on issues of diversity and counseling in urban settings.
- 5) The faculty will have opportunities to participate in activities that help promote understanding of and methods of instruction for a diverse student body and issues of diversity in counseling.
- 6) We will continue to distribute and discuss in all classes the departmental statement on Sexual and Racial harassment
- 7) The Diversity Committee, will continue to monitor the achievement of these goals and develop and implement annual activities to meet these goals.

HARASSMENT and DISCRIMINATION STATEMENT

(endorsed January 16, 1991) Objective

The Department is interested in creating a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. We are committed, therefore, to fostering and initiating an atmosphere that is free from all forms of discrimination, harassment, exploitation, or intimidation. We have formulated this policy in order to sensitize ourselves and our students to discriminatory behaviors and provide safe procedures through which such behaviors can be explored and dealt with promptly and fairly.

Harassment and Discrimination

It is against University policy and is also illegal to harass or to discriminate against any member of the University community on the basis of sex, race, color, national origin, religion, age, disabling condition, or veteran status. More specific information is available on the internet at <http://www.enrollment.memphis.edu/registrar/srtk.htm>

In this department, we think it is important to attend also to insensitive or inappropriate behaviors. Such attention is consistent with ACA, APA, CRCC, and other ethical codes which guide the behavior of human service providers. Similarly, our intention is to implement this policy with a spirit of collegiality, mutual respect, and professionalism.

What To Do

If you believe you have been the recipient of harassment due to gender, race, or creed or if you feel that you have been the recipient of insensitivity to your gender, race, sexual preference, or cultural group, you have several choices of action.

The most direct approach is to speak directly to the person whose behavior seemed inappropriate. Or, you may speak to a faculty member, the department chair, Dr. Douglas Strohmer (678-5466) or Michelle Banks (678-2713), the Affirmative Action Officer on campus. You need to be aware that faculty are agents of the university and **MUST** report harassment to the Affirmative Action Office. Nevertheless, it is important that you speak to someone you feel comfortable with so that the complaint can be handled promptly and fairly.

In addition, you can speak to a personal counselor at the Student Development Center (6782067). The personal counselors are trained to help you with your feelings, can inform you of appropriate action, will maintain confidentiality, and can support you through your decision and questions.

COUNSELING AND PERSONNEL SERVICES OBJECTIVES

The Counseling programs are designed to prepare leaders in the counseling profession in the following general areas of knowledge and skills, with attendant attitudes of sensitivity and caring for diverse populations and increasingly multicultural populations. The program objectives are to provide students preparation in:

- 1) Fundamental social-behavioral science theory and research most useful to the counseling professions, including such areas as human development over the lifespan, personality theory, learning theory, emerging research on diverse populations, and gender differences;
- 2) Counseling and helping skills such as individual counseling, group counseling, assessment, consultation, supervision, and program evaluation;
- 3) Research and evaluation tools; and
- 4) Professional identity development for the roles and functions of various counseling and college student personnel leaders.

PROGRAM PLANNING

Advising Procedures

Advising is available during the registration periods from your advisor. You are free to select an advisor of your choice, preferably one whose interests and expertise are relevant to your interests. You will be expected to develop a working Program Plan, including a general plan for the sequence of completion of all required courses and those selected specialty courses and/or electives most appropriate to your career goals. This program plan should be developed during your first semester of graduate study, approved by your advisor and the program coordinator.

Each semester, you should contact your advisor during the registration period. It is your responsibility to contact your advisor in a timely manner and to remove any holds that might prevent you from registering.

All students may now register using MyMemphis.

Practicum, internships and Special Problems courses are restricted to students who have fulfilled the prerequisites for these courses. These classes also require additional paperwork, namely an application to be filed with the Practicum/Internship Coordinator, Dr. Pam Cogdal, a semester in advance of the term in which you plan to enroll.

PROGRAM INFORMATION

Program Approval

Your Program Plan must be approved in writing by you, your advisor, and the Counseling Coordinator. The Program Plan form has designated spaces for the three signatures. This serves as a form of contract between you and the Counseling program. Program Plan forms are available in the main Department office.

Course Sequence

Certain courses are prerequisites for more advanced counseling courses. This information is listed in the Graduate Catalog AND is also available from your **advisor**. You should plan on taking “Introduction to” courses early in your program, since these are considered foundational to subsequent courses. The numerical order of the courses in specialty areas is instructive regarding which course should be taken first.

Full-time or Part-time Study

The required and elective courses are offered in various time frames to accommodate the varied schedules of our full- and part-time students. Classes are typically 3-3.25 hours long and meet once weekly during fall and spring semesters. The semesters are typically 13-14 weeks long. Full-time students typically enroll for 9-12 hours per semester, whereas the part-time students enroll for 3-6 hours per semester. Whether a student is full or part-time, he or she should be thoughtful in planning the timing and sequencing of courses.

Practicum & Internship

Generally, the Core Requirements are to be completed prior to enrollment in a practicum and practicum is completed before internships. In the semester prior to when you plan on enrolling in a practicum or internship, you must make application by the middle of the first full month of that semester. Some practicum/internship sites also have a formal application, which must be completed and filed, at the site (see the appendices, the Practicum and Internship Manual and Center for Rehabilitation Employment and Research Community Resources Manual). Below are some relevant dates:

9/15 Application deadline for Spring practicum/internship 2/15 Application deadline for Summer practicum/internship 6/15 Application deadline for Fall practicum/internship

Course Completion Time Limits

You have ten years to complete your Masters Degree program. After ten years, you have the option of retaining those courses older than six years through the process of Course Validation (see the University Graduate Bulletin for further information).

Masters Comprehensive Exam

A comprehensive examination is required of each Masters student in the final semester of her/his program. There is no oral examination. The comprehensive examination is three hours in length focusing on the core content of the Masters program. The comprehensive examination consists of an 80 question multiple-choice test focusing on the core counseling content and an essay test focusing on the rehabilitation core content. A study guide is available to assist you in preparation for the Masters comprehensive. You may pick up the guide in the Departmental main office. The examination is typically given towards the end of the semester. You must pass this examination in order to graduate. You must schedule to take this exam. The deadline for registering for the fall semester is September 15; spring semester is February 15 and the summer semester deadline is May 15.

Integrative Paper Requirement

The Integration Paper is one of two alternatives available to rehabilitation counseling students who began the program prior to January of 2010. Students entering prior to January of 2010 have the choice of completing an integrative paper or a portfolio in addition to their comprehensive examination. Students entering the program on or after January of 2010 will need to complete a portfolio in addition to successfully passing a comprehensive exam. The *integration paper* is a less formal design than a Master's Thesis (option 2) that includes gathering information on a practical concern in an organized manner. The integration paper may include analyzing special topics in vocational rehabilitation, rehabilitation-psychology, mental health, or substance abuse. Additional information is available in the Appendix.

Thesis

The Thesis option will follow all specified guidelines of the Graduate School. Please see the Graduate School website for addition information on this option.

<http://academics.memphis.edu/gradschool/tdinfo.html>

Graduation

In addition to passing the comprehensive examination, graduates of the program must have successfully completed all courses with an overall grade point average of at least 3.0 on a 4.0 scale. Presently, graduation ceremonies are held right after the completion of each term (i.e., December following the fall term, May following the spring term, and August following the summer term). Thus, you should plan on participating in the graduation exercises for the term in which you graduate. You may find additional information regarding graduation at

<http://academics.memphis.edu/gradschool/graduation.html>

GENERAL PROGRAM POLICIES AND PROCEDURES

Transfer of Credits

The Graduate School allows a maximum of nine (9) semester credit hours transferred. Those hours must have been earned in an accredited graduate program and not be over six years old as the time of the student's completion of her/his masters degree. Their inclusion in the student's master's degree is subject to the approval of the student's advisor and the Counseling Coordinator. This approval should occur at the time of approval of the student's Program Plan.

Review and Retention Policy

The student's advisor is the initial contact related to behavioral or academic retention issues. At the end of each semester, counseling and counseling psychology faculty meet to discuss students who have retention problems. Copies of behavioral incident reports and academic (course C+'s or lower) retention reports are distributed.

1. Behavioral Retention

Students are expected to conform to conduct standards specified in the University of Memphis Code of Student Conduct and the American Counseling Association Code of Ethics. Each behavioral incident is documented by an instructor. An incident report form includes: (a) student name, (b) date and time of incident, (c) specific behaviors demonstrated, (d) witnesses, (e) persons involved, (f) signature, and (g) name of instructor completing report.

The student is mailed the (a) incident report and (b) a letter from the Retention Coordinator informing the student they may make a written response to the Retention Coordinator and recommending consultation with their advisor or other faculty member. If the student meets with their advisor, a summary of the meeting is written by the advisor. A copy of the incident report, letter, and advisory meeting summary are filed with Retention Coordinator (Coordinator of Counseling Program) and the Department Head.

If dismissal for behavioral reasons is considered appropriate at the meeting of the counseling and counseling psychology faculty, then the student is invited to meet with faculty to discuss the recommendation of the faculty. Retention appeals are conducted according to the procedures specified in the Graduate Bulletin of the University of Memphis.

At the start of the semester, each instructor receives (a) a copy of retention procedures and policies, (b) copies of incident reports, and (c) copies of behavioral checklist.

2. Academic Retention

If a student receives a C+ or lower course grade, a letter is mailed to the student informing them that they will need to retake the course in order to receive degree credit and requiring them to discuss their academic progress with their advisor. At the meeting with the student's advisor, the Advisor recommends remedial academic work. The student may retake the course once. A student may retake a maximum of two required courses.

If the student is on academic probation, a letter is mailed to the student requiring them to discuss their academic progress with their advisor. At the meeting the advisor may require the student to engage in particular remedial academic work. If a passing grade in a required course is not received (i.e. grade of B- or better) the second time the course is taken, the student will be unable to complete the requirements for a Master's degree (see Graduate Bulletin of the University of Memphis).

If the student fails to receive a passing grade in the course the second time, a letter is mailed informing the student they will be unable to complete the requirements for a Master's degree. The student's advisor, the Retention Coordinator, and the Department Head receive a copy of the letter. Once the student meets with their advisor, a summary of the discussion is written by their advisor. The Retention Coordinator receives a copy of the summary report. Retention Coordinator monitors (a) the academic progress of those students receiving a C or lower course grade and the number of times the student retakes the same course and (b) the academic progress of students on probation. Retention appeals are conducted according to the procedures specified in the Graduate Bulletin of the University of Memphis.

Grade Appeals Procedures

The University has established clear guidelines for those occasions when a student might want to appeal a grade. The *1993-94 Bulletin of The University of Memphis State University Graduate Catalog* notes:

This appeal procedure is designed to provide any graduate student at The University of Memphis with a clearly defined avenue for appealing the assignment of a course grade which is believed to be based on prejudice, discrimination, arbitrary, or capricious action, or other reasons not related to academic performance (p. 18). A student who wants to appeal a grade which he/she believes has been assigned under the any of conditions noted above should follow the established University appeals procedures (pages 18-19 of the Bulletin). An updated version is available via internet at:
<http://academics.memphis.edu/bulletin/acadreg.html#app>

Endorsements

Endorsement of students and graduates for professional credentials and/or employment is given by program faculty only on the basis of completion of all program requirements, including coursework and practicum and internship experiences, leading to the qualification for the endorsement sought. Requests for endorsement are initiated by the program students or graduates, and must be directed to individual program faculty members. Prior to making any endorsement, a faculty member will review the students' file to ascertain that the endorsement should be issued (i.e.. is appropriate).

GENERAL INFORMATION

New Student Orientation

The Counseling Program holds an orientation session prior to the start of each semester. This session, generally 2 hours in length, is intended to provide a general introduction to the Program, including major concentrations, program progression, professional associations, etc. and faculty associated with those concentrations. Each new student is required to attend this session. Additionally, the University's Graduate Student Association also offers an orientation program for all new graduate students. *The Rehabilitation Counseling* concentration also hosts a student orientation at the start of the fall and spring semester. This is scheduled to orient students to the Rehabilitation Counseling curricula as well as other activities/developments specific to the Rehabilitation Counseling Program.

Assistantships/Financial Aid Opportunities

The Rehabilitation Counseling Program offers a limited number of Rehabilitation Services Administration scholarships to students. The U.S. Department of Education's Rehabilitation Services Administration has provided scholarship monies to pay in-state tuition and a monthly living stipend to a select number of Master Degree students in the program. Check with the program coordinator about availability of those funds. Preference in awarding the scholarships are given to students with: applicable work experience; a rehabilitation or related undergraduate degree; and minority or disability status. In addition, assistantships are also available. See your advisor for information regarding these opportunities.

Attendance Policy

Each student is responsible for being informed regarding the attendance policy in each course in which he/she is enrolled. Since courses vary in their manner of conduct, there is no Program-wide policy on class attendance. Attendance is required in individual and group supervision components of practicum and internship.

Continuous Enrollment Policy

Students are expected to enroll every semester until program completion. Students who are not able to attend school one semester and wish to remain in good standing must write a letter requesting a leave of absence addressed to the Department Chairperson. Students not enrolled for two consecutive semesters must apply to the Graduate School and the Department for readmission.

Professional Organizations Membership and Liability Insurance

There are number of local, state, and national counseling organizations to which you will be encouraged to join. Typically, those organizations will include the:

- (a) American Counseling Association www.counseling.org
- (b) National Rehabilitation Association www.nationalrehab.org
- (c) American Rehabilitation Counseling Association
<http://www.nchrtn.okstate.edu/ARCA/index.html>
- (d) National Rehabilitation Counseling Association <http://nrca-net.org/>
- (e) Volunteer State Rehabilitation Association
- (f) Tennessee Counseling Association
- (g) The University of Memphis – Student Rehabilitation Association

As a student member, dues are quite affordable. Such memberships will generally yield you professional journals, newsletters, affordable liability insurance, reduced conference rates, and many networking opportunities. More detailed information is available in the Foundations of Counseling course, on the Departmental bulletin board, on the Rehabilitation Counseling Bulletin and from your advisor.

Licensure and/or Certification

Graduates of the program are eligible for licensure and/or certification. Program graduates are eligible for State and National licensure by completion of a 48 credit degree and a total of 60 semester hours in counseling, and two years of supervised postmasters experience as a practicing counselor. You may find additional information regarding Licensure at http://www2.state.tn.us/health/Boards/PC_MFT&CPT/index.htm.

Students can sit for the Certified Rehabilitation Counselor examination during their internship semester. More information on CRC certification can be found at: <http://www.crccertification.com/>

University/Departmental Resources

The Center for Rehabilitation and Employment Research. The Center, located at 113 Patterson Hall, is a comprehensive research and training facility focusing on comprehensive psychological evaluation, job readiness, vocational evaluation, and assistive technology. Services are provided to individuals with disabilities at the Center. There are opportunities for students to provide supervised services to consumers. See: http://coe.memphis.edu/CRER/CRER_default.asp

Computers. The Department, College, and University have many computers available for student use. Both IBM-compatible and Macintosh computers are easily accessible in several locations on campus. Presently, there are Macintosh and PC computer laboratories available to our students in Ball (the Education building) and Patterson Halls, where most of our students have their classes.

Resource room. The Department has a modest resource center (Education 123H) with various publications of interest to our students. This room operates on an honor system. Thus, you are welcome to use the journals; however, consider your peers and do not remove these journals from the room. Additional rehabilitation specific materials are available in 119 and 113 Patterson Hall.

Writing Center. This center is located in Patterson 107 and is designed to meet the writing assistance needs of both undergraduate and graduate students who need to improve their writing skills. They do not write your papers; rather, they can help you improve what you have already written, including the organization, style, and grammar. There are not charges for their services.

Student Development Center. This Center houses the following counseling services: Student Disability Services, Career and Employment Services, Career Counseling, Educational Support Services, Psychological Counseling Unit, Academic Counseling Unit, Student Health Services the Testing Center. You are free to make use of the services offered by the Center. However, the Academic Counseling Unit is designed to serve undergraduate students. Again, there are no charges for their services to students enrolled part-nine or full-time.

Placement Services. The Career and Employment Services (315 Scares Hall) offers assistance in finding employment upon graduation. The Department's main bulletin board (located just outside the Department office) regularly posts job openings. Additionally, you should keep your advisor informed of your desires regarding future employment in the field of rehabilitation counseling.

Bulletin Boards. General information is posted on the Department bulletin boards located in the office suite areas, in and outside of classrooms regularly used by our students, and in the resource room. These boards will include such information as job openings, internship & practicum opportunities, volunteer counseling opportunities, research opportunities, financial aid possibilities, general departmental announcements, news items regarding our faculty, students, and alumni, Graduate Student Association news, announcements of calls for programs for professional conferences and registration material for such conferences, continuing education opportunities such as seminars and workshops, and applications for professional association membership.

Office for Students with Disabilities. This office located in 110 Wilder Tower, provides an array of services for students with disabilities to facilitate the academic progress of each student served. This office can assist in assessment and the development of a plan of appropriate services. Advance notification should be made by the student to ensure timeliness of services.

Professional Development Workshops. You are encouraged to take advantage of the many professional development opportunities, which arise each semester in the form of professionally sponsored workshops.

REHABILITATION COUNSELING FACULTY



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THE UNIVERSITY OF MEMPHIS AND MEMPHIS AREA INFORMATION

Information about The University of Memphis and the Memphis area can be found on these websites:

www.ci.memphis.tn.us

www.memphis.edu.

Welcome to the Program!!

We look forward to an enriching educational experience!

APPENDIX A
INTEGRATION PAPER OPTION FOR REHABILITATION COUNSELING
MASTER'S STUDENT

The Integration Paper is one of two alternatives available to rehabilitation counseling students. **These options will formally replace the Student Portfolio requirement currently required of all Counseling and Personnel Services students.** Completion of either the Integration Paper option or the Master's Thesis Option meets the necessary requirements toward the graduate degree in Counseling and Personnel Services – Rehabilitation Counseling Specialty.

The *integration paper* is a less formal design than a Master's Thesis (option 2), which includes an in-depth review and analysis of the literature on some specialized area in rehabilitation in an organized manner. It does not involve collecting new data. The integration paper may include analyzing special topics in vocational rehabilitation, rehabilitation-psychology, mental health, or substance abuse.

Steps for completing the research project:

- 1 Selection of a project advisor from the department. Students must have taken EDPR 7521 prior to declaring Integration Paper or Thesis options.
- 2 Selection and approval of a topic. Proposed topic should be submitted during week 3 of Practicum course (COUN 7941).
- 3 Presentation of a proposal to advisor. This proposal is to be submitted during the last week of Practicum. This proposal should include the first three sections of the paper:
 - I. Introduction
 - II. Description of the problem or topic
 - III. Review of the literature

This proposal need not be long (10-15 pages), but should maintain APA format.

4. The remaining two sections should be worked on during the Internship (COUN 7942) and the final paper should be submitted to the project advisor during the 13th week of the internship experience.

IV. Conclusions about the present state of knowledge

V. Discussion and suggestions for future research, training and education

- 1 The total Integration Paper project should be approximately 25-30 pages long.
- 2 The research paper should follow APA Publication Manual, 6th Edition and The University of Memphis Thesis/Dissertation formatting guidelines (please visit Graduate School's web site at: <http://academics.memphis.edu/gradschool/tdinfo.html>).
- 3 Additional information and section requirements are outlined in the Rehabilitation Counseling Student Manual.

DECLARATION OF INTEGRATION PAPER OPTION

Student's Full Name _____

Current Address _____

Social Security Number _____

Email Address _____

Area of Concentration _____

Paper Topic:

Brief Abstract:

ADVISORY COMMITTEE APPOINTMENTS: (please print & sign your name)

(Chair) _____ Affiliation _____

_____ Affiliation _____

_____ Affiliation _____

_____ Affiliation _____

Appendix B

Rehabilitation Counseling Comprehensive Exam Study Guide

The comprehensive examination involves 100 multiple choice questions, 80 from the general counseling program and 20 additional questions drawn from four of the core rehabilitation counseling courses. Generally the exam is administered in October, April, and July.

MULTIPLE CHOICE SECTION OF EXAM (General Counseling Section 80-85 Questions)

Please follow the departmental recommendations for study material involving:

EDPR 7521: Introduction to Educational Research

COUN 7531: Group Counseling

COUN 7541: Theories of Counseling and Personality

COUN 7551: Assessment Techniques

COUN 7571: Clinical Techniques

COUN 7411: Foundations of Counseling

MULTIPLE CHOICE SECTION OF EXAM (Rehabilitation Counseling Section 20 Questions)

This section of the exam for Rehabilitation Counseling students will involve material from:

COUN 6913 Medical and Psychosocial Aspects of Rehabilitation:

Eisenberg, M.G., Glueckauf, R.L., & Zaretsky, H.H. (1999). *Medical aspects of disability: A handbook for the rehabilitation professional*. New York: Springer.

Sharoff, K. (2004). *Coping skills therapy for managing chronic and terminal illness*. N.Y.: Springer.

Falvo, D. (2005). *Medical and psychosocial aspects of chronic illness and disability* (3rded.). Sudbury, MA: Jones and Bartlett, Inc.

Optional Texts:

Sperry, L. (2006). *Psychological treatment of chronic illness: The biopsychosocial therapy approach*. Washington, D. C.: American Psychological Association.

Lubkin, I. M., & Larsen, P. D. (2006). *Chronic illness: Impact and interventions* (6th ed.). Boston: Jones and Bartlett Publishers.

Other Resources:

Berkow, R. et al (eds.) (1999). *The Merck manual* (17th ed.). Rahway, NJ: Merck & Co., Inc. [Also access it online: <http://www.merck.com/pubs/mmanual/sections.htm>]

Brodwin, M.G., Tellez, F., & Brodwin, S.K. (2nd Eds.) (2002). *Medical, psychosocial and vocational aspects of disability*. Athens, GA: Elliott & Fitzpatrick.

Eisenberg, M.G., Glueckauf, R. L., & Zaretsky, H. H. (Eds.) (1999). *Medical aspects of disability*(2nd ed). New York: Springer.

Livneh, H., & Antonak, R. (1997). *Psychosocial adaptation to chronic illness and disability*. Colorado: Aspen.

Students should have the ability to analyze and describe the functional limitations imposed by disabilities and to interpret medical reports. It is also important for students to be familiar with several disability categories and specific conditions relative to the characteristics, diagnostic procedures, medical terminology, etiology, treatment options, prognosis, typical medications, and any psychosocial or vocational implications the conditions may suggest. Students should also be aware of the interaction between the rehabilitation client and the larger social context within which they live.

COUN 7921 Vocational Development and Occupational Information

Szymanski, E., & Parker, R. (Eds.). (1996). *Work and disability*. Austin: Pro-ed.

COUN 6901 Principles & Techniques of Rehabilitation Counseling

Parker, R., Szymanski, E., & Patterson, J. (Eds.). (2005). *Rehabilitation counseling: Basics and Beyond* (4th ed). Austin: Pro-ed.

Riggan, T.F., & Maki, D.R. (Eds.) (2004). *Handbook of rehabilitation counseling*. New York: Springer Publishing Co.

Rubin, S.E. & Roessler, R. T. (Eds.). (2008). *Foundations of the vocational rehabilitation process*. (6th ed.). Austin: Pro-Ed.

COUN 7912 Psychiatric Rehabilitation

Corrigan, P., Mueser, K., Bond, G., Drake, R., & Solomon, P. (2008). *Principles and practice of psychiatric rehabilitation*. New York: Guilford Press.

Certified Rehabilitation Counselor Examination

The acronym CRC is used to refer to the designation Certified Rehabilitation Counselor. CRCC is used to refer to the Commission on Rehabilitation Counselor Certification. CRCC is a registered service mark of the Commission on Rehabilitation Counselor Certification. All rights reserved. CRC is a registered certification mark of the Commission on Rehabilitation Counselor Certification. All rights reserved. A copy of the CRC Certification Exam Guide can be obtained by contacting the Commission on Rehabilitation Counselor Certification. Contact information is listed below:

CRC CERTIFICATION GUIDE. Commission on Rehabilitation Counselor Certification (CRCC) 1699 E. Woodfield Road, Suite 300 | Schaumburg, IL | 60173 | 847-944-1325.
www.crccertification.com

Appendix C

The University of Memphis
DEPARTMENT OF COUNSELING, EDUCATIONAL PSYCHOLOGY
AND RESEARCH

PRACTICUM/INTERNSHIP APPLICATION
Rehabilitation Counseling

Application must be FULLY completed to be considered for placement

SEMESTER (CHECK ONE)

Fall _____
Spring _____
Summer _____

AREA (CHECK ONE)

Pract COUN 7941 Rehab _____
Intern COUN 7942 Rehab 4hrs. _____
COUN 7942 Rehab 6hrs. _____

Advisor's Signature - Date

NAME Last First MI Um ID #

Street and Number City State Zip

Home Telephone U of M E-mail Alternate Phone #

**Preferred Practicum or Internship Site Names, Addresses, E-mail and Phone #
of On-Site Supervisors**

1. _____ 1. _____

Have you contacted this site? Yes ___ No ___ _____

2. _____ 2. _____

Have you contacted this site? Yes ___ No ___ _____

APPROVED PROGRAM OF STUDY – REHABILITATION

In the blank spaces beside each course, indicate the grade received. If you are currently enrolled in one of the courses, note IP. Remember that you must have a B or above in core classes.

- _____ COUN 7411 Foundations of Counseling
- _____ COUN 7531 Group Counseling Processes
- _____ COUN 7541 Theories of Counseling and Personality
- _____ COUN 7551 Assessment Techniques
- _____ COUN 7571 Clinical Techniques
- _____ COUN 6901 Principles & Techniques of Rehabilitation Counseling

This application must be submitted by September 15 for spring placement, Feb 15 for summer placement (interns only), and Feb 15 for fall placement.

Do you have your liability insurance? _____

* Student's signature _____ Date Submitted _____

Return this form to Pam Cogdal, Ph.D. Ball Hall 101A before the above deadline.