



VCU

College of Health Professions Rehabilitation Counseling

DEPARTMENT OF REHABILITATION COUNSELING

GRADUATE STUDENT HANDBOOK

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Dean's Welcome to VCU's College of Health Professions

Welcome to Virginia Commonwealth University's College of Health Professions, an international leader in promoting excellence in healthcare services. As Dean of the College, I am thrilled you have chosen to pursue your educational goals with us. We are all absolutely committed to providing you with the high-quality education that you deserve.

You are joining a diverse establishment built upon a strong foundation and history dating back more than 50 years. Our surrounding community has felt our impact as have other parts of the world, in which our students, faculty and staff have touched. As your presence will become part of the College's history, I am excited that your influence will also help shape our future.

In the last year, the College opened its new state-of-the-art building, where all 11 units were brought together under the same roof for the first time in the College's history. Our new building enables faculty, staff, and students to collaborate in ways that were never previously possible, and is a reflection of VCU's commitment to preparing students to be the very best in their chosen fields.

In addition, with the COVID-19 pandemic, we experienced firsthand how our College's major contribution to Virginia and to the nation – training health care professionals – is more critically imperative than ever. I am incredibly proud of how our entire community pitched in to forge a way to continue our educational mission through the crisis.

I invite you to take advantage of the many opportunities around you, whether within the College or throughout the community. I hope the relationships you create with faculty, staff, and your student colleagues will be the start of valuable connections you develop and sustain in years to come.

Please use this student handbook as an information resource. My leadership team and I are committed to your success, and as always, the CHP Student Success team and I are here to support you throughout your educational journey.

I wish you great success and best wishes,

Susan Parish, PhD, MSW
Dean of the College of Health Professions

Chair's Welcome to VCU's Department of Rehabilitation Counseling

One of the first rehabilitation counseling programs in the U.S. when established in 1955, VCU now ranks 4th among counseling training programs in the nation, according to U.S. News & World Report. With nearly 2,000 alumni, our program has prepared qualified professionals who work within their communities to enhance the wellbeing and engagement of people with disabilities and chronic illness.

Rehabilitation Counseling is a diverse and dynamic profession which enjoys a faster than average projected employment growth (U.S. Department of Labor), as well as, one of the top ten most meaningful careers (Payscale.com). Our dual emphasis on rehabilitation and mental health will prepare graduates to provide holistic and comprehensive services. The profession values community inclusion, social justice, focusing upon the strengths and assets of individuals who experience cognitive, physical, sensory, addiction and/or psychiatric conditions.

Our 60-credit Master of Science in Rehabilitation and Mental Health Counseling program is fully accredited by The Council for Accreditation on Counseling and Related Education Programs (CACREP) and those graduates are immediately eligible for certification as Certified Rehabilitation Counselors. Graduates are also eligible for independent counseling licensure in Virginia (LPC). The Advanced Certificate in Professional Counseling program is designed for persons with master's degrees from VCU or other institutions who are seeking the Licensed Professional Counselor credential in Virginia or other states. The certificate program can also benefit those who would like to become CRC certified under Category D or R designation.

Your faculty has years of experience and we are committed to the program. We are excited that you are pursuing your graduate education with us. And we look forward to your contribution to our program and ultimately the profession of Rehabilitation and Mental Health Counseling. It is our hope that you will find the profession to be a meaningful and rewarding experience.

Sincerely,

Amy J. Armstrong, Ph.D., Department Chair

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Virginia Commonwealth University General Information

Founded: 1838

Campus: Located on 150 acres in downtown Richmond, Virginia. There are two campuses, the Monroe Park Campus and the Medical Campus. As of 2016, Virginia Commonwealth University (VCU) enrolls 31,242 students. The university employs 2,264 full-time faculty members. Virginia Commonwealth University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master’s, doctoral and first-professional degrees.

Type: VCU is a premier urban, public research university focused on academic success.

Mission Statement: As the premier urban, public research university in Virginia, VCU’s mission is to advance knowledge and student success through its commitments to:

- an engaged, learner-centered environment that fosters inquiry, discovery and innovation in a global setting;
- research that expands the boundaries of new knowledge and creative expression and promotes translational applications to improve human health;
- interdisciplinary collaborations that bring new perspectives to complex problems and mobilize creative energies that advance innovation and solve global challenges;
- health care that strives to preserve and restore health for all people, to seek the cause and cure of diseases through groundbreaking research, and to educate those who serve humanity;
- diversity that provides a climate of inclusion, a dedication to addressing disparities wherever they exist, and an opportunity to explore and create in an environment of trust;
- sustainable, university-community partnerships that enhance the educational, economic and cultural vitality of the communities VCU serves in Virginia and around the world.

Vision Statement: VCU will be a premier urban, public research university distinguished by its commitment to:

- the intellectual and academic success of a diverse student body;
- research and discovery that advances knowledge, inspires creativity and improves human health;
- the global engagement of students, faculty and staff that transforms lives and communities.

VCU Core Values

- **Accountability** – committing to the efficient and transparent stewardship of our resources to achieve institutional excellence.
- **Achievement** – ensuring distinction in learning, research and scholarly pursuits, service, and patient care.
- **Collaboration** – fostering collegiality and cooperation to advance learning, entrepreneurship, and inquiry.
- **Freedom** – striving for intellectual truth with responsibility and civility, respecting the dignity of all individuals.
- **Innovation** – cultivating discovery, creativity, originality, inventiveness, and talent.
- **Service** – engaging in the application of learning and discovery to improve the human condition and support the public good at home and abroad.
- **Diversity** – ensuring a climate of trust, honesty and integrity where all people are valued and differences are recognized as an asset.
- **Integrity** – adhering to the highest standards of honesty, respect and professional and scholarly ethics.

Quest 2025 Themes Related to Student Success

VCU’s Strategic Plan - Quest 2025: Together We Transform

VCU’s new strategic plan, Quest 2025: Together We Transform, charts VCU’s course over the next six years for its rise as a pre-eminent urban, public research university committed to equitable access to social, economic and health success. The plan identifies five themes and the first of these is student success.

Quest 2025 – Theme I: Student Success articulates VCU’s goal of creating a “culture that transforms the lives of our distinctive and diverse student population; one that supports students through inquiry, discovery, innovation and creative expression. One that engages faculty, staff and administrators to create resources that help students navigate university experiences focused on increasing student success. One that addresses the rising cost of higher education and continually seeks to provide affordable access and support on-time completion.”

The three specific goals of this theme include to:

- Transform the undergraduate curriculum to ensure we offer a 21st century learning experience
- Prepare our students to be creative innovators and entrepreneurs who make a difference in an increasingly diverse and connected world, and
- Enhance the university culture supporting student success, including improved retention and graduation rates

The College of Health Professions takes seriously our role in helping VCU achieve Quest 2025. Our faculty, staff, and leadership work diligently to provide you with a world class education, and to ensure that you have the tools and support you need to succeed.

CHP Diversity, Equity & Inclusion Statement

The College of Health Professions (CHP) prioritizes the core value of individual dignity, and strives to promote a culture of diversity, inclusivity, and equity in a supportive learning and work environment. We are committed to creating a community that embraces and honors students', staff and faculty members' diverse backgrounds, identities and lived experiences including race, ethnicity, nationality, socioeconomic class, religion, creed, sexual orientation, gender, gender identity, age, and disability.

Every CHP student deserves an exceptional education that includes learning to effectively serve individuals and communities that reflect the rich diversity of the Commonwealth of Virginia. CHP Faculty and staff are responsible for creating an educational and research environment that is welcoming and inclusive of all students. Faculty and staff use instructional approaches that foster intellectual contributions while encouraging critical thinking and freedom of expression. Our faculty have the expertise to lead efforts in ensuring patients, consumers, community members, families, and communities receive high-touch, respectful, and humanizing support within the context of evolving health care technology.

We commit to this statement because it is consistent with the values of our College and of Virginia Commonwealth University as represented in our strategic plan. A climate of inclusion and diversity aligns with an overwhelming body of evidence-based health care, decades of health and workplace research. Finally, a culture of inclusivity and diversity is imperative if we want to meet our College's responsibility to train effective health care professionals.

Department of Rehabilitation Counseling Mission

The VCU Department of Rehabilitation Counseling serves as a national leader in the professional preparation of Licensed Professional Counselors, Certified Rehabilitation Counselors, and Nationally Certified Counselors who will exercise skill and competence on a high technical and ethical level. Department faculty conduct active programs of research and service, and maintain high levels of teaching competence. In partnership with students, community agencies, and consumer and professional organizations, the Department endeavors to enhance the personal, social and economic well-being of the clients they serve, regardless of disability or other life circumstances.

Department Goals

- To provide students with educational experiences that facilitates the development of knowledge, skills and values necessary to practice as a licensed professional counselor and certified rehabilitation counselor.
- To provide students with learning opportunities that foster culturally responsive and ethical counseling practices.
- To provide students with clinical training environments that prepare them to work in a variety of counseling settings.

Program Objectives

- Develop a well-rounded education in rehabilitation and mental health counseling;
- Advance the basic philosophical tenets of rehabilitation, including the value and worth of all individuals, a belief in human dignity, and the right of all persons to fully participate in society.
- Exercise skills and competencies on a high ethical level and with personal integrity; and
- Acquire a comprehensive understanding of the personal, social, vocational, and psychological needs of persons with disabilities.

Student Learning Outcomes

1. Develop a professional counseling identity, and demonstrate ability to function ethically and effectively within settings that offer counseling, advocacy, and related services to diverse populations.
2. Identify a range of counseling theories and skills applicable in a pluralistic society with individuals, groups, couples and families, and demonstrate the ability to apply this knowledge in a therapeutic manner to promote change and growth.
3. Demonstrate respect for the impact of social and cultural factors on human behavior and the role of individual differences in establishing and working toward counseling objectives.
4. Identify and apply the stages of development throughout the lifespan, including developmental goals, when working with individuals, regardless of disability or other impairing conditions.
5. Identify and apply career development theory and tools.
6. Use case management techniques and describe the range of community resources available.
7. Use appropriate assessment techniques when working with individuals and utilize

- relevant information within the counseling process.
8. Read and evaluate professional research literature and incorporate such information into their professional development.
 9. Demonstrate the knowledge and skills necessary to be an effective professional counselor through supervised practicum and Internship experiences.

VCU Department of Rehabilitation Counseling

Accreditation

The Department of Rehabilitation Counseling was established in 1955 and is currently accredited by The Council for Accreditation on Counseling and Related Education Programs (CACREP) for the degree of Master's of Science of Rehabilitation and Mental Health Counseling.

Admission Deadlines and Requirements

Both full-time and part-time students are valued and are welcome to apply. Applications are reviewed on an ongoing basis. To be considered, all pertinent materials must be received in the Graduate Admissions Office by March 1st (for Fall), or October 1st (for Spring). See the Department's website <https://rehab.chp.vcu.edu/> for links to admissions procedures. A complete set of application materials is also available online through the Graduate School website, which can be found here: <https://www.vcu.edu/admissions/apply/graduate/>

Faculty Advisor

Every graduate student must have a Faculty Advisor from the Department. When the student is accepted into the Department, a Faculty member is appointed to serve as an Advisor to the student to provide guidance about course selection and scheduling, to supervise his/her research (if applicable), to provide information about career options and assistance with professional development, and to act as a channel of communication with the Department, to other Departments, and to the School of Graduate Studies.

When the student receives notification of admission to the Department, it is his/her responsibility to contact the Faculty Advisor to arrange for an individual program planning meeting. This is usually done as part of the Orientation program when a student first begins in the program. Ultimately, students are responsible for the proper completion of their academic programs. They must be familiar with the Graduate Bulletin (catalog) as well as all additional academic regulations promulgated by individual schools and departments. Students should also consult with Faculty Advisors on a regular basis to ensure orderly progress through the entire program of study, select clinical placement sites, select electives, and plan their careers. Students will find their Faculty Advisors to be sources of fruitful guidance, advice, support, and information throughout their graduate programs. It is not unusual for a mentor-type relationship to continue with the Faculty Advisor throughout the professional career of the student.

Department Communication and Technology

The Department hosts a Blackboard/Canvas site that contains pertinent information such as updated department and clinical handbooks. Please access this site for current versions of

these documents. The Department periodically sends department emails containing timely information regarding courses, faculty, student updates, job and volunteer opportunities, community resources for individuals with disabilities, and workshops and symposia of interest to the rehabilitation professional.

Email is considered an official method for communication at VCU because it delivers information in a convenient, timely, cost-effective, and environmentally aware manner. Students are expected to check their official VCU email on a frequent and consistent basis in order to remain informed about university-related communications. The university recommends checking email daily. Students are responsible for the consequences of not reading, in a timely fashion, university-related communications sent to their official VCU student email account. This policy ensures that all students have access to this important form of communication. It ensures students can be reached through a standardized channel by faculty and other staff of the university as needed. Mail sent to the VCU email address may include notification of university-related actions, including disciplinary action. Please read the policy in its entirety here: (<https://ts.vcu.edu/askit/policies-and-publications/information-technology-policies-standards-baselines--guidelines/student-e-mail-policy/>).

There are some classes that may require access to technology such as videoconference. See VCU's guidelines for the student computer initiative: <https://sci.vcu.edu>

Transfer Credit

If a student matriculated in another graduate degree program at VCU or another university, a maximum of 12 semester hours of graduate credit may be transferred if that credit has *not been applied* previously to another degree. Transfer credits must carry a grade of "B" or higher from an accredited institution. Acceptance of transfer credit is made at the level of the Department Chair and Dean of the College of Health Professions. Transfer credits earned as a non-degree seeking graduate student are limited to six semester hours of credit. Credits earned as deficiency hours or to demonstrate the ability to compete at the graduate level, though transferable, may not be applied to the 60-semester hour program of study.

Time Limit for Degree Completion

The time limit for a graduate degree will not extend beyond a period of six years for graduate certificates and master's degrees and eight years for doctoral degrees. Course work completed before matriculation and applied toward the degree, including course work at VCU and that transferred from other institutions, will be evaluated by the program/department to determine whether it can be used to fulfill degree requirements. For course work that was taken more than eight years prior to the completion of the VCU degree, the program/department will evaluate the course work for acceptability and report those courses deemed acceptable to the dean of the Graduate School.

Keys to Planning a Course Sequence

Students should check with their Faculty Advisor every semester. Some courses must be taken in sequence (e.g., 691, 692, 696) and students must complete them in order. Students should set a course schedule in their first semester of enrollment to plan for graduation. Students should defer elective or specialization coursework until most required courses are completed. Finally, all students should begin to plan their clinical experiences early in their program.

Student Profile Data and Enrollment

Maximum enrollment is set at approximately 120 students. The student body is currently approximately 75 percent female, 65 percent full time, and culturally diverse. Approximately 20 percent of students have identified themselves as individuals with disabilities.

Financial Aid

Please contact the VCU Financial Aid office for information specifically regarding financial aid applications and procedures (<http://graduate.admissions.vcu.edu/apply/finaid/>).

Disability Services

Students with disabilities are encouraged to contact VCU's Division for Academic Success (<http://das.vcu.edu>). The Division for Academic Success (DAS) offers disability and academic support services to students in the VCU Health Sciences schools: College of Health Professions, Dentistry, Medicine, Nursing and Pharmacy.

DAS provides disability support services to students on the MCV Campus who have a documented disability. If a student would like to request accommodations, a meeting with a staff member is recommended at least four weeks before classes are scheduled to begin. The meetings are individual and confidential.

Diversity Inclusion

VCU is an urban university, and has over 32,000 students, including 29 percent minority students/students of color and 1,429 international students from 113 countries. The VCU Office of Multicultural Student Affairs assists traditionally underserved and/or underrepresented student populations (i.e. race, ethnicity, sexual orientation, and gender) through advising, support, program development, retention, mentoring and promoting an appreciation of diversity throughout the campus community. More information can be found here: <http://www.omsa.vcu.edu>

Alumni Activities

With over 2200 alumni, the Department enjoys the involvement and support of an active alumni association that has regularly scheduled meetings. Social and other alumni activities are organized through the Department, College of Health Professions, and University on an ongoing basis. The program recently celebrated its 60th anniversary.

Advanced Certificate Program

Post-master's preparation is available through the Advanced Certificate in Professional Counseling. This is designed for people with master's degrees from VCU or other institutions who are seeking the Licensed Professional Counselor credential in Virginia or other states. The certificate program can also benefit those who would like to become CRC-certified. All students will work with their assigned advisor to determine a course schedule relevant for their individual needs.

Master's Program

The VCU Department of Rehabilitation Counseling, formed in 1955, is ranked *4th* in the nation in US News and World Report Rankings. The 60-credit master's degree in Rehabilitation and Mental Health Counseling prepares students for licensure as professional counselors (LPC) and rehabilitation counselors (CRC). Students can complete the program in 2 years going full time (including summers), or 4 years going half -time.

The program includes a 100-hour practicum and a 600-hour internship in an approved, supervised practice setting. Students can enroll in Internship after the completion of 30 credit hours in the program. Following graduation, students may practice in supervised settings such as community services boards, public and private rehabilitation settings, hospitals and other settings. The Virginia Counseling Board requires an additional 3,400-hour residency with 2,000 supervised counseling practice hours in order to qualify for independent practice as licensed professional counselors (LPCs).

On campus and Distance Learning Modality Options

The program has both on-campus and distance formats for many classes. We also offer hybrid courses where distance and campus students are combined. Some distance courses may have synchronous components where students are required to virtually attend a class at a specific time. On-campus students are generally expected to take all courses in an on-campus during their first semester and at least 50% of on-campus courses overall. Students can petition the chair for exceptions on a case-by-case basis, and accommodations can be made, with a review of the larger context. The distance program is limited to students living a significant distance from campus and requires at least two courses that include intensive components with face-to-face instruction on campus (e.g., Counseling Techniques, Group Counseling). These on-campus experiences are structured in a several consecutive-day format.

Be advised that students that live within a 60-mile radius of Richmond, VA may be required to submit additional information regarding their preference to enroll in the DL program rather than the on-campus program.

If you are a student located within this area, be advised that you will need to plan ahead, in conjunction with your advisor and/or clinical coordinator, if you need to enroll in a DL option of any course in the clinical sequence (e.g., 691, 692, 696, 612). The department suggests that students connect with their adviser upon entering the program to discuss their course of study related to DL/campus learning options.

Department of Rehabilitation Counseling Coursework

All course descriptions can be found in the VCU Graduate Bulletin located [here](http://bulletin.vcu.edu/graduate/school-allied-health-professions/rehabilitation-counseling/). (<http://bulletin.vcu.edu/graduate/school-allied-health-professions/rehabilitation-counseling/>).

Students are required to complete 60 credits. Required courses (all designated as RHAB in the course listings) are as follows:

- 521 – Addictions Counseling
- 525 – Introduction to Rehabilitation Counseling
- 526 – Introduction to Mental Health Counseling

- 611 – Theories of Professional Counseling
- 612 - Group Counseling Theories and Techniques
- 615 – Human Growth and Development
- 616 – Couples and Family Counseling
- 623 – Career Counseling and Job Placement
- 624 – Assessment and Evaluation
- 625 – Research and Program Evaluation
- 633 – Case Management
- 640 – Medical and Psychosocial Aspects of Disabilities
- 642 – Diagnosis and Treatment of Mental Health Disorders
- 654 – Multicultural Counseling
- 691 – Counseling Techniques
- 692 – Advanced Professional Issues in Counseling (contains practicum)
- 696 – Supervised Clinical Practice in Rehabilitation & Mental Health (9 credits)

Students will also take either a one 3-credit elective or three 1-credit electives during their course of study. Some examples of offered electives include:

- Positive Psychology and Wellbeing
- Couples and Sexuality
- Crisis and Trauma
- Advanced Issues in Rehabilitation
- ADA Implementation and Issues
- American Sign Language

Until October 2023, our program is dually accredited by CACREP (as both Clinical Rehabilitation Counseling and Clinical Mental Health Counseling), and students can graduate with accreditation in two areas after completing only one internship until that time. After that time, they may need to complete separate internships in Rehabilitation Counseling and in Mental Health Counseling if they wish to graduate with both areas of expertise recognized through CACREP accreditation.

Suggested Course Schedules for Fall Admission

2 year plan

Year 1	Fall	Spring	Summer
12/12/6 (30) (credits by semester)	526-Intro Mental Health Counsel 611-Counseling Theories 623-Career Couns/Job Placement 640-Med/Psych Aspects Disability	525-Intro Rehabilitation Couns 624-Assessment 654-Multicultural Counseling 691-Counseling Techniques	521-Addiction Counsel 616-Couples/Family Counseling

Year 2			
12/12/6 (30)	642-Mental Health Disorders 625-Research/Program Eval 692- Adv Prof Couns (with prac) Elective (3)	612-Group Counseling 633-Case Management 696-Internship (6)	615-Human Growth & Development 696 - Internship (3)

3 year plan

Year 1	Fall	Spring	Summer
9/9/3 (21)	526-Intro Mental Health Counsel 611-Counseling Theories 623-Career Couns/Job Placement	525-Intro Rehabilitation Couns 654-Multicultural 691-Couns Techniques	521-Addiction Counseling
Year 2			
9/9/3 (21)	640-Med/Psych Aspects 642-Mental Health Disorders Elective (3)	612-Group Counseling 624-Assessment 633-Case Management	616-Couples/Family Counseling
Year 3			
6/9/3 (18)	625-Research 692- Adv. Prof Couns (with prac)	696-Internship (6-9)	615-Human Growth & Development 696-Internship (0-3)

4 year plan

Year 1	Fall	Spring	Summer
6/6/3 (15)	526-Intro Mental Health Counsel 611-Counseling Theories	525-Intro Rehabilitation Couns 624-Assessment	521-Addiction Counseling
Year 2			
6/6/3 (15)	623-Career Couns/Job Placement 642-Mental Health Disorders	654-Multicultural Counseling 691-Counseling Techniques	616-Couples/Family Counseling
Year 3			
6/6/3 (15)	625-Research/Program Eval 640-Med/Psych Aspects Disability	633-Case Management 612-Group Counseling	615-Human Growth & Development
Year 4			
6/6/3 (15)	692- Adv. Prof Couns (with prac) Elective (3)	696-Internship (6)	696-Internship (3)

Suggested Course Schedules for Spring Admission

2.5 year plan

Year 1	Spring	Summer	Fall
9/6/12 (27) <i>(credits by semester)</i>	525-Intro Rehabilitation Couns 624-Assessment 654-Multicultural Counseling	521-Addiction Couns 615-Human Growth/Dev	526-Intro Mental Health Counsel 611-Counseling Theories 623-Career Couns/Job Placement 640-Med/Psych Aspects
Year 2			
9/3/12 (24)	633-Case Management 612-Group Counseling 691-Counseling Techniques	616-Couples/Family Counseling	642-Mental Health Disorders 625-Research/Program Eval 692- Adv Prof Couns (with prac) Elective
Year 3			
9/0/0 (9)	696-Internship (6-9)	696-Internship (0-3)	

3 year plan

Year 1	Spring	Summer	Fall
9/3/9 (21)	525-Intro Rehabilitation Couns 624-Assessment 654-Multicultural Counseling	521-Addiction Couns	526-Intro Mental Health Counsel 611-Counseling Theories 623-Career Couns/Job Placement
Year 2			
9/3/9 (21)	633-Case Management 691-Counseling Techniques	616-Couples/Family Counseling	640-Med/Psych Aspects Disability 642-Mental Health Disorders 692- Adv Prof Couns (with prac)
Year 3			
9/6/3 (18)	612-Group Counseling 696-Internship (6)	615-Human Growth & Development 696-Internship (3)	625-Research/Program Eval Elective

4 year plan

Year 1	Spring	Summer	Fall
6/3/6 (15)	525-Intro Rehabilitation	521-Addiction	526-Intro Mental Health

	Couns 624-Assessment	Counseling	Counsel 611-Counseling Theories
Year 2			
6/3/6 (15)	633-Case Management 654-Multicultural Counseling	616-Couples/Family Counseling	623-Career Couns/Job Placement 642-Mental Health Disorders
Year 3			
6/3/6 (15)	691-Counseling Techniques 612-Group Counseling	615-Human Growth & Development	640-Med/Psych Aspects Disability 692- Adv Prof Couns (with prac)
Year 4			
6/3/6 (15)	696 Internship (6 crd)	696 Internship (3 crd)	625-Research & Program Eval Elective

Foundations of Clinical Training

Experiential clinical training and supervision are the hallmarks of counselor education. As a student in the program, students will undertake a myriad of experiences in the community that will strengthen overall skills and knowledge as a counselor. The clinical courses are sequential in nature and build in a developmentally appropriate way so that students are able to increase comfort level, confidence, knowledge and skill as they continue through the program. The Handbook for Supervised Clinical Experiences contains the information necessary to successfully engage in the clinical training portion of the degree.

Code of Ethics

Professional ethical codes guide the work of counselors. All counselors must understand and abide by relevant ethical codes at all times.

The American Counseling Association's codes can be found here:

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

The Commission on Rehabilitation Counseling Certification's codes can be found here:

<http://ethics.iit.edu/codes/CRCC%202016.pdf>

Certification and Licensure

The Master's in Mental Health and Rehabilitation Counseling program will prepare graduates for the Licensed Professional Counselor (LPC) credential in Virginia as well as the Certified Rehabilitation Counselor (CRC) Nationally Certified Counselor (NCC) credentials.

Students are eligible to sit for two certification examinations in their last semester in the Master's program (or after 75% completion of specified coursework): 1) the Certified Rehabilitation Counselor (CRC) examination; and 2) the Nationally Certified Counselor (NCC) examination.

For LPC in Virginia, students must complete 3,400 hours of supervised practice after the completion of their degree. While in their program, they will complete coursework required for licensure, as well as 600 hours of relevant supervised clinical experiences to be eligible to apply for licensure. After the completion of 3,400 hours, students will sit for an exam.

Distance learning students as well as in-state students may be interested in eventually becoming licensed in other states besides Virginia. The Department cannot guarantee that the current curriculum meets the individual licensure standards of every state. Students who may seek professional licensure in other states will work together with their advisors to determine requirements so that students will be informed of additional coursework they may need to be eligible for licensure in their preferred state. A full list of state reciprocity can be found on the department's website.

All state board licensing information can be found here:
<http://www.nbcc.org/Search/StateBoardDirectory>

LPC in Virginia - <https://www.dhp.virginia.gov/counseling/>

CRCC - <https://www.crccertification.com/>

NBCC - <https://www.nbcc.org/exams>

Professional and Student Organizations

ARCA

The American Rehabilitation Counseling Association (ARCA) is a national chapter of the American Counseling Association (ACA). The primary goal of ARCA is to improve the lives of people with disabilities. The individuals who make up the ARCA organization are counselors, educators and students who come together to enhance and promote the rehabilitation counseling profession.

Here at VCU, we want to follow the path that the national chapter has set. If students want to change lives in a positive manner, counteract negative stereotypes, network, and have fun, then joining the Student ARCA organization at VCU is a great step! Dr. Carolyn Hawley is the faculty liaison for the student chapter and can be reached at: cehawley@vcu.edu

Chi Sigma Iota

Chi Sigma Iota (XΣI) is a rapidly growing international counseling academic and professional Honor Society that has invited over 14,000 individuals and 150 chapters to membership since its formation in January, 1985. XΣI was established in order to create a link between students, educators, practitioners, and supervisors in various counseling settings. The objective of XΣI, as stated in its bylaws, is “to promote scholarship, research, professionalism, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling.”

The VCU XΣI chapter, Omega Lambda Iota, is a collaborative chapter with the Counselor Education program on the Monroe Park Campus. This is a wonderful opportunity to join a national, professional honor society for the profession of counseling. The Omega Lambda Iota chapter is established in the VCU and Richmond community and participates in philanthropic and educational events throughout the year. Additionally, there are opportunities to run for leadership positions. Finally, it is a great opportunity to network with students in a different department and increase professional and social connections. Members will also have the option to wear honors cords at graduation to showcase academic and professional success.

In order to be eligible for induction, students must complete at least 9 credit hours and maintain a 3.5 GPA. Formal initiation ceremonies are held in the spring. Dr. Courtney Holmes is the liaison and can be reached at: cmholmes@vcu.edu

Other

Students are encouraged to participate in various University and professional organizations. Examples of appropriate professional organizations include:

- 1) National Rehabilitation Association (<https://www.nationalrehab.org/>);
- 2) International Association of Rehabilitation Professionals (<http://www.rehabpro.org/>);
- 3) American Counseling Association (www.counseling.org).

Membership in a professional association gives students a chance to become acquainted with the literature in their chosen profession, to come into personal contact with practicing counselors and other rehabilitation workers, and to learn about potential career opportunities. Department Faculty will be happy to assist the students in making application for membership.

Professional Conduct/Expectation of Students

Students are encouraged to reach beyond what is expected. Pervasive throughout the program is the expectation of excellence. Theoretical knowledge and practical skills in counseling are basic expectations. Students are encouraged to explore the profession through professional growth opportunities and professional/student organizations. Students should actively engage in ongoing conversation with faculty, including their faculty advisor, throughout their course of study. All students are continually evaluated throughout their program on personal and professional standards. See Appendix A for an example evaluation.

Personal Counseling Services

The Department of Rehabilitation Counseling promotes both personal and professional growth in all students. There is no requirement to obtain personal counseling services while enrolled in the program. However, the Department supports the participation in such services as the benefit is two-fold: 1) students gain the experience of being a client and gain personal empathy regarding the nature of such experience; and 2) students can practice continued self-reflection and work on personal growth. VCU offers free personal counseling services for students. More information can be found [here](http://www.students.vcu.edu/counseling/). (<http://www.students.vcu.edu/counseling/>).

Psychosocial Impairment

Counselors with untreated psychological disorders, emotional problems, and/or substance abuse disorders of their own can significantly compromise the effectiveness of counseling and other professional activities. Further, they may cause harm to their clients. If a student is currently being treated for a psychological disorder, with psychotherapy, medications, and/or hospitalization, the student will inform the department through the faculty advisor assigned. If, in the judgment of the department faculty, a psychological disorder, emotional problem, and/or substance abuse are significantly compromising the student's learning as a counselor in training, or are disruptive to the training of other students, participation of that student in the program will be evaluated by the faculty following the Evaluation and Retention Procedures. That student may be asked to verify participation in a treatment program that deals with specific issues identified by the department faculty. If adequate change is not forthcoming, as determined by the department faculty, further action such as recommendation for dismissal from the program may be taken by the faculty to protect the student, other students, individual clients, and/or organizations.

Personal Growth Requirement

Students enrolled in the programs offered by the Department of Rehabilitation Counseling are expected to participate in the role of "clients" in individual or group counseling training experiences during the time they are enrolled as graduate students. This requirement is based on a philosophy that recognizes the value of such an experience to the continuous development of self-awareness and personal identity. The Department faculty members believe that first-hand experience as a client bridges the often-existing gap between intellectual understanding and emotional awareness of the client experience. These experiences will be growth centered and are not intended to provide psychotherapy for students. This experience should focus on personal growth and awareness in addition to specific skills training. Important components could include the following: sharing of here-and-now feelings; working out communication blocks; interpersonal feedback; individual expression of concerns; or expression of feelings about self; significant people in one's life as well as other members of the counseling training experience. An unwillingness or inability to participate in such experiences may be grounds for intervention or recommended dismissal from the program.

Academic Progress: Developmental and Retention Policy

The Department of Rehabilitation Counseling has developed the following student evaluation and retention procedures. These follow relevant principles and codes found in the Codes of Ethics and Standards of Practice of the American Counseling Association and the Commission on Rehabilitation Counselor Certification. All policies are held in conjunction with VCU policies regarding graduate student academic regulations. These standards can be found here: <http://bulletin.vcu.edu/graduate/study/>

With respect to these guidelines, faculty members consider not only academic abilities and skill performance when making retention decisions about students, but also such aspects as whether the student has demonstrated appropriate levels of maturity, judgment, emotional stability, interpersonal skills, and self-awareness appropriate to fulfill professional roles in counseling.

Each term, faculty members (in consultation with Practicum and Internship supervisors when applicable) meet in order to evaluate each student's progress in academic work, counseling skills, and intra-personal and interpersonal effectiveness. Each student in the program is evaluated for personal and professional competencies every semester, regardless of clinical placement. Forms such as the Professional and Clinical Performance Review may be utilized. Students assessed as having difficulty in academic, professional/interpersonal, or clinical skill sets will receive feedback concerning their progress from their adviser or faculty supervisor. Instances may arise when a situation requires evaluation and intervention at any time throughout a semester. However, a situation that involves a significant ethical violation as determined by the departmental faculty may result in immediate dismissal from the program. Students who are identified as having issues amenable to change in one or more of the areas evaluated are provided the following assistance in order to improve their performance.

Problem Identification

If a student is identified by a relevant stakeholder (e.g., faculty, advisor, site supervisor, other VCU faculty/staff) with a presenting concern regarding their ability to successfully engage professionally with others, it will be addressed by the department. The teaching faculty, advisor, or campus supervisor may reach out to additional faculty to receive input on how the student is participating and engaging in other responsibilities. A faculty member will contact the student to discuss the concerns and possible plan for the student to amend behavior to address concerns. This contact may be provided in a face to face, telephonic, or written format.

Recurring or Critical Problems

If the student is unable or unwilling to address the concerns identified in the previous communication and/or meeting, or the situation is continuing or is critical (e.g., ethical breach), at least two faculty will meet with the student to re-address the ongoing concerns. The concerns will be delineated in writing and given to the student prior to this meeting for student review, unless ethical concerns require more urgent action. During this meeting, the student will be given specific information about the identified problem, the steps needed for resolution, and the time frame allowed prior to determining if further action must be considered. A written contract that states the areas that need to be improved, the methods for improvement, and time frame needed for improvement will be signed. An Academic Review to determine continuation in the program may be conducted for any student who does not meet the required deadline to sign the plan. A

student may appeal any decision rendered as a result of the Academic Review, per the College and Graduate School policies.

Insufficient Progress, Dismissal

If a student does not make expeditious progress toward resolution of the identified problem(s) by the specified timeframe, and if the faculty members agree that the student is unlikely to successfully achieve the academic, skills, or intra-and interpersonal effectiveness objectives needed to be successful in the program and the profession, then dismissal of the student from the program will be considered. A team of faculty will do a thorough review of the documentation.

Any request for dismissal is forwarded to the school dean/dean's designee, who reviews the action, signs the form and forwards it to the graduate dean within 10 business days. The graduate dean/dean's designee reviews the action, signs the form, notifies the Office of Records and Registration and sends a dismissal letter to the student via VCU email. This letter must include a statement of the student's right to appeal and inform the student that appeals must be initiated at the program/department and/or school level within 10 business days after receipt of the letter. (see here for the VCU graduate bulletin dismissal information:

<http://bulletin.vcu.edu/academic-regs/grad/dismissal/>)

Removal or Termination from Site

If a student is removed or terminated from a site for personal or professional reasons by request of the site, the site supervisor or department faculty, the student will not be re-placed in a training site during the semester in which the termination occurred and may not be placed the following semester. The student will be unable to complete the clinical course in which they are enrolled. Please note this means a student's matriculation plan may be impacted. A formal developmental process will be evoked and the student will need to show significant improvement in the identified areas before another clinical placement is sought. Termination from the program may also be recommended. The Department does not guarantee a student a second placement, which may jeopardize the ability to continue in the program.

Leave of Absence

Graduate students may request leaves of absence (LOA) from their programs through written appeals to their advisors. The graduate advisors/program directors will forward the requests to the appropriate school dean/dean designee who, following departmental governance procedures, will forward their recommendations and any supporting documentation to the dean of the Graduate School who will respond for the university. Students who are out of compliance with continuous enrollment policies and who have not been granted approved leaves of absence by the graduate dean must reapply for admission to VCU and to their graduate degree programs.

Graduate students with approved leaves of absence are exempted from continuous enrollment requirements for the LOA period. Students should note that while leaves of absence temporarily suspend continuous enrollment requirements, they do not extend time limits for completion of degrees. (See policy on Exceptions: <http://bulletin.vcu.edu/academic-regs/grad/exceptions/>). Leaves of absence must be requested and approved before or within a current semester. Requests for retroactive leaves of absence will not be approved.

The posting of the leave of absence on the student's academic record prevents registration for the approved leave of absence period. If the student wishes to return to academic

study before the end of the approved leave of absence period, the Graduate School must be notified via the Special Action Form process so that the leave of absence is cancelled and the registration hold removed.

Withdrawal

Graduate students in good academic standing, according to the academic rules and regulations articulated in the Graduate Bulletin and by individual graduate programs, may request to withdraw from a graduate program at any time. Students should notify their graduate program directors as soon as possible of the intent to withdraw from the program. The program director will then notify the Graduate School via the Special Action Form procedure. The effective term of withdrawal is recorded as the end of the last term of active registration. Students who choose to withdraw from the program will need to re-apply for admission if they wish to return to the program. There are no guarantees that a student who has chosen to withdraw from the program will be accepted back into the program. All possible variables will be considered including the method and reasons for withdrawal, the student's current mental and emotional well-being, the impact of the withdrawal and proposed re-entry on the cohort and program, as well as other concerns. The department reserves the right to deny re-entry or to require that the student resolve any unfinished business. The Department further reserves the right to require the student to resolve any barriers to successful training or education. The Department may require that the student retake courses that are deemed by the department critical for the student's professional growth. If a student is dismissed from the program, the Dean of the CHP will be notified, followed by the VCU Graduate School. The VCU Graduate School Dismissal procedure can be found here: (<http://bulletin.vcu.edu/academic-regs/grad/dismissal/>)

Due Process Procedures

A student who wishes to challenge a decision of the Department of Rehabilitation Counseling faculty regarding dismissal from the program has the right to an appeal using relevant appeals procedures established by Virginia Commonwealth University. See this link for more information. (<http://bulletin.vcu.edu/academic-regs/grad/dismissal/>)

Confidentiality

All proceedings involving disciplinary actions will be held in confidence within the Department of Rehabilitation Counseling faculty and CHP Dean unless to do so would violate legal or ethical guidelines or prevent due process.

Conditions for Retention

Academic Requirements

Students are expected to maintain at least a 3.0 cumulative GPA overall in all graduate coursework. Students who fall below a 3.0 GPA will be reviewed on a case-by-case basis and may have an opportunity for a probationary academic period during which they remediate their GPA. If a student receives an incomplete ("I") grade in a course, that incomplete must be successfully completed within 30 days of the semester when the course was taken. If it is not resolved in that time, the incomplete grade ("I") is changed to an "F". Failure to comply with these requirements may result in academic probation and/or dismissal from the program.

Students may not present courses receiving grades less than "C" for fulfilling degree requirements. At the end of each semester, graduate faculty advisors and program directors will review the academic progress of all graduate students in their programs. The academic standing of any graduate students who receive multiple grades of "C" or any grades of "D" or "F" will be reviewed for possible termination from their programs. Although the grade of "U"(unsatisfactory) is not included in the calculation of the graduate GPA, graduate students who receive one or more grades of "U" will be considered for possible termination.

Once admitted to a degree program, a graduate student is expected to comply with minimum enrollment of at least one full course per 12-month period from the beginning of his/her program. A graduate student who has completed course requirements for a degree must register for at least one credit at VCU each Fall and Spring semester until the degree is awarded. Students must be enrolled during their graduation semesters.

Criminal Background Checks

VCU policy does not require students to undergo criminal background checks, drug screenings, credit checks or the like as a condition of acceptance or enrollment. However, clinical experiences or field internships may be an integral part of your academic program. Many of the clinical affiliates with which the University contracts to provide such clinical experiences do require criminal background checks, health screenings or drug screens as a condition of allowing students to participate in the clinical experience. Some affiliates may also require credit checks, Department of Motor Vehicles records check, review of professional disciplinary records, registry searches of certain types of sex offenders and/or verification of Social Security Numbers or legal residency.

Students assigned to a clinical rotation or internship at a clinical facility are personally responsible for completing the required checks or screening and assuring that results are obtained by the facility that asks for them. Students also will be required to bear the costs of such tests. It will be the decision of the clinical affiliate whether the student will be allowed to participate in the clinical activities. Virginia Commonwealth University does not assume any responsibility for obtaining or evaluating the results of a criminal background check, drug screen or other check, maintaining the records of results or for delivering them to clinical sites. Students may not request to be assigned only to those sites that do not require such checks. Students who refuse to undergo a criminal background check or drug screen or other required check may not be able to be placed at another facility and consequently may not be able to complete program requirements and graduate. The University will make reasonable efforts to place all enrolled students in clinical training.

Students are also reminded that licensing boards for certain occupations and professions may deny, suspend or revoke a license, or may deny the opportunity to sit for an examination, if an applicant has a criminal history or is convicted or pleads guilty or *nolo contendere* to a felony or other serious crime. Students should consult the licensing board of their intended profession for further information. Successful completion of a program of study at VCU's College of Health Professions does not guarantee licensure, the opportunity to sit for a licensure examination, certification or employment in the relevant occupation. **Students unable to obtain a clinical site due to questionable background checks may be subject to Administrative Review, with a recommendation for possible dismissal from the program.**

Required Immunizations

In compliance with the code of Virginia (Section 23-7.5), VCU requires all full-time students to provide documentation of their immunizations. Read more at this link.

(<https://health.students.vcu.edu/immunizations/>)

REQUIREMENTS FOR HEALTH SCIENCES STUDENTS: (Allied Health, Dental, Medical, Nursing, Pharmacy)

- 3 Hepatitis Bs AND a positive titer
- 2 MMRs after 1st birthday OR a positive titer
- 1 Meningococcal vaccine OR a signed waiver
- 3 Polios, with one dose after 4th birthday (required for students ≤ 18 years old; required for students from high risk countries; may be required for some away rotations)
- 1 Tdap within the past 10 years
- 2 Varicella vaccines OR a positive titer
- 1 Influenza vaccine annually
- Tuberculosis testing (2-Step TST or IGRA on admission & annually thereafter; chest x-ray required if testing is positive)

Submitting Your Immunization Record

Submit a Certificate of Immunization on time to avoid a hold for registration!

Students must complete the [VCU Certificate of](#)

[Immunization \(https://health.students.vcu.edu/media/student-affairs/ushs/docs/USHS1819-10CertificateofImmunization.pdf\)](https://health.students.vcu.edu/media/student-affairs/ushs/docs/USHS1819-10CertificateofImmunization.pdf) or the [VCU Health Sciences Certificate of Immunization.](#)

(<https://health.students.vcu.edu/media/student-affairs/ushs/docs/USHS1819-10VCUHealthSciencesImmunization08-18.pdf>). These forms are available online or directly from the offices of University Student Health Services.

Students may hand-deliver their completed Certificate of Immunization to either [Student Health clinic location](#) (Monroe Park campus or the VCU Medical Center campus, <http://www.students.vcu.edu/health/about/location-and-hours/>).

Students may also send, fax, or email completed forms to:

Immunization Department

University Student Health Services

P.O. Box 842022

Richmond, VA 23284-2022

Phone: (804) 827-8047

Fax: (804) 828-1093

Email: ushsimmuniz@vcu.edu

Academic Appeal Policy

A student who wishes to challenge a decision made by the Department of Rehabilitation Counseling faculty has the right to an appeal using relevant appeals procedures established by Virginia Commonwealth University. The guidelines for the CHP Academic Appeal Policy and Procedures can be found [here](#).

See this link for more information from the VCU graduate bulletin

(<http://bulletin.vcu.edu/academic-regs/grad/dismissal/>).

Biographical Sketches of Department Faculty

Amy J. Armstrong, Ph.D. is chair and associate professor in the Department of Rehabilitation Counseling at Virginia Commonwealth University. She has been involved in advocacy, education and employment issues related to individuals with disabilities for over 37 years. She has extensive experience providing national personnel training on employment of marginalized populations, wellbeing, and appreciative leadership. Armstrong has held a variety of community agency positions including both direct service and management at the local, regional and national levels (including the National United Cerebral Palsy Association and the Rehabilitation Research and Training Center on Supported Employment/Workplace Supports). She received an M.A. in Rehabilitation Counseling from Michigan State University and a Ph.D. in Education from VCU.

Lauretta (Laurie) Cathers, Ph.D. serves as director of the Ph.D. in Health Related Sciences program for the College of Health Professions. In this capacity, she works in collaboration with departments within and outside the college to enhance student learning. She has been at Virginia Commonwealth University for over 18 years and has focused mostly on community-based research in HIV and Addiction. She received her PhD in Health Related Sciences, concentration in Rehabilitation Leadership in 2013 and MSW in 2000, both from VCU. She received her Bachelor's in Communications for Webster University in St. Louis, MO in 1993. She engages in a variety of research, teaching and service projects. She co-developed and is co-instructor for the Behavioral Science Curriculum; an interdisciplinary collaboration between Rehabilitation Counseling and VCU School of Dentistry. The curriculum focuses on behavior theory, interpersonal communication and patient-centered care. In addition, she instructs in the PhD program in Health Related Sciences (dissertation seminar and curriculum development) and provides guest lectures on qualitative inquiry for graduate level research courses. Her research methodology experience ranges from randomized clinical trials to qualitative inquiry. Dr. Cathers resides in Richmond, Virginia with her husband, Kevin, and two dogs.

Kelli Williams Gary, Ph.D., MPH, OTR/L is an assistant professor in the department of rehabilitation counseling (RC) at Virginia Commonwealth University (VCU) in Richmond, VA. She obtained a Bachelor of Science in OT from Chicago State University in Chicago, IL, a Master of Science and Master of Public Health from Columbia University in New York, NY, and Ph.D. from VCU all while having residual cognitive and emotional deficits from a traumatic brain injury. She has 24 years of clinical practice, 11 years of research, and eight years of teaching experience at VCU. She is a member of the leadership team for Culture, Race, and Health Core in the VCU Institute on Inclusion, Inquiry, and Innovation. Dr. Gary has authored/coauthored more than 24 peer-reviewed journal articles and three book chapters primarily focused on racial and ethnic minorities and caregivers with TBI and other disabilities. She has written grants to fund the development of an after-school program in Petersburg, VA, to develop her research in TBI and health disparities, and to pay off student loans. She is currently on the board of directors and the conference planning committee for Brain Injury Association of Virginia (BIAV) and on a national committee for Veterans with special disabilities that reports directly to the Secretary of Veterans Affairs in Washington, DC. She has presented at numerous conferences and been invited as a keynote speaker around the nation and internationally in

Toronto, Canada and Johannesburg, South Africa to present on her research and about her experience of living with a TBI and relying on education and training to become successful and productive.

Denise Hall, MS, LPC, NCC, CRC is a licensed professional counselor (LPC), a nationally certified counselor (NCC), a certified rehabilitation counselor (CRC) and a member of Motivational Interviewing Network of Trainers (MINT). Ms. Hall is currently the Clinical Coordinator in VCU's the Department of Rehabilitation Counseling. Through her career, Ms. Hall has worked along the continuum of care in both public and private mental health and substance abuse systems and maintains many joint collaborations with community partners. Ms. Hall has 17 years of experience in providing training and consultation in Motivational Interviewing among other topics to include Clinical Supervision, Adolescent Development, Trauma-informed care and Substance Misuse. Ms. Hall has extensive experience working in different human service agencies that are developing their own cadre of evidence-based staff and supervisors.

Alena C. Hampton, Ph.D., serves as the Assistant Dean for Student Success for the College of Health Professions. She holds a B.A. from Spelman College (psychology) and M.A. and Ph.D. (counseling psychology) degrees from the Ohio State University. She is a licensed clinical psychologist in the state of Virginia and is an assistant professor in Rehabilitation Counseling. Hampton served as the founding director of the Office of Student Experience here at VCU from 2015 to 2020 and was a staff psychologist and assistant director for clinical services at University Counseling Services from 2008 to 2014. She is active nationally as a member of the American Psychological Association (APA), the Student Affairs Professionals in Higher Education (NASPA), and has served as a SACSCOC Off-Site Reviewer. She has regularly presented nationally on supporting graduate and professional students and regularly presents in departments and schools across VCU on implicit bias. Prior to VCU, Hampton provided direct clinical services at a small college counseling center, an inpatient eating disorder clinic, and maintained a small private practice. Her research interests include well-being, resilience, and leadership.

Carolyn E. Hawley, Ph.D. is an Associate Professor in the Department of Rehabilitation Counseling at Virginia Commonwealth University. She has over a decade of experience related to counseling, training, research and education in employment and community service needs of people with disabilities. She completed a fellowship at McGill University's International Centre on Youth Gambling Problems and High-Risk Behaviors and has worked in programs specializing in traumatic brain injury rehabilitation. Dr. Hawley has served on state and national boards. She has experience managing grants through the National Science Foundation and the National Institute on Disability and Rehabilitation Research. Her research interests include problem gambling, disability management in the workplace, and the community re-integration needs of veterans. She obtained her M.S. in Rehabilitation Counseling at the University of Wisconsin - Milwaukee; and her Ph.D., at Virginia Commonwealth University.

Courtney M. Holmes, Ph.D., LPC, LMFT, CRC, NCC is an Associate Professor in the Rehabilitation Counseling department. She received her M.A. from Gonzaga University in

Mental Health Counseling and her Ph.D. from The College of William & Mary in Counselor Education and Supervision. Her experience includes work with individuals, families, and couples on a variety of mental health related issues. Dr. Holmes has experience as both a clinic director and clinical supervisor for rehabilitation, mental health, and family counseling students. Her clinical and supervision work is largely informed by humanistic, experiential, developmental, and psychodynamic theory. Her focus areas include the treatment of trauma and facilitating post-traumatic growth, integrating creativity into clinical work and supervision, and the infusion of technology into the field of counseling. She currently serves on the editorial board of the *Journal of Counselor Preparation and Supervision* and the *Virginia Counselor's Journal*. Courtney has received the Outstanding Supervisor Award from the North Central Association for Counselor Education and Supervision. In 2019, she was awarded the Distinguished Faculty Award for Teaching by the College of Health Professions.

Kanako Iwanaga, Ph.D. is an Assistant Professor of Rehabilitation and Mental Health Counseling. She received her Ph.D. in rehabilitation counselor education from the University of Wisconsin-Madison and worked at Northern Illinois University as an assistant professor prior to her arrival at VCU. She is a certified rehabilitation counselor and a licensed professional counselor in Wisconsin. Dr. Iwanaga has 5 years of professional experience working as a rehabilitation counselor for the Japanese government, two years as a researcher at the National Institute of Vocational Rehabilitation, and three years as a lecturer at the Polytechnic University, Tokyo. Her research program has a focus on evidence-based rehabilitation counseling practices, demand-side employment, secondary transition, validation of psychological and vocational assessment instruments for people with disabilities from diverse backgrounds, and validating psychosocial intervention strategies to improve psychosocial and vocational outcomes of people with chronic health conditions and disabilities. She serves as the action editor and the book review editor for the *Rehabilitation Counseling Bulletin*. In addition, Dr. Iwanaga has received four National Council on Rehabilitation Education (NCRE) Bill Downey Student Poster awards, one NCRE Doctoral Student of the Year award (2018), two American Rehabilitation Counseling Association Research Award (2018 and 2019) and one NCRE the Best Doctoral Dissertation Award (2019).

Brian T. McMahon, Ph.D., CRC Dr. is a Professor of Rehabilitation Counseling in the College of Health Professions. His Ph.D. is in Rehabilitation Psychology from the University of Wisconsin--Madison. As a health care manager in the 1980s, he developed brain injury rehabilitation programs at various levels of care in several states. A rehabilitation educator for 39 years, Dr. McMahon has authored many publications and books on matters of employment and disability. His primary research interest is in disability policy and implementation of the Americans with Disabilities Act. Dr. McMahon is retired licensed psychologist, Certified Rehabilitation Counselor, and Certified Case Manager. He is a Fellow in the American Psychological Association, and a former board member of its Division of Rehabilitation Psychology, the National Council on Rehabilitation Education, and the American Counseling Association. Dr. McMahon is also past-President of the American Rehabilitation Counseling Association, and a recipient of its Career Research Award. In 1995, he was recognized by the International Association of Rehabilitation Professionals (IARP) as the Outstanding Rehabilitation Educator of the Year. In 1996, he was selected by the University of Wisconsin--Milwaukee Alumni Association to receive its Award for Teaching Excellence. He also has

awards for Outstanding Achievement or Research Innovation from Illinois Institute of Technology, VCU, the University of Wisconsin-Madison, and IARP.

Christine A. Reid, Ph.D., CRC is a Full Professor who joined VCU in 1997. Her Ph.D. is in Rehabilitation Psychology from Illinois Institute of Technology. She has over 30 years of experience as a Rehabilitation Counseling educator, researcher, and service provider. She has developed and coordinated service systems such as a university-based counseling center and an office of disability resources. Dr. Reid's primary research is in the area of psychometric methodology, focused on the development and validation of assessment instruments and processes related to rehabilitation counseling. Additional research interests include deafness, distance learning, and life care planning. Dr. Reid has more than 75 publications and 175 professional presentations to her credit, including some in journals or conferences targeted to international audiences. She was awarded over \$5.5 million in grants for VCU. A Certified Rehabilitation Counselor, Certified Life Care Planner, and Licensed Applied Psychologist, Dr. Reid was awarded Fellow status from the National Rehabilitation Counseling Association, and a Lifetime Achievement Award from the International Symposium on Life Care Planning. Dr. Reid has served in leadership roles for the National Rehabilitation Counseling Association, Commission on Rehabilitation Counselor Certification, Council on Rehabilitation Education, Foundation for Life Care Planning Research, Louisiana Vocational Evaluation and Work Adjustment Association, Illinois Deafness and Rehabilitation Association, and chapters of honor societies including *Phi Kappa Phi* (interdisciplinary), *Rho Chi Sigma* (Rehabilitation Counseling and services), and *Chi Sigma Iota* (Counseling). She has also served on the board of the Council for Accreditation of Counseling and Related Educational Programs.

Christopher C. Wagner is an associate professor and licensed clinical psychologist. His scholarship focuses on motivational interviewing (MI) and interpersonal processes in mental health/substance abuse treatment. He has focused on expanding MI theory and practice to a broader focus than originally conceived as well as developing MI group psychotherapy. He is the lead author on the MI in Groups book that is part of the official Guilford Press series on MI. His practice and training has included outpatient, inpatient and residential treatment of individuals and groups with a variety of health, mental health and addiction problems. Dr. Wagner can be reached by email at ccwagner@vcu.edu.

Professors Emeriti

Richard E. Hardy, Ed.D.,	University of Maryland
Marcia L. Lawton, Ph.D.,	Northwestern University
Richard S. Luck, Ed.D.	University of Virginia

Student Services and Additional Resources

University Student Health Services

<https://health.students.vcu.edu/>

VMI Building, Room 305, 1000 E. Marshall St.; (804) 828-9220

University Student Health Services is a nationally accredited health care service committed to providing high-quality outpatient care to VCU students. They offer a wide range of primary care services, including care in the following areas: allergy shots, blood and/or body fluid exposures, immunizations, mental health & ADHD, nutrition consults, sexual health & wellness, and travel health care.

University Counseling Services

<https://counseling.vcu.edu/>

VMI Building, Room 412, 1000 E. Marshall St.; (804) 828-3964

UCS provides comprehensive evaluation and consultation for students on the best options for their mental health care. This can include any of the following: case management, referral services to a community provider, brief individual and couples therapy, group therapy, consultation, sexual and intimate partner violence advocacy services and resiliency workshops.

Division for Academic Success

<https://das.vcu.edu/>

VMI Building, Suite 231, 1000 E. Marshall St.; (804) 828-9782

DAS offers disability and academic support services. Their mission is to assist VCU in creating a learning environment where all students have equal access to every aspect of the University's programs, services and activities. They can assist with academic accommodations, studying and exam strategies, and overall learning skills.

Career Services

<https://careers.vcu.edu/>

Hunton Student Center, Suite 205, 1110 E. Broad St.; (804) 828-1645

Career Services assists students in defining and achieving their career and professional goals. They offer career advising appointments, professional development events, and tools to help students develop awareness of their interests and strengths.

CHP Student Success

(Web page to be created/added)

CHP Building, 2nd Floor, Suite 2023

The CHP Student Success team is available to assist students with challenges or difficulties they may be experiencing. Students can access the Student Grievance process or make suggestions about ways to improve the CHP student experience by visiting the Student Success webpage.

Health Promotion and Wellness Center

<https://thewell.vcu.edu/>

The Well, 815 S. Cathedral Place; (804) 828-9355

The Well provides the campus community with judgment-free information, resources and support to be and stay well while at VCU by offering programs like the Resilience Lab and Rams in

Recovery. Their goal is to grow a campus community that promotes wellness as the foundation for student success by: empowering students to practice safer and healthy behaviors, fostering inclusive and diverse environments and advocating for systemic change.

Equity and Access Services

<https://equity.vcu.edu/>

1001 Grove Avenue; (804) 828-1347

Title IX of the Education Amendments of 1972 is a federal law intended to end sex discrimination in all areas of education. Conduct prohibited by Title IX includes sexual harassment, gender-based discrimination and sexual violence. Equity and Access Services is a resource for students who would like to report sexual misconduct or violence, other forms of discrimination or harassment, or to report accessibility concerns.

American Counseling Association - <https://www.counseling.org/>

Council for Accreditation on Counseling and Related Educational Programs - <http://www.cacrep.org/>

National Board for Certified Counselors - <http://www.nbcc.org/>

National Council on Rehabilitation Education - <https://ncre.org/>

International Association of Rehabilitation Professionals - <http://www.rehabpro.org/>

Virginia Counselors Association - <http://www.vcacounselors.org/>

[Ted Talks for when you're feeling stressed/burned out](#)

[Things to do in RVA](#)

Appendix A - Student Evaluation

EVALUATION OF INTERNS/PRACTICUM STUDENTS	UNABLE TO JUDGE	POOR	BORDERLINE	ACCEPTABLE	GOOD	EXCELLENT
Personal/Professional Qualities						
1. Dependability/Punctuality						
2. Effort/Initiative/Enthusiasm						
3. Cooperation/Flexibility/Openness to new ideas						
4. Self Confidence/Poise						
5. Warmth/Genuineness						
6. Professionalism (e.g., dress, attitudes, language, collegiality)						
7. Awareness of impact on others						
8. Effective communication						
9. Willingness to accept and use feedback						
10. Seeks consultation as appropriate						
Counseling Competencies						
1. Basic counseling communication skills (e.g., basic reflections, open questions, affirmations, summaries)						
2. Advanced counseling communication skills (e.g., complex reflections, reframing, interpretations, giving feedback, challenging)						
3. Warm, empathic and accepting relationship stance						
4. Interviewing/assessment skills						
5. Focused/goal-oriented clinical interactions						
6. Evokes client motivation as appropriate to clients' readiness to change						
7. Handles client reluctance/resistance/discord						
8. Uses specific counseling techniques appropriate to situation (e.g., role play, behavioral rehearsal, scaling, guided imagery, desensitization, etc.)						
9. Multicultural awareness and competency						
10. Overall caseload management						
11. Ethical decision-making and appropriate boundaries						
12. Diagnostic skill						
13. Termination skills						
14. Record-keeping competence						
15. Screening for harm to self or others						
Group Counseling Competencies						

16. Demonstrates group leadership skills (e.g., linking, blocking, drawing members out)						
17. Demonstrates skill in executive functions of leadership (e.g., managing time, organizing content focus, initiating and closing group sessions)						
18. Skillfully facilitates group therapeutic factors (e.g., climate, cohesion)						
19. Effectively facilitates group process (e.g., interactions between members)						
Overall Evaluation						
Growth/Development over the Semester						
Additional comments/Summary:						

Appendix B

Student Acknowledgement of Receipt of Handbook

I, _____, have read and agree to follow the program guidelines and procedures as described in the Department of Rehabilitation Counseling Handbook.

Student Signature

Date

Appendix C

**NOTICE TO ALL STUDENTS PARTICIPATING IN PRACTICUMS,
CLINICAL ROTATIONS, AFFILIATIONS AND INTERNSHIPS AND
QUALIFYING FOR PROFESSIONAL LICENSING**

Welcome to the Virginia Commonwealth University College of Health Professions. We wish you success in both the academic and practical aspects of your course of study. VCU policy does not require students to undergo criminal background checks, drug screenings, credit checks or the like as a condition of acceptance or enrollment.

However, clinical experiences or field internships may be an integral part of your academic program. Many of the clinical affiliates with which the University contracts to provide such clinical experiences do require criminal background checks, health screenings or drug screens as a condition of allowing students to participate in the clinical experience. Some affiliates may also require credit checks, Department of Motor Vehicles records check, review of professional disciplinary records, registry searches of certain types of sex offenders and/or verification of Social Security Numbers or legal residency.

Students assigned to a clinical rotation or internship at a clinical facility are personally responsible for completing the required checks or screening and assuring that results are obtained by the facility that asks for them. Students also will be required to bear the costs of such tests. It will be the decision of the clinical affiliate whether the student will be allowed to participate in the clinical activities. Virginia Commonwealth University does not assume any responsibility for obtaining or evaluating the results of a criminal background check, drug screen or other check, maintaining the records of results or for delivering them to clinical sites. Students may not request to be assigned only to those sites that do not require such checks. Students who refuse to undergo a criminal background check or drug screen or other required check may not be able to be placed at another facility and consequently may not be able to complete program requirements and graduate. The University will make reasonable efforts to place all enrolled students in clinical training.

Students are also reminded that licensing boards for certain occupations and professions may deny, suspend or revoke a license, or may deny the opportunity to sit for an examination, if an applicant has a criminal history or is convicted or pleads guilty or *nolo contendere* to a felony or other serious crime. Students should consult the licensing board of their intended profession for further information. Successful completion of a program of study at VCU's College of Health Professions does not guarantee licensure, the opportunity to sit for a licensure examination, certification or employment in the relevant occupation.

Signature

Print Name

Date

Appendix D

**College of Health Professions
Virginia Commonwealth University**



Statement of Understanding regarding Criminal
Background Check and Drug Screening

I understand that agencies with which my department or program has established a clinical affiliation agreement may require a drug screening and/or a criminal background check for student placement. I further understand that I am financially responsible for any costs associated with such screenings.

I acknowledge that having a criminal background or a positive drug screen may preclude my placement in a clinical agency. Further, having been convicted of certain crimes may result in my not being licensed in my chosen profession and/or not being approved to work in a number of health care settings.

I understand that it is my responsibility to be forthcoming regarding criminal convictions prior to any attempt for clinical placement, and to seek legal advice as needed.

Signature

Date