Rehabilitation and Counselor Education, M.A.

Maintaining Good Standing

M.A. students must meet the following standards in order to remain in their degree programs and advance to candidacy and remain a candidate for a degree:

- maintain a g.p.a. of at least 3.00;
- successfully complete practicums and internships;
- maintain professional behavior consistent with the ACA Code of Ethics (American Counseling Association) for students enrolled in a counseling graduate program, or the AAMFT Code of Ethics (American Association for Marriage and Family Therapy) for students in couples and family therapy, and any additional code of professional ethics adhered to in any agency in which the student completes a practicum or internship; and
- demonstrate progress toward the degree through successful completion of semester hours specified in the curriculum plan and active registration each session (exceptions may be approved by the advisor).

Each student's academic and professional progress is reviewed annually. A written report is provided to the student and a copy is placed in the student's department file.

Probational Status

Students who earn a cumulative g.p.a. lower than 3.00 are placed on probational status and are notified in writing. Students on probational status have two consecutive sessions to raise their grade-point average to the established standard. If that requirement is not met, a student may be removed from the program. Students are allowed one probational status during their program of study.

Standards

Upon completing a degree in the department, students are evaluated and are expected to have awareness, knowledge, and skills in the following areas:

- current definitions, professional standards, and appropriate professional practices regarding multiculturalism;
- what it means to be a multiculturally competent helping professional;
- integration of feedback into practice and professionalism in interpersonal interactions;
- personal limitations and strengths that could ultimately support or harm a client or student; and
- a personal plan for future practice in the field regarding multicultural relationships.

Rehabilitation and Mental Health Counseling

The Master of Arts program in rehabilitation and counselor education with a subprogram in rehabilitation and mental health counseling requires a minimum of 60 s.h. of graduate credit. Full-time students can complete the program in approximately 21 months (four semesters plus two summer sessions). The program prepares professional counselors to provide assistance in psychological wellness, employment, independent living, and personal or economic development to persons with disabilities and other individuals who encounter barriers in meeting their own functional needs. It also prepares counselors in mental health counseling/psychiatric rehabilitation to obtain licensure as professionals who provide services in mental health settings.

Rehabilitation and mental health counselors work in a variety of settings, including public agencies such as state vocational rehabilitation programs and Veteran's Affairs vocational rehabilitation programs; independent living centers; community-based rehabilitation centers and supported employment; community mental health centers; psychiatric rehabilitation programs; and private for-profit worker's compensation and insurance rehabilitation agencies. They provide interventions designed to help persons with disabilities adapt to the demands of their environments. They also prepare the environments to accommodate an individual's needs. Assessment, personal and vocational counseling, development of rehabilitation and treatment plans, case management, service coordination, psychosocial adjustment, job development, placement, and follow-up are typical services that rehabilitation and mental health counselors provide.

The M.A. program in rehabilitation and mental health counseling is accredited by the Council on Rehabilitation Education (CORE) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in clinical mental health counseling.

Graduates of the program are eligible for certification by the Commission on Rehabilitation Counselor Certification (CRCC) and the National Board for Certified Counselors. By completing the program's course work, students also complete the courses they must take in order to apply for licensure as mental health counselors in Iowa.

The curriculum blends academic work with supervised clinical experiences. Students take two semesters of practicum and one semester of internship concurrently with academic courses. The program concludes with a full-time internship (40 hours per week) during a spring semester. Students are assigned to rehabilitation and community mental health agencies or facilities that meet CORE and CACREP accreditation standards and that have programs or clientele who match a student's interests and educational objectives. Clinical placements require criminal background checks.

Supervised practicums, internships, and comprehensive examinations are not offered during summer sessions.

The M.A. in rehabilitation and counselor education with a subprogram in rehabilitation and mental health counseling requires the following work.

<table>
<thead>
<tr>
<th>Department Requirements</th>
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<tbody>
<tr>
<td>RCE:5202 Introduction to Group Counseling</td>
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<tr>
<td>RCE:5221 Theories of Counseling and Human Development Across the Life Span</td>
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<tr>
<td>RCE:5250 Multiculturalism in Helping Professions (or equivalent)</td>
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<tr>
<td>RCE:5270 Issues and Ethics in Counseling</td>
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<tr>
<td>RCE:5278 Applied Microcounseling</td>
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Students pursue a sequenced plan of study that begins in summer. Although students may be admitted for any semester, the program highly recommends that full-time students begin in summer.

Comprehensive Examination

The comprehensive examination consists of two exams totaling six hours: a three-hour departmental comprehensive examination and a three-hour written examination on the process and practice of rehabilitation and mental health counseling. Exams are offered only during fall and spring semesters.

Admission

Applicants must meet the department's general admission requirements. They should have a good academic record and relevant experience, such as assisting individuals with disabilities. No specific undergraduate major area of study is required for the M.A. program, but a major in one of the social sciences is considered good preparation. Postbaccalaureate work experience relevant to the field of rehabilitation and mental health counseling is preferred. The program encourages applications from persons traditionally underrepresented in the field, particularly those with a disability and/or members of minority or ethnic groups. A personal interview is required, either in person or by telephone.

Applications for full-time study are accepted for summer session (June) entry; application deadline for full-time study is March 1. Applications for part-time study are accepted for fall and spring semesters and are considered when class space permits.

The M.A. in rehabilitation and counselor education with a subprogram in school counseling requires a minimum of 57 s.h. of graduate credit. The program prepares individuals to work effectively as counselors in K-12 school settings. It is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Successful graduates are eligible for K-12 school counselor licensure in Iowa.

During the first few semesters, students take core counseling courses, including course work focusing on counseling children and adolescents, school counseling programs, and courses focusing on clinical practice in the schools (practicum and internship). Students are expected to complete at least 100 clock hours in practicum and 600 clock hours in internship activities in an approved school setting, under the supervision of an experienced licensed school counselor and a University faculty supervisor.

Each student's progress is reviewed periodically by the major advisor and yearly by the school counseling program. Students who have successfully completed all prerequisites for RCE:6300 are reviewed in the semester before they take the practicum course, to assure that they are prepared for it. Additionally, students are evaluated to assure their readiness for the practicum course, to assure that they are prepared for it. Students who are not licensed teachers must complete a background check the semester before they enroll in the practicum. Students who are not licensed teachers must complete course work in education before enrolling in the practicum.

The following schedule of required courses reflects a two-and-one-half year program of study. Students who do not have teacher licensure are required to complete the following courses in education: EPLS:3000 Foundations of Education, EDTL:4900 Foundations of Special Education, and PSQF:6200 Educational Psychology.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>RCE:4137</td>
<td>Introduction to Educating Gifted Students</td>
<td>3</td>
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<tr>
<td>RCE:5200</td>
<td>Professional School Counselor</td>
<td>3</td>
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<tr>
<td>RCE:5202</td>
<td>Introduction to Group Counseling</td>
<td>3</td>
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<tr>
<td>RCE:5203</td>
<td>Career Development</td>
<td>3</td>
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<tr>
<td>RCE:5204</td>
<td>School Culture and Classroom Management for School Counselors</td>
<td>3</td>
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Course Descriptions

**RCE:5203** Introduction to Rehabilitation and Mental Health Counseling (3)

**RCE:5211** Rehabilitation and Mental Health Assessment (3)

**RCE:5241** Diagnostic and Treatment Planning for Psychiatric Rehabilitation (3)

**RCE:5243** Psychiatric Disorders and Interventions (3)

**RCE:5247** Medical Aspects of Disability (3)

**RCE:5248** Psychosocial and Developmental Aspects (3)

**RCE:5249** Psychiatric Disorders and Interventions (3)

**RCE:5254** Assessment and Appraisal (3)

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<tr>
<td>RCE:5221</td>
<td>Theories of Counseling and Human Development Across the Life Span</td>
<td>3</td>
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<tr>
<td>RCE:5222</td>
<td>Counseling Children and Adolescents in Schools</td>
<td>3</td>
</tr>
<tr>
<td>RCE:5230</td>
<td>School Counseling Program Leadership and Management</td>
<td>3</td>
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<tr>
<td>RCE:5250</td>
<td>Multiculturalism in Helping Professions</td>
<td>3</td>
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<tr>
<td>RCE:5254</td>
<td>Assessment and Appraisal</td>
<td>3</td>
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<tr>
<td>RCE:5256</td>
<td>Action Research: School-Based Field Research</td>
<td>3</td>
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<tr>
<td>RCE:5278</td>
<td>Applied Microcounseling</td>
<td>3</td>
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<tr>
<td>RCE:5280</td>
<td>Topical Seminar in RCE (research methods in school counseling)</td>
<td>3</td>
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<tr>
<td></td>
<td>or RCE:6500 Research Methods in Counseling</td>
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<tr>
<td>RCE:6300</td>
<td>Practicum in School Counseling</td>
<td>3</td>
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<tr>
<td>RCE:6321</td>
<td>Internship in Elementary School Counseling</td>
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<tr>
<td>RCE:6322</td>
<td>Internship in Secondary School Counseling</td>
<td>6</td>
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<tr>
<td>EDTL:4940</td>
<td>Characteristics of Disabilities</td>
<td>3</td>
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<tr>
<td>Total Hours</td>
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<td>57</td>
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**Comprehensive Examination**

Students are required to take comprehensive exams for the departmental core and for school counseling during their final semester of internship. Comprehensive exams include a written six-hour exam in the departmental core and school counseling. An oral exam also is required unless waived by the comprehensive exam committee.

**Admission**

Applicants must meet the department's general admission requirements. They should have an undergraduate g.p.a. of 3.00 or higher. The department prefers that applicants have one year of teaching experience or successful experiences with children and/or adolescents, which they must document in a written statement. Graduate Record Exam (GRE) General Test scores must be on file at the University.

Applications are accepted for summer and fall entry and should be submitted by January 25th.