

Rehabilitation and Counselor Education

Chair

- Noel Estrada-Hernandez

Undergraduate minor: human relations

Graduate degrees: M.A. in rehabilitation and counselor education; Ph.D. in rehabilitation and counselor education

Faculty: <https://education.uiowa.edu/directories>

Website: <https://education.uiowa.edu/rce>

The Department of Rehabilitation and Counselor Education prepares students to facilitate human development across the life span, to advocate for clients and students, and to serve local, national, and international communities through the delivery and creation of state-of-the-art counseling services. The department achieves these goals by advancing knowledge, skills, and attitudes appropriate for effective and ethical professional counseling practice and by conducting and disseminating related research.

The department prepares practitioners and scholars by offering graduate programs in four major areas within rehabilitation and counselor education:

- clinical mental health counseling (offered in the M.A.);
- counselor education and supervision (offered in the Ph.D.);
- rehabilitation counseling (offered in the M.A.); and
- school counseling (offered in the M.A.).

It also offers basic courses in interviewing and interpersonal skills for students in other professional and graduate programs. In addition, the department offers an undergraduate minor in human relations.

Programs

Undergraduate Program of Study

Minor

- Minor in Human Relations

Graduate Programs of Study

Majors

- Master of Arts in Rehabilitation and Counselor Education
- Doctor of Philosophy in Rehabilitation and Counselor Education

Facilities

An on-campus counseling suite serves as a laboratory for training. In addition, a wide variety of supervised clinical experiences are available in community agencies, schools, and colleges, as well as throughout the University. Internships may be completed at approved sites nationwide.

Admission

Prospective students must meet admission requirements for the individual programs as well as the department's general

admission requirements. Criminal background checks may be required.

Applicants to any of the department's degree programs must satisfy the following admission requirements. Applicants also must meet the admission requirements of the Graduate College; see the Manual of Rules and Regulations of the Graduate College.

Applicants must submit the following:

- a completed graduate application form;
- copies of official transcripts of all previous undergraduate and graduate college work;
- official report of Graduate Record Exam (GRE) General Test verbal and quantitative scores;
- a statement of an applicant's reasons for seeking an advanced degree in the department, including a statement of personal career objectives; and
- three current letters of recommendation from persons qualified to assess the applicant's prospects for completing the M.A. or Ph.D. and to assess the applicant's commitment to the profession.

The department may request a personal or telephone interview.

The following admission standards are considered for individual program admission decisions.

M.A. applicants should have an undergraduate g.p.a. of at least 3.00.

Ph.D. applicants should have a graduate g.p.a. of at least 3.00; those who have not been granted a graduate degree should have an undergraduate g.p.a. of at least 3.00.

International applicants must score at least 80 (Internet-based) on the Test of English as a Foreign Language (TOEFL). The department may require applicants with lower TOEFL scores to complete University of Iowa course work in English language fluency. TOEFL scores must be submitted with the application for admission.

Typically, doctoral students are not admitted unless they have completed a master's degree in counseling or a related field. Relevant work experiences are important. Students who are accepted without a related master's degree must complete core master's-level course work before taking advanced Ph.D. courses. Required remedial courses and experiences are determined in consultation with the advisor and are included in a student's curriculum plan.

The criteria listed above are minimum standards for admission. Final admission decisions are made by faculty committees. Some of the department's programs have additional admission requirements; see the descriptions of the individual programs.

Application

For application materials, visit Iowa Graduate Admissions and the Department of Rehabilitation and Counselor Education website.

Applications must be complete before they can be reviewed. Applicants are responsible for providing a complete application dossier; to check on whether an application dossier is complete, contact the College of Education Office of Student Services.

Applicants are notified in writing after their applications have been reviewed. Applicants who are accepted must reply in writing in order to maintain their admission status.

Financial Support

Students in the department may apply for a wide variety of graduate assistantships. For example, many of the University's student service units award graduate assistantships. Applicants for assistantships should contact the department or the coordinator of the particular graduate program they plan to enter.

Applicants seeking fellowships or assistantships should complete their applications as early as possible.

Courses

Rehabilitation and Counselor Education Courses

- RCE:1029 First-Year Seminar** 1 s.h.
Small discussion class taught by a faculty member; topics chosen by instructor; may include outside activities (e.g., films, lectures, performances, readings, visits to research facilities). Requirements: first- or second-semester standing.
- RCE:1030 Belin-Blank Center Seminar** 1 s.h.
Presentations and discussions by University resource experts and Belin-Blank Center for Gifted Education staff. Requirements: Belin-Blank Center student.
- RCE:2081 Making a Vocational-Educational Choice** 2-3 s.h.
Vocational decision-making process, self-evaluation, exploration of the world of work; for students who are uncertain about their educational and vocational goals.
- RCE:4081 ePortfolio Design and Production** 1-2 s.h.
Experience producing an ePortfolio and uploading it to the Internet; practical experience using digital tools, content and design related to ePortfolio production; experience using a web browser and access to the Internet and to a digital camera or scanner. Requirements: able to perform basic computer functions and use a World Wide Web browser. Same as EALL:4081, ECTL:4081, EPLS:4081, PSQF:4081.
- RCE:4110 Psychology of Food and Mood** 3 s.h.
Neurobehavioral and psychological determinants of food preference, behavior, and mood management; cultural meanings of food in North America, obesity, dieting, disordered eating; how we use food as a means of managing or damaging our food and health.
- RCE:4111 Building Leadership and Success at Work** 3 s.h.
How working within a career is different than going to school; what an employer expects of employees relating to leadership, effective communication, getting along with others, and dealing with conflict; understanding business structures and organizational needs; gain knowledge of self and employer motivation strategies; how employers communicate with employees.
- RCE:4112 How to Interview to Get That Job!** 3 s.h.
Learn two approaches to job interviews—how to interview to obtain a job and how to interview applicants for a job; gain knowledge and skills necessary to successfully conduct interviews from applicant and employer perspectives; review interview processes and legal and ethical boundaries within interviews; examine interview formats and styles and gain confidence to successfully respond to typical interview questions; learn to develop interview questions as an applicant and as an employer; communication best practices prior/during/following an interview.
- RCE:4113 Sleep, Sleep Deprivation, and Sleep Disorders** 3 s.h.
Theories and stages of sleep; aging and normal sleep; impact of sleep and sleep deprivation on mental and physical health; overview of sleep disorders and treatments.
- RCE:4114 Psychology of Body Modification and Self-Image** 3 s.h.
Exploration of psychology and practices of body modification as related to self-image; dynamic relationship between body and identity; body modification accomplished in many ways and for many reasons (beauty, social status, religious expression, improve function, to rebel); how gender, race, culture, age, and health shape our attitudes about our bodies and our decision to make modifications; risks and benefits (physical, emotional, social) of making a body modification to ones' sense of self as it relates to others and to oneself.
- RCE:4115 Developing Ethical Awareness and Decision Making Through Virtual Environments** 3 s.h.
Introduction to ethical and decision making models using experiential activities in a virtual world; development of role playing characters in the PC-based virtual world of Skyrim; students face a multitude of ethical dilemmas, personal situations that explore participants' value systems, and decisions to be made in different contextual environments; review of several ethical models including developmental perspectives, approaches to ethical decision making, values scales, and moral development models which are applied to reflective writing activities and case presentations.
- RCE:4119 Family Issues in Giftedness** 1 s.h.
Family dynamics and issues that arise when one or more children are identified as gifted; parent/child, sibling, school/family relationships.
- RCE:4120 Psychology of Giftedness** 3 s.h.
Theories of learning, child development, motivation; issues unique to gifted education. Same as PSQF:4120.
- RCE:4121 Identification of Students for Gifted Programs** 3 s.h.
Interpretation of standardized tests and other measurement instruments used to identify academic talent and program effectively for grades K-12; ability, aptitude, achievement tests; current issues in the uses of various instruments. Same as PSQF:4121.
- RCE:4123 Gender Issues and Giftedness** 1 s.h.
Effect of gender on development of giftedness; differential needs of girls, boys; strategies for effective teaching, gender equity.
- RCE:4124 Ethnic and Cultural Issues and Giftedness** 1 s.h.
Effect of ethnicity and culture on development of giftedness; special needs of Black, Hispanic, Native American, and Asian gifted students; strategies for identification, programming.

- RCE:4125 Counseling and Psychological Needs of the Gifted** 1 s.h.
Psychological aspects of giftedness, counseling techniques appropriate for gifted children, adolescents; socio-emotional concerns, career development, underachievement. Same as PSQF:4125.
- RCE:4126 Cognitive and Affective Needs of Underachieving Gifted** 1 s.h.
Diagnostic strategy for identifying types of underachievement, teaching and counseling interventions appropriate for each. Same as PSQF:4126.
- RCE:4128 Advanced Leadership Seminar in Gifted Education** 1 s.h.
Development of administrative policies and programming based on empirical research; for experienced leaders in gifted education.
- RCE:4129 Creativity: Issues and Applications in Gifted Education** 1 s.h.
Theories that underpin contemporary definitions of creativity; instruments developed to measure creativity; activities in the school environment that enhance or inhibit student creativity. Same as PSQF:4129.
- RCE:4130 Human Sexuality** 3 s.h.
Introduction to human sexuality from a sociocultural perspective; readings and discussions of sensitive topics and explicit depictions/discussions of sexuality; students may relate their sexual experiences to course content; combination of formats.
- RCE:4131 Loss, Death, and Bereavement** 3 s.h.
Psychological study of death, grief, loss, bereavement, and coping from a multidimensional and multidisciplinary perspective; loss and grief as natural experiences that are not often explicitly discussed; overview of topics relating to death, including multicultural attitudes toward death, death practices, theories on loss and bereavement, and grieving throughout the life cycle; hospice and palliative care, suicide, and making meaning of life out of death; development of critical thinking skills by engaging in empirically based discussions.
- RCE:4132 Introduction to Addictions and Impulse Control Disorders** 3 s.h.
Exploration of addictions and impulse control disorders; legal, social, physical, and emotional issues related to addictions and impulse control disorders.
- RCE:4137 Introduction to Educating Gifted Students** 3 s.h.
Fundamental issues such as curriculum, counseling, family issues, gender and minority issues. Same as EDTL:4137.
- RCE:4140 Foundations of Leadership for Community Agencies** 3 s.h.
Preparation to become effective employees and leaders; emphasis on leadership roles in clinical and other human service or health care settings; how leadership transcends job title associated with high work performance; experiential activities that illustrate key didactic concepts and didactic lecture review, written assignments, experiential assignment, in-depth discussions illustrating key concepts.
- RCE:4145 Marriage and Family Interaction** 3 s.h.
Contemporary American couple, marriage, and family relationships; mate selection. Same as PSQF:4145.
- RCE:4162 Introduction to Couple and Family Therapy** 3 s.h.
Evolution of the family therapy movement and issues related to functional and dysfunctional family systems; significant models of family therapy and specific techniques. Same as PSQF:4162.
- RCE:4173 Trauma Across the Lifespan** 3 s.h.
Current theory and practice models related to trauma and crisis intervention; overview of multi-system level definitions of trauma experience (historical, individual, interpersonal, family, organizational, community, global); various approaches to trauma response theory; unique contributions that counselors offer (strength, resiliency, coping); commitments to multicultural and systems factors; macro-to micro-level understanding of trauma.
- RCE:4174 Positive Psychology** 3 s.h.
Promotion of human potential as a focus for counseling professionals that provides a supplement to diagnosis and treatment of pathology; how to achieve happiness, resilience, wellness, and life satisfaction through enhancement of human strengths and virtues.
- RCE:4175 Motivational Interviewing** 3 s.h.
Motivational Interviewing (Miller & Rollnick) and the stages of change model.
- RCE:4176 Child Abuse: Assessment, Intervention, and Advocacy** 3 s.h.
Preparation for work involving abused children or child abuse issues; appropriate for careers in counseling, education, health sciences, law, psychology, social work, and so forth; interactive approach.
- RCE:4177 Life After Service: Veterans in College** 3 s.h.
Introduction to various resources on campus related to increasing student veterans' success as college students; topics and assignments specifically tailored to military service-connected students (e.g., ROTC students, national guard or reserve military members, active duty veterans); topics include vocational rehabilitation, GI Bill, current events, and health care (sleep, TBI, traumatic stress responses, substance abuse); development of academic skills for writing, more effective studying, improved reading and note taking.
- RCE:4178 Microcounseling** 1,3 s.h.
Basic skills of listening, responding, empathy, focus; advanced skills of meaning, confrontation, reframing, directives, action skills.
- RCE:4179 Sexuality Within the Helping Professions** 3 s.h.
Relationship between sexuality and mental health; varied ethical and professional issues in sex therapy.
- RCE:4180 Topical Seminar for Helping Professionals** arr.
Topics for the continuing education of counselors and related professionals.
- RCE:4185 Introduction to Substance Abuse** 3 s.h.
Theories of addiction and pharmacology of psychoactive drugs; legal, familial, biological, multicultural, historical issues related to substance use and misuse.
- RCE:4187 Introduction to Assistive Technology** 3 s.h.
How assistive technology can be used for attainment of goals in education or work. Same as EDTL:4987.
- RCE:4188 Practicum in Teaching and Curriculum Development in Gifted Education** 1-6 s.h.
Experience in developing course materials for classes offered through the Belin-Blank Center for Gifted Education. Same as EDTL:4188.

- RCE:4190 Group Processes for Related Professions** 3 s.h.
Small-group procedures for personal and organizational development in educational settings; discussions of theoretical and ethical issues, multicultural considerations, and research findings supplemented with demonstrations; participation in a personal growth group.
- RCE:4191 Advocacy: Awareness, Assertiveness, and Activism** arr.
Introduction to advocacy skills—communicate, convey, negotiate or assert interests, desires, needs, and rights for self or others; opportunity to design and implement a plan of change; ecological model of human interaction that suggests a person must be viewed within context of one's environment(s); how having power on a personal and social level impacts one's environment and is central to a person's well-being; advocacy as a central function of helping professions.
- RCE:4192 Group Leadership in Human Sexuality** 0-3 s.h.
How to teach human sexuality; how to help students achieve an open-minded yet responsible attitude toward their own and others' sexuality. Prerequisites: RCE:4130.
- RCE:4193 Individual Instruction - Undergraduate** arr.
- RCE:4194 Interpersonal Effectiveness** 3 s.h.
Paradigms and techniques that enhance interpersonal relationship skills.
- RCE:4195 Ethics in Human Relations and Counseling** 3 s.h.
Morality and ethics; ethical issues; models and techniques for effective ethical decision making in personal and professional interactions.
- RCE:4197 Citizenship in a Multicultural Society** 3 s.h.
Human relationships in the context of societal oppressions such as racism, sexism, able-bodyism, and heterosexism.
- RCE:4199 Counseling for Related Professions** 3 s.h.
Counseling theories and techniques; ethical and multicultural considerations; small-group discussions, demonstrations, lectures.
- RCE:5200 Professional School Counselor** 3 s.h.
Professional identity of school counselors, K-12 school counseling program delivery systems, legal and ethical issues.
- RCE:5202 Introduction to Group Counseling** 3 s.h.
Research, theory, ethics, planning, and practice in group counseling; leadership styles and multicultural considerations; group participation. Prerequisites: RCE:5221. Corequisites: RCE:5278. Requirements: rehabilitation and counselor education enrollment.
- RCE:5203 Career Development** 3 s.h.
Preparation for counselors and student affairs professionals; career development concepts and theories, family and work, career counseling goals and objectives, exemplary techniques and materials, career program planning, evaluation procedures. Requirements: rehabilitation and counselor education enrollment.
- RCE:5204 School Culture and Classroom Management for School Counselors** 3 s.h.
American public elementary and secondary schools and the school counselor's role; classroom management for school counselors.
- RCE:5210 Rehabilitation Client Assessment** 3 s.h.
Process and practice of assessing persons with disabilities for rehabilitation plan development and decision making; multicultural and ethical considerations.
- RCE:5221 Theories of Counseling and Human Development Across the Life Span** 3 s.h.
Philosophical bases, ethical considerations, processes, issues, multicultural and life-span developmental considerations in counseling theories and techniques. Requirements: rehabilitation and counselor education M.A. enrollment.
- RCE:5222 Counseling Children and Adolescents in Schools** 3 s.h.
Theory and practice of school-based counseling interventions; child and adolescent development; prevention; special topics. Prerequisites: RCE:5221 or RCE:5278.
- RCE:5223 Counseling Gifted and Talented Students** 3 s.h.
Learning theories and best practices related to school counseling of gifted and talented students; academic, career, and personal/social development. Prerequisites: RCE:4137.
- RCE:5226 Assessment of Giftedness** 3 s.h.
Training and practice in assessment of gifted children. Same as PSQF:5226.
- RCE:5230 School Counseling Program Leadership and Management** 3 s.h.
Comprehensive K-12 school counseling program components and structures; program leadership, planning, accountability; behavioral consultation and collaboration; ethical, multicultural, family considerations. Corequisites: RCE:6321 or RCE:6322.
- RCE:5237 Seminar in Gifted Education** 2-3 s.h.
Teaching and counseling needs of gifted students K-12; intensive 10-day residential program. Requirements: work as teacher with Belin Fellowship.
- RCE:5238 Advanced Seminar in Gifted Education** 1 s.h.
Supervisory, administrative, and research issues; fellowships for seminar participants.
- RCE:5241 Introduction to Clinical Mental Health Counseling** 3 s.h.
Historical, philosophical, legislative, societal, and multicultural overview of rehabilitation and mental health process and practice in community-based settings; roles of rehabilitation and mental health professionals, nature of agencies, resources, contemporary issues and ethics.
- RCE:5242 Introduction to Rehabilitation Counseling and Case Management** 3 s.h.
Introduction to the field of rehabilitation counseling; provides a foundation for subsequent study in rehabilitation counseling; students develop an appreciation and understanding of the rehabilitation profession in terms of its history, purpose, philosophy, process, personnel, programs, resources, and clients.
- RCE:5247 Medical and Psychosocial Aspects of Disability Across the Developmental Life Span** 6 s.h.
Medical evaluation as part of the rehabilitation process; body systems, medical terminology, medical description of disabilities; functional limitations; projection of potential for rehabilitation and mental health applied to planning and placement; dynamics of adjustment and coping for persons with chronic illness or those with disabilities through the life span; somatopsychological, psychosocial, and developmental perspectives on disability.

RCE:5248 Diagnosis and Treatment Planning for Traditional, Vulnerable, and Special Populations in Counseling 3 s.h.

Individual and group approaches to assessment and evaluation, including personal and environmental factors; psychiatric conditions, their diagnostic criteria using the DSM-5, and treatment planning considerations; biopsychosocial and psychiatric rehabilitation models used for case conceptualization and treatment planning, including functional assessment and client-driven rehabilitation planning for community reintegration; special considerations for diagnosing and treating vulnerable and special populations. Requirements: rehabilitation and counselor education enrollment.

RCE:5249 Psychopathology, Psychiatric Rehabilitation, and Emerging Approaches in Counseling 3 s.h.

Description, classification, and theoretical perspectives related to psychiatric disorders; models of intervention in community-based settings.

RCE:5250 Multiculturalism in Helping Professions 3 s.h.

Theory and application of multicultural competency in the helping professions; ethical treatment of clients in the context of a multiculturally diverse society; knowledge, skill, self-awareness components relevant for helping practitioners. Requirements: rehabilitation and counselor education enrollment.

RCE:5253 Forensic Rehabilitation 3 s.h.

Orientation to the profession of forensic rehabilitation or forensic vocational rehabilitation; development of knowledge and skills to act as a forensic professional in court proceedings involving persons with disabilities; emphasis on multiple areas of practice including social security determination, marital dissolution, personal injury, worker's compensation, and life care planning; students write expert testimony reports from assigned scenarios of injured workers for attorneys, insurance carriers, and administrative law judges.

RCE:5254 Assessment and Appraisal 3 s.h.

Presentation of materials related to assessment and appraisal for those who plan to work as professional counselors; didactic and experiential activities that enhance a counseling professional's work in the field; specifically, development of skills related to the administration, scoring, and interpretation of basic assessment materials and appraisal in a counseling setting.

RCE:5256 Action Research: School-Based Field Research 3 s.h.

Field-based research experiences in school settings; students conceptualize, design, conduct, and articulate school-based research findings. Prerequisites: RCE:5254.

RCE:5270 Issues and Ethics in Counseling 3 s.h.

Ethical standards and decision making; current issues; ethical, legal, and multicultural considerations for counseling in agencies and schools; emphasis on professional practice.

RCE:5276 Research in Rehabilitation and Mental Health Counseling 3 s.h.

Current state of counseling practice and emphasis on accountability as a professional quality; need for counselors to be knowledgeable and skillful in identifying and using "what works" in counseling endeavors; introduction to major principles, concepts, and practices in social science research, including program evaluation; preparing counselors-in-training as future research consumers. Recommendations: rehabilitation and mental health counseling major.

RCE:5278 Applied Microcounseling 3 s.h.

Development of basic and advanced counseling skills; preparation for work in education and community settings.

RCE:5279 Microskills for Rehabilitation Counseling 3 s.h.

Development of listening, empathy, reflection, and inquiry skills that are the foundation of counseling work; focus on development of self-awareness necessary for professionals in human service settings such as rehabilitation counseling; students learn and practice microcounseling skills that relate to working with individuals and small groups; for students pursuing a master's degree in rehabilitation counseling and desiring Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited practicum experience.

RCE:5280 Topical Seminar in Rehabilitation and Counselor Education arr.

Special topics dealing with contemporary problems of concern to counselors in specific settings.

RCE:6263 Consultation Theory and Practice 3 s.h.

Review of concepts and practice of consultation and collaboration in educational and human services settings; focus on mental health, organizational, behavioral, and instructional models. Same as PSQF:6263.

RCE:6293 Individual Instruction - Graduate arr.

RCE:6300 Practicum in School Counseling 3 s.h.

Supervised experience counseling and consulting in elementary and secondary school settings. Requirements: completion of school counseling core courses.

RCE:6321 Internship in Elementary School Counseling 6 s.h.

Supervised placement in an elementary school setting; performance of tasks, responsibilities of an elementary school counselor. Prerequisites: RCE:6300. Requirements: completion of all required school counseling courses.

RCE:6322 Internship in Secondary School Counseling 6 s.h.

Supervised placement in a secondary school setting; performance of tasks, responsibilities of a secondary school counselor. Prerequisites: RCE:6300. Requirements: completion of all required school counseling courses.

RCE:6323 Internship in Middle School Counseling 3 s.h.

Supervised placement in a middle school setting; performance of tasks and responsibilities of a middle school counselor. Prerequisites: RCE:6300. Requirements: completion of all required school counseling courses.

RCE:6341 Occupational Information, Job Development, and Job Placement 3 s.h.

Obtaining appropriate jobs for individuals with disabilities who have received rehabilitation services; client, counselor, employer, job specifications.

RCE:6342 Psychosocial and Developmental Aspects 3 s.h.

Dynamics of adjustment and coping for persons with chronic illness or those with disabilities through the life span; somatopsychological, psychosocial, and developmental perspectives on disability.

RCE:6346 Practicum in Rehabilitation Counseling 3 s.h.

Clinical preparation to work specifically with persons with mental health and other disabilities in order to effectively promote positive changes in their employment status (where applicable), level of social integration, level of independence, quality of life, and mental health; individual clinical preparation goals established within the parameters of the clinical continuum to ensure skill development and a strong knowledge base, which serve to promote qualified providers of rehabilitation counseling services. Prerequisites: RCE:5279.

RCE:6347 Internship in Rehabilitation Counseling arr.

Advanced clinical experiences under faculty supervision in a community rehabilitation agency; student interns receive weekly individual and monthly group supervision; emphasis on application of rehabilitation and mental health counseling and case management methods, techniques, and vocational knowledge in work with clients; consultation with professionals, business, and industry as needed to enhance services to persons with disabilities for the purposes of job development/placement and/or independent living rehabilitation. Prerequisites: RCE:5279 and RCE:6346.

RCE:6348 Prepracticum in Rehabilitation and Mental Health Counseling 3 s.h.

Counseling laboratory to promote knowledge, skills, and awareness of effective and ethical counseling methods, and fundamentals of helping relationships and case management. Prerequisites: RCE:5221. Corequisites: RCE:5278.

RCE:6349 Practicum in Clinical Mental Health Counseling arr.

Experience in a community agency serving individuals with disabilities and mental health disorders, supervised by a certified rehabilitation counselor in an approved site. Prerequisites: RCE:6348.

RCE:6350 Internship I: Rehabilitation and Mental Health Counseling 3-6 s.h.

Experience to enhance competency in agencies and with persons represented in student's specialty area. Prerequisites: RCE:6349.

RCE:6352 Internship in Clinical Mental Health Counseling arr.

Full-time clinical experience in rehabilitation and mental health settings; training in wide range of rehabilitation and mental health functions under supervision of a qualified M.A. counselor with appropriate credentials. Prerequisites: RCE:6350.

RCE:6353 Applied Pre-Practicum in Clinical Mental Health Counseling 6 s.h.

Development of accurate listening, empathy, reflection, and inquiry skills as well as goal setting techniques that are the foundation of counseling work; strong applied and experiential approach with special focus on development of self-awareness dexterity necessary for professionals in clinical mental health counseling; students learn and practice microcounseling skills in class and lab sessions that relate to working with individuals and small groups; applied pre-practicum allows students to work with an analog client as well as didactic instruction. Corequisites: RCE:5221.

RCE:6354 Advanced Practicum in Clinical Mental Health Counseling 3 s.h.

Advanced clinical experiences in clinical mental health counseling; supervision provided by faculty supervisor and site supervisor, who meet with the student during the semester for supervision and performance evaluation; emphasis on application of clinical mental health counseling knowledge, methods, and techniques in work with clients, and in consulting with other professionals and agencies as needed to enhance services to persons with mental health disabilities; emphasis also on application of principles and professional standards to real life situations. Prerequisites: RCE:6353 and RCE:6349.

RCE:6394 Research and Scholarship Internship 1-3 s.h.

Preparation for comprehensive examination.

RCE:6500 Research Methods in Counseling 3 s.h.

Introduction to research methods for counselors; research strategies that have dominated counseling literature; key concepts related to development of researchable questions, use and interpretation of quantitative and qualitative analyses, factors impacting design integrity, and use of findings to effect counseling program modifications; focus on essential approaches needed to conceptualize and develop a research proposal.

RCE:7255 Advanced Career Development and Counseling 3 s.h.

Major concepts and research evidence about life-span vocational behavior; theories of vocational choice, adjustment, development in a multicultural world.

RCE:7338 Essentials of Qualitative Inquiry 3 s.h.

Principles, processes of qualitative research in education; methods of design, data collection and analysis, interpretation, trustworthiness. Requirements: Ph.D. enrollment and introductory research course.

RCE:7347 Home/School/Community: System Interventions 3 s.h.

Interventions used by school and support system personnel; focus on work with parents, siblings. Same as PSQF:7347.

RCE:7353 Advanced Counseling and Psychotherapy 3 s.h.

Theories, techniques, and ethics of counseling clients with personal and interpersonal problems; ethical and multicultural considerations.

RCE:7357 Advanced Group Counseling and Psychotherapy 3 s.h.

Theories and techniques of group counseling and psychotherapy; integration of theory, experience, and research in group counseling; ethical and multicultural considerations.

RCE:7360 Advanced Practicum in Counseling arr.

Supervised practice in counseling; intensive analysis of counselor ethics, styles, methods. Advanced graduate standing in counselor education and consent of instructor required. Prerequisites: RCE:5221. Requirements: Ph.D. enrollment, advanced graduate standing in counselor education, and counseling introductory practicum; and concurrent enrollment in RCE:5249 for rehabilitation counselor education student.

- RCE:7369 Advanced Seminar in Rehabilitation Counseling** 3 s.h.
Philosophy, theory, research base, practice of rehabilitation counseling, psychology; ethical and multicultural considerations; relationship to disability studies; psychological aspects of disability, client assessment, history, systems, contemporary issues.
- RCE:7380 Internship in Teaching** arr.
Supervised college teaching experience in counselor education courses; teaching in collaboration with faculty, observation and critiques of teaching, participation in course planning and evaluation procedures; ethical and multicultural considerations.
- RCE:7385 Teaching and Learning in Higher Education** 3 s.h.
Current theoretical and empirical literature on teaching and learning in higher education; focus on development of effective teaching practice. Same as EDTL:7385, EPLS:7385, GRAD:7385, PSQF:7385.
- RCE:7400 Seminar: Ethics and Issues in Counseling** 3 s.h.
Ethical, professional, and contemporary issues in counseling practice, education, and research. Requirements: rehabilitation and counselor education Ph.D. enrollment.
- RCE:7438 Advanced Qualitative Research Seminar in Rehabilitation and Counselor Education** 3 s.h.
Exploration of qualitative research at advanced theoretical, practical, and technical level, inside and outside a typical classroom environment; scholarly discussions. Prerequisites: RCE:7338.
- RCE:7444 Qualitative Research in the Multicultural Context** 3 s.h.
Exploration of qualitative research in multicultural context; application of knowledge gained in introductory qualitative courses; utilization of qualitative skill sets for completion of a multicultural-focused project; multicultural field research project which may involve travel or virtual connections outside of regular class time; field experience projects with online problem-based learning activities, consultation, and virtual supervised small group work. Prerequisites: PSQF:6235 or RCE:5250 or RCE:7338.
- RCE:7448 Integrated Developmental Theory and Counseling** 3 s.h.
Advanced issues, theoretical perspectives, and research in human development across the life span; influential theories in human development; related implications for counseling, supervision, and research; integrated understanding of perspectives through position papers, reflection papers, and research proposal project. Requirements: graduate standing in rehabilitation and counselor education.
- RCE:7450 Advanced Social Psychology of Disability** 3 s.h.
Disability issues from individual and societal perspectives; psychosocial aspects of disability and disability studies; seminar. Requirements: Ph.D. enrollment.
- RCE:7451 Advanced Multiculturalism** 3 s.h.
Impact of culture, race, ethnicity, and intersections of identity on counseling in higher education and student affairs settings. Prerequisites: RCE:5250.
- RCE:7454 Supervision Theory and Practice** 3 s.h.
Conceptual models, ethics, multicultural considerations, research, and program design for counselor supervision and consultation.
- RCE:7455 Internship in Supervision** arr.
Supervision of students enrolled in counseling practicum. Prerequisites: RCE:7454.
- RCE:7457 Seminar: Professional Orientation to Counselor Education and Supervision** 3 s.h.
Professional orientation issues in counselor education and supervision; related documents, bylaws, professional expectations.
- RCE:7458 Seminar: Issues and Trends in Counseling Research** 4 s.h.
Recent trends, including debates and findings in literature related to best practices for the profession. Same as PSQF:7459.
- RCE:7459 Seminar: Leadership and Advocacy in Counselor Education and Supervision** 3 s.h.
Leadership principles and theories, including applications to counselor education; student leadership potential and skills explored through self-reflective model.
- RCE:7460 Seminar: Research in Counseling** 3 s.h.
Methods, examples, ethics, multicultural issues, problems of counseling research. Requirements: Ph.D. enrollment. Same as PSQF:7460.
- RCE:7461 Practicum in Research** arr.
Experience designing and implementing research relevant to student's plan of study, under supervision of rehabilitation and counselor education faculty member.
- RCE:7462 Advanced Practicum in Clinical Teaching** 1-3 s.h.
Preparation for doctoral students to conduct didactic and experiential learning opportunities with counselors in training. Prerequisites: RCE:7454.
- RCE:7465 Internship in Clinical Practice** 1-3 s.h.
Supervised experience in professional counseling, counselor supervision, consultation, teaching counseling; field placement and seminar.
- RCE:7466 Leadership and Advocacy Internship in Counselor Education** 3 s.h.
Supervised experience in service learning activities in a variety of settings to build advocacy and leadership skills; leadership skill development opportunities that enhance doctoral students' future potential as counselor education advocates and consultants. Prerequisites: RCE:7360.
- RCE:7493 Ph.D. Thesis** arr.