

**DIVISION OF CLINICAL REHABILITATION AND
MENTAL HEALTH COUNSELING**

Department of Allied Health Sciences

The University of North Carolina at Chapel Hill

STUDENT HANDBOOK



2017-2018



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MISSION STATEMENT

The mission of the Division of Clinical Rehabilitation and Mental Health Counseling is to serve the people of North Carolina by educating rehabilitation and mental health counselors with the knowledge and expertise to provide services to our citizens with disabilities, with an emphasis on those with psychiatric and/or developmental disabilities. The mission is based on the fundamental belief in the dignity and worth of all people and the rights of people with disabilities to live self-determined lives in inclusive communities of their choice. The Division of Clinical Rehabilitation and Mental Health Counseling seeks to educate rehabilitation and mental health counselors who use the counseling relationship and skills to work collaboratively with individuals to: 1) maximize functional capacity, productive and independent living skills, and quality of life; and 2) provide access to and manage personalized services to support the unique needs and preferences of each individual, their family, and community. Fundamental to this is a focus on the whole person—psychological, vocational, spiritual and physical aspects as well as family, social, work, and community relationships. The Division seeks to educate rehabilitation counselors who possess the knowledge, critical thinking abilities, commitment to independent learning and scholarship, vision, and courage required to forge new models of community practice to address the diverse needs of the individuals with disabilities now and in the future.

In carrying out this mission, the faculty of the Division has the obligation to acquire, discover, preserve, synthesize, and transmit knowledge; to be models of professional leadership, and to create a culture of educational excellence that will nurture students' intellectual and ethical development. Students have the responsibility to fully engage in an educational process of research, free inquiry, and personal responsibility and to become foremost practitioners, scholars, researchers, and leaders in the profession of rehabilitation and mental health counseling.

The University of North Carolina at Chapel Hill is recognized, nationally and internationally, as a leading center of scholarship, research, and creative work with a mission to serve the people of North Carolina and the nation. The mission of the University's Division of Clinical Rehabilitation and Mental Health Counseling is to contribute actively and substantively to this tradition.

Objectives. Graduates of the Clinical Rehabilitation and Mental Health Counseling Program will:

1. Effectively apply current best practices in clinical rehabilitation and mental health counseling within a community-inclusion model;
2. Accurately assess the rehabilitation and mental health treatment preferences and needs of people with disabilities and work in partnership with consumers to provide the appropriate rehabilitation and mental health counseling, services, and supports needed;
3. Acquire specific knowledge and skills to address the counseling and case management needs of people with disabilities with particular emphasis on strategies and techniques for serving people with psychiatric and developmental disabilities;
4. Work collaboratively with professionals, family members, community providers, employers, and agency policy and decision makers to achieve optimal rehabilitation and recovery outcomes for people with disabilities;
5. Engage in a process of lifelong learning, collaboration, and collegiality as part of ongoing professional development as clinical rehabilitation and mental health counselors;
6. Have the necessary leadership, business and management, and public policy skills to assume leadership roles in the practice and the profession of clinical rehabilitation and mental health counseling; and
7. Promote and support consumer empowerment and self-advocacy of people with disabilities.

PROGRAM OVERVIEW & ACCREDITATION

The Division of Clinical Rehabilitation and Mental Health Counseling is an academic program within the Department of Allied Health Sciences, University of North Carolina, School of Medicine. The Division of Clinical Rehabilitation and Mental Health Counseling is fully accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) through 2023.

The Division of Clinical Rehabilitation and Mental Health Counseling is a program within the Graduate School. We are governed by the policies and procedures of the UNC-CH Graduate School. Graduate School policies and procedures are included in the following publications available through the Graduate School at 200 Bynum Hall or on-line at <http://handbook.unc.edu/policies.html>

AREAS OF SPECIALIZATION: SPECIALTY TRACKS

The curriculum is designed to provide a strong generalist education in Clinical Rehabilitation and Mental Health Counseling (CRMH) to all students and to simultaneously provide specialized education in either Clinical Rehabilitation and Mental Health Counseling—Developmental Disabilities (DD) track or Clinical Rehabilitation and Mental Health Counseling—Psychiatric Disabilities (PD) track. The first year of the curriculum emphasizes the development of core knowledge and counseling skills across the disability and practice continuum while also introducing all students to the specialized populations of individuals with developmental and psychiatric disabilities. **At the end of the first semester, each student selects a specialty track in the program.** Coursework during the first year focuses on general rehabilitation and mental health counseling preparatory work, while offering students the framework to begin to narrow their focus. Specialty track coursework begins in the second year.

Division of Clinical Rehabilitation and Mental Health Counseling Directory

NAME/TITLE	ADDRESS	PHONE	EMAIL ADDRESS
Dr. Eileen J. Burkner, Division Director, Professor	4103 Bondurant Hall Campus Box 7205 Chapel Hill, NC 27599-7205	Office: 919-966-9125	eburker@med.unc.edu
Dr. Dara Chan, Assistant Professor	4102 Bondurant Hall Campus Box 7205 Chapel Hill, NC 27599-7205	Office: 919-843-4471	dara_chan@med.unc.edu
Dr. Mark Klinger, Associate Professor	4105 Bondurant Hall Campus Box 7205 Chapel Hill, NC 27599-7205	Office: 919-843-4730	mark_klinger@med.unc.edu
Dr. Blaise Morrison,	4108 Bondurant Hall Campus Box 7205 Chapel Hill, NC 27599-7205	Office: 919- 843-7385	blaise_morrison@med.unc.edu
Dr. Eniko Rak, Assistant Professor	4104 Bondurant Hall Campus Box 7205 Chapel Hill, NC 27599-7205	Office: 919-843-5138	Eniko_rak@med.unc.edu
Dr. Judy Schmidt, Clinical Assistant Professor	4101 Bondurant Hall Campus Box 7205 Chapel Hill, NC 27599-7205	Office: 919-966-5980	judy_schmidt@med.unc.edu
Dr. Leigh Atherton, Adjunct Faculty	4100 Bondurant Hall Campus Box 7205 Chapel Hill, NC 27599-7205		athertonw@ecu.edu
Dr. Amy Johnson Adjunct Faculty	4100 Bondurant Hall Campus Box 7205 Chapel Hill, NC 27599-7205		
Dr. Michael Griffin, Adjunct Faculty	4100 Bondurant Hall Campus Box 7205 Chapel Hill, NC 27599-7205		griff067@email.unc.edu
Dr. Terra Rose, Adjunct Faculty	4100 Bondurant Hall Campus Box 7205 Chapel Hill, NC 27599-7205		Terra.Rose@unchealth.unc.edu
ADMINISTRATIVE SUPPORT			
Ms. Ina Diana, Program Assistant	1033 Bondurant Hall Campus Box 4273 Chapel Hill, NC 27599-4273	Main Line: 919-966-1007	idiana@med.unc.edu

Division of Clinical Rehabilitation and Mental Health Counseling
4100 Bondurant Hall, Campus Box 7205
Chapel Hill, NC 27599-7205
Main Phone: 919-966-8788
Fax Number: 919-966-9007

Calendar 2017-2018

Fall Semester 2017	
<i>Last day for all students to submit all clinical requirement checklist documents to Dr. Judy Schmidt</i>	<i>Friday, September 1</i>
Division of Clinical Rehabilitation and Mental Health Counseling Orientation	Monday, August 21
Classes Begin	Tuesday, August 22
Labor Day Holiday	Monday, September 4
Fall Break Begins 5:00 PM	Wednesday, October 18
Classes Resume 8:00 AM	Monday, October 23
Thanksgiving Recess Begins	Wednesday, November 22 (no classes held 11/23-11/24)
Classes Resume 8:00 AM	Monday, November 27
Classes End	Wednesday, December 6
Exams Begin	Friday, December 8
Exams End	Friday, December 15
Spring Semester 2018	
Classes Begin	Wednesday, January 10
Martin Luther King Day	Monday, January 15
Spring Break begins 5:00 PM	Friday, March 9
Classes resume 8:00 AM	Monday, March 19
Holiday	Friday, March 30
Classes End	Friday, April 27
Exams Begin	Monday, April 30
Exams End	Tuesday, May 8
First and Second Summer Sessions 2018	
SS1 / SS2	May 16-June 18 / June 25-July 26

ADDITIONAL STUDENT EXPENSES

There are a few additional expenses students can expect to incur as costs associated with graduate study. Students will be asked to access electronic reserves and journal articles from the library. **If students wish to have their own hard copies of these readings, they will incur the cost of copying and printing them.** Assignments in various classes and field placements require students to engage in experiential activities in the community. **Travel expenses will be the responsibility of each student. Expenses for courses and related activities include, but are not limited to the following: Practicum, Internship, conferences, and other experiential activities.** Additionally, students are required to purchase individual digital recorders for practicum and internship.

EDUCATION AND TECHNOLOGY FEES

Students pay Education and Technology fees as assessed by the University. This money is used to defray the costs associated with therapeutic procedure labs and clinical experiences. The State Legislature will determine the amount students will be billed.

FACULTY MEETINGS

CRMH faculty meets twice monthly to discuss Division business. The Student Rehabilitation Counseling Association may appoint a student representative to present any concerns or issues at faculty meetings. The faculty may also invite students to attend.

SAFETY

CRMH faculty strongly discourages any student from working in Bondurant Hall or the classrooms after 5:00 p.m., unless authorized by faculty, Monday through Friday, or at any time on the weekends. Students should attempt to plan their work so they are not in the building at these times. Course scheduling is arranged for students to have time during working hours to complete coursework. When assignments require additional time on campus, study areas are available in the campus libraries and should be used for evening and weekend research/study sessions

When it is necessary to come to campus for evening classes or use the libraries in the evenings or on weekends, the Division stresses the use of safety precautions and available University services. When walking at night, plan your routes in advance, stay in adequately lighted areas, remain alert to your surroundings, and **never walk alone!** If at all possible, meet your classmates at a central location or at someone's home and ride to campus together. The Bell Tower deck opens to the public at 5 pm, so you can park there for evening classes, but drive with your classmates so that you don't have to walk alone in the dark.

Alert Carolina (<http://alertcarolina.unc.edu/>) is a safety awareness initiative, which plays an instrumental role in supporting the University of North Carolina at Chapel Hill's overall efforts to communicate about an emergency or a situation affecting the safety and health of the campus community.

In an emergency or dangerous situation, the University will post safety-related announcements at this website: alertcarolina.unc.edu, along with updates, information and other resources. The sirens will only sound during a life-threatening emergency or a test. Scenarios for siren activation are **1) armed and dangerous person on or near campus, 2) a major chemical spill or hazard, or 3) a tornado sighting.** Be prepared to go inside or take cover immediately in an actual emergency.

Safety and security procedures:

- Anyone who notices something suspicious or out of the ordinary should notify University Police at 911.
- For any safety concerns about a student, please contact the Dean of Student's Office at 919-966-4042 or Counseling and Psychological Services at 919-966-3658.
- For any safety concerns about a coworker, please contact the UNC Employee Assistance Program at 919-929-2362.
- Emergency call boxes with direct lines to the University Police are located around campus. Yellow and red call boxes are operated by opening the door and lifting the telephone receiver. Other call boxes are activated by pushing a button.
- The Point-to-Point Campus Shuttle (P2P) is available to transport faculty, staff, and students around campus and to their cars in campus parking lots between dusk and dawn seven days a week. To arrange a ride, call 919-962-P-TO-P (7867) (TDD 919-962-7142).
- The SAFE Escort service provides escorts (for solo students only) on the main campus during the semester from 7pm to 1am, Sunday through Thursday. Call 919-962-SAFE (919-962-7233) to arrange for an escort to meet you at your campus building or stop by the SAFE Escort desk in Davis Library.

STUDENT E-MAIL ACCOUNTS

Students are required to have and maintain a UNC-CH School of Medicine email address, and are expected to check their e-mail daily. Faculty and staff use e-mail for messages, announcements, and some class assignments. This account will also be used for library searches and internet access for class assignments. Your SOM email account should be activated before orientation. To do so, students should visit <http://www.unc.edu/myunc/>.

STUDENT MAILBOXES

Each student is assigned a mailbox within the CRMH lab suite and given the door lock code to access their mailboxes 24 hours per day. Any mail, messages, memos, and announcements received for a student will be placed in their box. Students are required to check their mailboxes routinely. Student mailboxes should not be used for storage and should be cleaned out on a regular basis. The Division of Clinical Rehabilitation and Mental Health Counseling is not responsible for materials left in mailboxes.

STUDENT SERVICES

AHS Student Services Office (<http://www.med.unc.edu/ahs/student-services>)

The mission of the Office of Student Services is to promote positive relations between the students of the Department of Allied Health Sciences and their many constituents on campus and in the community, as well as providing any additional student support that might be helpful. Brenda Mitchell is the Associate Chair for Student Services and may be contacted by email at brenda_mitchell@med.unc.edu or by phone at 919-966-9038 in 1023 Bondurant Hall.

Graduate School (<http://gradschool.unc.edu/>)

The Division of Clinical Rehabilitation and Mental Health Counseling follows all policies and procedures of The Graduate School at UNC. It is expected that students will become familiar with their website and refer to the *Graduate School Record* at (<http://www.unc.edu/gradrecord/>) for further clarification.

The Graduate Student Center (GSC) is an additional resource available to all graduate and professional students as a place on campus where students can come together to share research ideas, interdisciplinary seminars, professional development activities, and hold meetings. Maria Dykema Erb and Kathy Wood are the Co-Directors of Diversity and Student Success. Maria may be reached by email at maria.erb@unc.edu or phone number at 919-966-2613. Kathy may be reached by email at Kathy_wood@unc.edu or by phone at 919-962-2509. Julie Montaigne is the Fellowship and Funding Manager and is responsible for coordinating all internal and external fellowship support as well as processing payments of tuition, grants, and fellowships. Ms. Montaigne is located at 218 Bynum Hall and may be reached by email at julie_montaigne@unc.edu or phone at 919-843-8392. For additional contact resources in The Graduate School, please refer to their staff directory at <http://gradschool.unc.edu/about/staff.html>.

UNIVERSITY RESOURCES:

Bookstores

The *UNC Student Stores* Bookstore is located on 207 South Road in the Daniels Building. The bookstore also has a considerable selection of UNC merchandise and stocks popular books, UNC logo items and office supplies. Student Stores is open every day of the week. Call 919-962-5066 or 919-962-5024 for specific hours, additional information is provided on their website.

Campus Health Services (<http://chs.unc.edu>)

Campus Health Services (CHS) (<http://campushealth.unc.edu/>) is a department in the Division of Student Affairs and offers quality medical care to the UNC student community at a very low cost. You may contact them directly at 919-966-2281. CHS offers wellness and preventative care, care for injury, acute or chronic medical conditions, consultation, and medical testing. **Counseling and Psychological Services (CAPS)** is a Campus Health Services department in the Division of Student Affairs at UNC-Chapel Hill. Counseling, psychological, and prevention services are provided to assist students with problems they may encounter in their efforts to manage the social, academic, and personal demands accompanying their attendance at a major university. For any questions regarding services or to schedule appointments, please call 919-966-3658. Psychological/counseling services include individual, couples, and group therapy, urgent consultation and crisis intervention, and medication evaluation/management. Their wellness services provide education and health promotion programs in the areas of fitness and nutrition, alcohol and substance use, stress management, and sexual behavior. The CAPS staff is comprised of licensed psychologists, psychiatrists, social workers, and health educators as well as administrative support personnel.

Campus Recreation

A wide variety of services geared toward physical activity and health are available through this office. Call 919-843-PLAY for more information regarding campus leagues, gyms, pools and other services available.

Computer Labs

Computers are available for student use in the CRMH lab on the ground floor of Bondurant Hall. There are also a number of computer labs available for student use on campus. There are computer workstations and media kitchens (with multi-media resources) located in the Health Sciences Library. Other campus libraries also have computer labs. Call UNC ITS at 919-962-HELP (4357) for more information on campus computer labs and their locations.

Food

The Beach Café/Food Court is located on the ground floor of the Brinkhouse-Bullet building, directly behind Bondurant Hall, which is open daily 7:00 a.m. – 5:00 p.m. Monday - Friday. It has a full coffee bar (Café Oasis) and several breakfast/lunch counter choices, e.g., Chick-Fil-A, as well as cold beverages (bottle and dispenser self-serve) and many packaged cold deli foods a la carte.

The University of North Carolina Hospital's Corner Cafe is located on the first floor of the Children's Hospital and offers a hot breakfast from 7:00 a.m. – 10:00 a.m. The cafe offers lunch from 10:30 a.m. until 2:00 p.m. They offer burritos, rice & bean bowls, a sandwich bar, and pre-packaged salads as well as coffee, tea, and juices.

The Atrium Café, located in the Michael Hooker building of the School of Public Health, offers freshly made foods from Saladelia, Mediterranean Deli, and Nantucket Café. The hours are 7:00 a.m. -4:00 p.m.

Tar Heel Cafe is located on the second floor of the Thurston ("Skipper") Bowles building located on the corner of Manning Drive and South Columbia Street. Breakfast is served from 7:00 a.m. until 10:30 a.m. Lunch begins at 11:00 a.m. and ends at 4:00 p.m. They have a grill, sandwich station, potato bar, and salad bar with offerings from Chick-Fil-A.

Friends' Café is located at the entrance to the Health Sciences Library (HSL) building. They have a small selection of coffee, hot/cold beverages, a small assortment of Mediterranean Deli sandwiches, muffins, bagels, scones, cakes, and other treats. Their hours are Monday-Friday from 7:30 a.m. - 5:30 p.m., Saturday from 1:30 p.m. -5:30 p.m., and they are closed on Sundays.

Starbucks is located off of the lobby in the NC Cancer Hospital. They serve coffee and espresso beverages, along with teas, pastries, hot breakfast options, sandwiches and paninis and more. Starbucks is open 24 hours a day, 7 days a week.

The Learning Center

The Learning Center offers a range of services to help students succeed at Carolina, including study groups, tutoring, academic coaching, reading skills workshops, discounted Princeton Review courses, test prep resources, and ADHD/Learning Disabilities Services.

The Learning Center

Suite 0118 and 2109 SASB North, Campus Box # 5135

450 Ridge Road, Chapel Hill, NC 27599-5135

Telephone: 919-962-3782 Fax: 919-962-7797

Email: learning_center@unc.edu

<http://learningcenter.unc.edu/>

Accessibility Resources and Service (ARS)

ARS provides services and reasonable accommodations to currently enrolled undergraduate and graduate/professional students with disabilities or medical conditions. To be eligible for services, students must provide documentation about a substantial limitation to one or more major life activities, specifically as it applies to meeting the demands of University life, in and/or out of the classroom. In order to become eligible, students must submit documentation to the Accessibility Resources and Service office. ARS states, "Postsecondary institutions are subject to a different legal framework and there is an expectation

that you will be much more independent in advocating for the support and accommodations you will need.” The following document from the Department of Education will be useful in explaining the key differences between the sectors: <http://www2.ed.gov/about/offices/list/ocr/transition.html>

Regarding attendance, ARS states, “Accessibility Resources & Service cannot issue official written excuses for absences. We do not determine attendance policies for faculty. We can provide written verification of a medical condition that might cause a student to miss a class. This verification may address the legitimacy of, but not excuse, an absence. However, if class attendance/participation is an essential requirement, reasonable accommodations may not be possible.” For all classes in CRMH, attendance is an essential requirement.

Documentation guidelines are posted at the ARS website below:

<https://accessibility.unc.edu/students-and-applicants>

Accessibility Resources and Service

450 Ridge Road, Suite 2126

Campus Box 7214

Chapel Hill, NC 27599

919-962-8300

919-962-7214 (Fax)

<https://accessibility.unc.edu/>

accessibility@unc.edu

Open 8:00 a.m. - 5:00 p.m., Monday through Friday

Libraries (<http://library.unc.edu/>)

There are two main libraries that you will utilize while in this program: **Health Sciences Library** (HSL), which is located in front of the MacNider Building of the School of Medicine on Columbia Street, and **Davis Library**, which is located on main campus behind the Student Union. There are many other departmental and specialty libraries on campus. Students will receive an introduction and orientation to the HSL and other library services at the beginning of their first semester in the program.

Office of Scholarships and Student Aid (<http://studentaid.unc.edu/>)

111 Pettigrew Hall, 919-962-8396

Public Safety Department (<http://dps.unc.edu/>)

Security Services Building, 919-962-3951 (general information)

In case of emergency, dial 9-1-1.

New Student and Carolina Parent Programs (<http://nscpp.unc.edu/first-year-students>)

Students are advised to go to the Admitted Students webpage for the Graduate School <http://gradschool.unc.edu/admissions/admittedstudents.html>, which provides a guide for getting the ONYEN user name and password created and becoming linked to the various on-campus resources.

UNC Campus Portal (<https://connectcarolina.unc.edu/>)

Students can access their grades, can register online, and can make changes to their personal information at the Student Central Website. It can be accessed easily from the UNC homepage.

UNC-ONE Card (<http://www.onecard.unc.edu/>)

The UNC One Card is the official identification card for students, faculty, and staff of the University of North Carolina at Chapel Hill. Every regularly admitted student is required to have a One

Card. It will serve as your library and copy card and will allow you access to certain facilities. The UNC One Card also acts as a debit card and allows the cardholder to initiate financial transactions at a number of on-campus and off-campus locations. Contact the UNC One Card Office at 919-962-8024 for information. The UNC One Card Office is on the third floor of the Student Stores.

UNC Writing Center (<http://writingcenter.unc.edu/>)

The Writing Center is a free service available to students, faculty, and staff at UNC-Chapel Hill. Their tutors are friendly graduate students from a variety of academic disciplines who are specially trained in teaching writing. They offer both 45-minute face-to-face sessions and an online tutoring system that allows you to submit writing and receive feedback via the web. Their face-to-face sessions take place on weekdays by appointment from 9:00 a.m. to 8:00 p.m. and closes at 4:00 p.m. on Fridays. On weekends, the Writing Center is open on Sunday from 5:00 p.m. – 8:00 p.m. Graduate students in the School of Medicine may only make same day appointments with the Writing Center. Students can submit a draft to the online tutor at any time, but they can respond only during their normal business hours. The Writing Center is located in basement of the Student and Academic Services Building (SASB) North at the corner of Ridge Road and Manning Drive. They may be reached at 919-962-7710 for more information.

SECTION II: POLICIES

IMPORTANT: It is the student's responsibility to be aware of, and comply with all regulations, policies, procedures, and deadlines.

STUDENT POLICIES FOR CONDUCT AND PROFESSIONAL DEVELOPMENT

COURSE ATTENDANCE

Attendance, preparation, and punctuality are considered professional behaviors expected of all graduate students. Due to the rigor of the graduate education curriculum in Clinical Rehabilitation and Mental Health Counseling, and the importance of participation in class discussion, you are expected to attend all classes. If you miss two classes, you can earn no higher than a P in the course. If you miss three classes, you can earn no higher than an L. Missing more than 3 classes will result in course failure. Students missing two or more classes due to medical emergency, hospitalization, or family emergency, with appropriate written documentation will be given the option of taking an incomplete in the class and repeating it when it is again offered. Incompletes and retaking certain courses, e.g., Applied Counseling Skills, will prevent students from proceeding further in their Division of Clinical Rehabilitation and Mental Health Counseling course of study.

Please also note that repeated late arrivals or early departures from class are unacceptable and the instructor has discretion on whether it equals an absence. Students must check with their professors about their late arrivals/early departures to see how these have affected the course grade. It is considered professional behavior for a student to be proactive and punctual in communicating with faculty about absences in advance or immediately thereafter if the absence is based on an emergency. **STUDENTS ARE EXPECTED TO EMAIL THEIR PROFESSORS BEFORE CLASS IF THEY ARE GOING TO BE ABSENT.**

STUDENT CONDUCT

Students must maintain appropriate conduct based on the Council for Accreditation of Counseling & Related Educational Programs (CACREP) accreditation standards, the Council for Rehabilitation Counselor Certification (CRCC) Code of Ethics, and the American Counseling Association (ACA) Code of Ethics, among fellow students, persons served, and affiliates, faculty and staff of the university. In addition, they are expected to conduct themselves professionally as members of the surrounding community, due to their representation of UNC-Chapel Hill and the CRMH program.

Food and Drink: Food and drinks are permitted in classrooms for students, but only when class is not in progress. Students must recognize this is a privilege and as such it may be retracted at any point if students do not clean up after themselves or in any way abuse this privilege. Students are not permitted to eat in classrooms during class time. It is unprofessional, disrespectful, and distracting to eat while professors and guest speakers are lecturing.

Social Networking and Digital Platforms Policy: The use of personal technology, including but not limited to: social networking, personal email, web surfing, texting, and use of cellular phones is distracting to other students and faculty. It is also considered unprofessional behavior in the workplace. For this reason, as counselors-in-training, CRMH students are prohibited from engaging in the use of technology other than for the express purposes of class as outlined by faculty. Working on assignments in one class for another class is also inappropriate; as it communicates that the student is not engaged in the material at hand.

Students within the Division of Clinical Rehabilitation and Mental Health Counseling should be mindful of any behavior that might reflect badly on themselves, the Division and its faculty/staff, and/or the University of North Carolina at Chapel Hill. Such behavior includes activities conducted online.

While CRMH does not restrict students from using online social network sites and/or digital platforms (examples: Facebook, LinkedIn, MySpace, Instagram, Twitter, Blogging sites), it is important that they be aware that any content they make public via online social networks or digital platforms is expected to follow acceptable professional and social behaviors and also to comply with the UNC Honor Code.

As a student in CRMH at the University of North Carolina at Chapel Hill, you are a representative of the University. Please keep the following guidelines in mind as you participate on social networking web sites:

- Be aware that anything posted online is available to anyone in the world. Any text or photo placed online is completely out of your control the moment it is placed online – even if you limit access to the information on the site you are using.
- It is the expectation of CRMH that students refrain from posting information, photos, or other items online that could reflect negatively on themselves, the Division and its faculty/staff, or the University of North Carolina at Chapel Hill.
- It is never a good idea to post your home address, local address, phone number(s), birth date, or other personal information, as well as your whereabouts or your plans. By doing so, you are putting yourself at risk!
- Keep in mind that it is now quite common for potential employers, practicum/internship supervisors, graduate program personnel, and scholarship committees to search these sites to screen candidates and applications.
- It is our policy to maintain professional relationships with all students. Please do not “friend” faculty or staff members within CRMH until you graduate from the program.
- The malicious use of online social networks, including derogatory language about any member of the CRMH community; demeaning statements about or threats to any third party; incriminating photos or statements depicting hazing, sexual harassment, vandalism, stalking, underage drinking, illegal drug use, or any other inappropriate behavior, will be subject to disciplinary action under the UNC Student Honor Code.
- Ignorance of these regulations does not excuse students from adhering to them.

Student Interaction: Students’ interactions with faculty and peers as well as other personnel on and off campus are expected to be commensurate with professional behavior.

Areas identified and documented by the faculty as deficient within and outside of coursework are subject to review and remediation if it is found that such conduct would be detrimental to the student’s participation in the field. Specific circumstances for remediation will be considered contextually in partnership between the collective CRMH program faculty, the student’s advisor, and the student. If remediation is deemed necessary, processes for student progress and appeals will be made readily available to the student. Students wishing to follow the appeals process can begin by making an appointment with the program director.

Student Performance & Remediation: All students must developmentally progress and perform satisfactorily in the domains of academic performance, professionalism, counseling skills, and documentation where it is observable, documented, and measured, throughout their time in the CRMH Graduate program. In the unusual situation where a mid-term or end-of-semester evaluation indicates progress-inhibiting performance in the judgment of the collective faculty, the student's advisor and instructor where appropriate, will meet with the student to develop a remediation contract.

Our division has a remediation plan that involves all parties when a student is not performing well in practicum and internship. All students must be performing satisfactorily in clinical placements. In the unusual situation where a mid-term evaluation (or an earlier determination) indicates unsatisfactory performance, the supervisor(s) will meet with the student to develop a remediation contract. Students who need remediation in their clinical training will be required to meet with the clinical site supervisor and faculty clinical supervisor to review the student's performance difficulties and develop an action plan. All parties will collaboratively develop a written corrective action plan for remediation or resolution of issues or problems. The written determination will serve as a contract and include:

- Specific performance issues needing to be addressed
- Concrete steps to address the issues
- Clear plan with actions to identify how these steps will be evaluated
- Clinical practice measures which will be used to determine if effective remediation of the student's performance difficulties has occurred

Following evaluation of the student's progress in the action plan, an additional meeting with the site supervisor and faculty supervisor will occur to determine if performance is acceptable, if the placement needs to be extended, whether the placement needs to be repeated, or if the placement should be terminated. The student's effort in the remediation plan will be factored into the final grade assigned in the clinical course.

STUDENT REQUESTS FOR ACADEMIC PROGRAM EXCEPTIONS OR MODIFICATIONS

Students are expected to follow these procedures when making special requests for academic program exceptions or modifications, e.g., grade transfers, course waivers, adjustments to requirements, program accommodations, time extensions, or leave of absences.

This is the graduate school policy for "Leave of Absence" from their webpage

<http://handbook.unc.edu/masters.html>

Within the five-year limit, a student in good academic standing may request one leave of absence from graduate study for a definite, stated period of time (up to one year) during which the student does not plan to make academic progress. To be eligible for a leave of absence, a student should not have received an extension of the degree time limit and not have temporary grades of IN or AB on courses taken. A leave of absence between degrees is not allowed.

In advance of the leave period, the student must complete and submit a Request for Leave of Absence Form (<http://gradschool.unc.edu/pdf/loareq.pdf>) to The Graduate School. This form requires approval by the academic program. If The Graduate School approves the leave of absence, the time of that leave will not count against the total time allowed for the degree. Readmission to The Graduate School after an approved leave of absence is generally a formality. Ordinarily, a leave of absence may not be renewed.

Students should be aware that while on leave, they cannot be considered enrolled students and therefore will not have access to campus services and benefits afforded to enrolled students, including eligibility for holding student employment positions (e.g., TA or RA) or student health insurance, among other services.

Students taking advantage of the Parental Leave Policy do not need to file a separate Leave of Absence request. Information about other types of leaves can be found at: <http://handbook.unc.edu/medical.html>

For other academic program exceptions or modifications (e.g., grade transfers, course waivers, adjustments to requirements, program accommodations), faculty decisions made at a given time regarding the request of a student or class only apply to that specific request and will not have ramifications in any other respect. Students must first discuss their issue with their faculty advisor to determine whether this warrants a program exception or modification. If the advisor believes it is an appropriate request, then the student should initiate it in writing. All requests must be submitted in writing to the student's academic advisor (or the Director in the absence of an advisor) specifically making the formal request for faculty consideration. Students can make a formal written request by e-mail or letter and are responsible for providing the information needed in order to make the decision. CRMH Faculty will review each request at their next earliest scheduled faculty meeting.

Decisions made by the faculty will be recorded in the faculty minutes of the meeting. A formal reply will be sent within a week following the faculty's decision by either e-mail from the student's advisor or by a letter from the Director to the student.

GRADING

Grades used in the evaluation of the performance of UNC-CH graduate students are as follows:

Letter Grade	Description	Division Numeric Scale
H	Clear Excellence	93-100
P	Entirely Satisfactory	83-92
L	Low Passing	75-82
F	Failed	<75

Late assignments may not be accepted or will be subject to a loss of points. The grade for any assignment turned in late within one week of the due date will result in a 10% grade drop. To clarify, any assignment turned in 1 hour to 1 week late will receive a 10% drop. After one week, a 20% drop in grade is assigned. Please submit assignments on time to avoid these penalties.

A grade of L should be cause for concern and every effort should be made by the student to determine and correct any deficiencies in study habits, writing ability, background knowledge, or other contributing factors. A master's student becomes academically ineligible for continued graduate study upon receiving any grade of F or receiving 9 or more credit hours of a grade of L.

A grade of P means that the student entirely meets the criteria for graduate level study and practice based on the assignment or coursework completed.

A grade of H means that the student excels in graduate level study and practice based on going over and above the levels expected of CRMH students on the assignment or coursework completed.

A grade of Incomplete may be given when a student cannot complete a course within the allotted time. An Incomplete will not be given prior to midterm. If a student cannot complete coursework prior to midterm, withdrawal from the course or program is an approved option. After midterm, faculty give an Incomplete only in exceptional circumstances such as in the case of illness or death in the family. A delay in finishing a course usually causes an overload of work in subsequent semesters. A graduate student has one calendar year to remove a grade of Incomplete. If an Incomplete is not removed after one year and an extension has not been granted, the Incomplete automatically becomes an F, thus making the student ineligible to continue in graduate studies.

Additional information on grading is available in the Graduate School Handbook. Students with concerns about grades should first see the instructor. Those who feel that there has been an error in grading can follow the steps described below for grievances and petitions.

GRIEVANCES AND PETITIONS

Reinstatement

The Graduate School Handbook outlines the procedures for petitioning for reinstatement after a student is declared academically ineligible.

Student Grievances: Informal Dispute Resolution

The Division of Clinical Rehabilitation and Mental Health Counseling is committed to resolving student complaints received about the program, curriculum or other general training-related concerns. If you have a general concern or complaint, including complaints about grades or petitions for reinstatement following academically ineligible determinations, students are encouraged to follow the informal dispute resolution steps below to seek resolution.

Submitting a Complaint

Step 1: First try to resolve your complaint informally by **talking with the person most directly connected to your concern**. This person may request that you provide additional documentation or schedule an appointment to address your concern.

Step 2: If you think your complaint was not properly addressed in Step 1, or if you do not want to directly contact the individual involved, you may submit a complaint to either (1) your advisor or (2) the Division Director. When presenting the complaint, please include (1) your actual complaint (be as specific as possible), and (2) the outcome you are seeking. Again, a meeting or additional paperwork may be requested at this point.

You can request an appointment to discuss your problem or submit a letter detailing your concern, which still may entail a subsequent meeting to discuss additional details and/or the resolution. When presenting the complaint, please include (1) your actual complaint (be as specific as possible), (2) the outcome you are seeking, and (3) why the solution from step 1 was not suitable for you. In this step, the person directly involved in your concern and your advisor will together develop a new resolution that will be conveyed to you. Again, you may request this on paper and agree to it or appeal it.

A resolution will be issued to resolve your complaint. You may request a written document to convey the resolution to you and express your agreement in writing. If for some reason this is not satisfactory for you, please refer to the steps outlined below.

Step 3: If you are not satisfied with the resolution generated in Step 2, you may submit a formal complaint to the **Division Director**. If the complaint involves the Division Director, complaints should be submitted to the SOM Associate Dean. When presenting your complaint, please include (1) your actual complaint (be as specific as possible), (2) the outcome you are seeking, and (3) previous attempts to resolve the complaint and why you think those were not sufficient. The Division Director or, as appropriate, the SOM Associate Dean or their designee, will address the complaint. This may involve additional meeting(s) with the parties involved. A resolution will then be issued.

Step 4: If the problem remains unresolved, the Division Director will refer you to the SOM Associate Dean or their designee to process your complaint.

The University Ombuds Office

In addition to the Division's Informal Dispute Resolution Process, students may also consult with the University Ombuds Office at any time to address matters of concern. The Ombuds Office listens to complaints, provides information, facilitates communication, and helps arrange mediation or conflict resolution between or among members of the University's faculty, staff, and postdocs. Use of the Ombuds Office is voluntary and free. More information about the Ombuds Office and additional resources are available at <http://www.ombuds.unc.edu>. Please note that the Ombuds Office supplements, but does not replace, the University's formal channels of filing a complaint and does not serve as a place to put the University on notice of claims. So long as there is no imminent risk of serious harm, consultation with the Ombuds Office is confidential.

The University's Equal Opportunity and Compliance Office

Students who believe that they may have been discriminated against or harassed based on their age, color, creed, disability, gender, gender expression, gender identity, genetic information, race, national origin, religion, sex, sexual orientation, or veteran status (their "protected status") should contact the University's Equal Opportunity and Compliance Office (<http://eoc.unc.edu/>) or the University's Title IX Compliance Coordinator (<http://eoc.unc.edu/our-policies/ppdhrm>). Further information about the complaint process and the University's Policy on Prohibited Discrimination, Harassment, and Related Misconduct, including Sexual and Gender-Based Harassment, Sexual Violence, Interpersonal Violence and Stalking (the "Policy") can be found at that website. Retaliation against an individual because of their good faith participation in the reporting, investigation, or adjudication of violations of the Policy is prohibited.

Student Appeal Process

The Graduate School Handbook outlines a multi-step process for student appeals. Briefly, the steps to be followed by the students in CRMH include:

1. Address concerns with the faculty;
2. If concerns are not resolved, lodge an appeal in writing with the CRMH Division Director (or if the CRMH Division Director made the directive being appealed, continue to Step 3);
3. If concerns are not resolved, lodge an appeal in writing with the Chair of the Department of Allied Health Sciences;
4. If concerns are not resolved, lodge an appeal in writing with the Dean of the Graduate School.

For more in-depth information on either the petition or appeal process, refer to the Graduate School Handbook. All students must follow the procedures set forth in the Graduate School Handbook for any grievances or petitions.

COURSE EVALUATION

At the end of each course, students evaluate stated learning objectives and instructor effectiveness. Evaluations are given anonymously under a confidential procedure. Each student is encouraged to give their opinion about the strengths and concerns of each course. Fair and honest student feedback is an important component of overall curriculum evaluation. Dissatisfaction or frustration with course assignments, related in- and out-of-class activities, and grades received should be discussed directly with the instructor during the semester. Personal attacks are not considered professional behavior and do little to provide information that would be helpful in improving the program. The faculty member and the Division Director read course evaluation forms annually. The Division Director's course evaluations are reviewed by the Chair of the Department of Allied Health. Student evaluation is one element of a faculty member's Teaching Portfolio and summaries of course evaluations are used in decisions regarding the instructor's reappointment and/or promotion.

STUDENT USE OF DIVISION AND UNIVERSITY RESOURCES

Copying and Printing

Students are not permitted to use the DAHS copiers for personal use. Students are responsible for making copies of records (e.g., health insurance, CPR cards) submitted for fieldwork. **Please do not ask office staff or faculty to make exceptions.** Students can make copies using cash in the following locations: Davis Library, Law Library, Undergraduate Library, Health Sciences Library, SILS Library, Wilson Library Annex, Carrington Hall, Sloane Art Library, Carroll Hall, and Philips Hall. Students who are enrolled full-time are provided with an allocation of 400 pages per semester by the UNC One Card office for free printing in University ITS labs. Once the 400 pages are used up, students will be required to add any funds to their OneCards to pay for printing. The rate for printing is 10 cents per page for black and white documents and 30 cents per page for color documents. Currently, there are sixteen ITS labs located on UNC's campus. The list of their locations can be found at <http://help.unc.edu/help/its-labs-cci-printing-station-locations/>. Please contact the UNC One Card Office at 919-962-1385 if you have further questions regarding usage of your printing allotment. Printers are also available in the CRMH Student Lab. The division will provide limited cartridges and paper as the budget allows.

Lab (G083 Bondurant Hall)

Students are encouraged to use the large conference room in the lab area whenever class is not in session or otherwise booked for meetings/events. The small conference room contains expensive taping equipment; therefore, strict guidelines must be enforced for its use. Students who wish to use the small conference room for taping purposes must use the sign-up sheets posted on the door of the small conference room to reserve the time they need to have available for taping purposes only.

At no time is food or drink permitted in the small conference room or in the supply room where tests are kept. **Eating is permitted only in the large conference room when classes are not in session.** A strict policy of carry-in/carry-out applies to the lab, meaning no trash is to be left in any lab rooms as this area is not maintained by housekeeping. A refrigerator has been placed in the lab area for students to use; however, students are responsible for keeping it clean and removing perishable food items before spoilage occurs. **If food is left unmarked in the refrigerator, it will be thrown out at the end of each week.** Use of the refrigerator is a privilege, which can be withdrawn by CRMH at any time. **Important: The last student using any room(s) in the G083 complex is responsible for locking the door(s) when leaving to avoid problems with unauthorized access to (and possibly theft of) any resources located in the lab.**

Supplies and Equipment

Office supplies and equipment are funded at a level to meet the needs of faculty and to enhance the educational process. Students are not permitted to use CRMH office equipment (examples are printers, computers, and telephones) in the office suite without permission from faculty or staff. Students who are employed (Work Study, Graduate or Research Assistants) in the office may use office equipment as assigned for their respective office jobs, not for personal use or classroom assignments. Computers and a printer are available in the CRMH Lab, located in G083 Bondurant Hall, for students to use during open lab hours (which are posted on the lab door). Again, printer paper and ink cartridges will be provided by CRMH as the budget allows. Otherwise, students are responsible for providing their own paper and replacing the printer cartridge at their own expense.

Telephones

Students are not permitted to use Division telephones for personal use.

Student Alcohol Policy

Students and their guests aged 21 or older may possess and consume alcoholic beverages in individual campus residence hall rooms or apartments on campus, but not in common areas of residence halls on campus. Common source containers of alcohol (kegs) are not permitted on the UNC-CH campus. No public possession or consumption of alcohol is allowed at any time. No person, organization, or corporation may sell or indirectly sell any kind of alcoholic beverage on campus. **No alcohol may be served or consumed in any University building or open space** except as provided in the University's Guidelines. Consult the University Guidelines on Alcohol Use and Possession for clarifications and/or exceptions.

No Student Activity Fees or other University collected fees shall be used to purchase alcohol for use either on campus or off campus. No other funds of an officially recognized student group deposited or administered through the Student Activities Fund Office (from dues, donations, etc.) may be used to purchase alcohol for use either on campus or off campus.

ADVERSE WEATHER POLICY

The Division of Clinical Rehabilitation and Mental Health Counseling follows the University's adverse weather policy. In the event of severe weather, students have several resources available for learning the current status of the University:

ADVERSE WEATHER HOTLINE: Call 919-843-1234 for a recorded message on the adverse weather status for the University. **WEBSITE:** Adverse weather condition levels can be found on the University homepage at <http://www.unc.edu> **RADIO:** Regarding University operations and Chapel Hill buses, tune into Radio Station WNJW, 1610 am, the Travelers Information System. WUNC (91.5 FM) will also broadcast regular announcements regarding any weather-related closings.

TELEVISION: Most local television stations will report weather-related closings during severe weather events.

Should the University close due to adverse weather; an announcement will be made by the Chancellor or their representative. If conditions develop during the work day that require the University to close, the campus will be informed through regular administrative channels.

THE HONOR CODE

Academic work is a joint enterprise involving faculty and students. Both have a fundamental investment in the enterprise and both must share responsibility for ensuring its integrity. In relation to the Honor Code, specific faculty responsibilities parallel student responsibilities. It will be expected that our students, especially in their first year, sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work. The full text version of the “Instrument of Student Judicial Governance for the University of North Carolina at Chapel Hill” is available on-line at <https://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf>

HONOR CODE: STUDENT RESPONSIBILITIES

To conduct all academic work within the letter and spirit of the Honor Code which prohibits the giving or receiving of unauthorized aid in all academic processes.

To consult with faculty and other sources to clarify the meaning of plagiarism, to learn the recognized techniques of proper attribution of sources used in the preparation of written work, and to identify allowable resource materials or aids to be used during examination or in completion of any graded work.

To sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.

To comply with faculty regulations designed to reduce the possibility of cheating - such as removing unauthorized materials or aids from the room and protecting one's own examination paper from view of others.

To maintain the confidentiality of examinations by divulging no information concerning an examination, directly or indirectly, to another student yet to write that same examination.

To report any instance in which reasonable grounds exist to believe that a student has given or received unauthorized aid in graded work. Such a report should be made to the Office of the Student Attorney General or the Office of Student Affairs.

To cooperate with the Office of the Student Attorney General and the defense counsel in the investigation and trial of any incident of alleged violation, including the giving of testimony when called upon. Nothing herein shall be construed to contravene a student's rights enumerated in Section V.A.2.b. of the instrument.

The Honor Code is available in the Instrument of Student Judicial Governance, via this link:

<http://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf>

HONOR CODE: FACULTY RESPONSIBILITIES

To inform students at the beginning of each course and at other appropriate times that the Honor Code, which prohibits giving or receiving unauthorized aid, is in effect. Where appropriate, a clear definition of plagiarism and a reminder of its consequences should be presented, and the extent of permissible collaboration among students in fulfilling academic requirements should be explained.

To identify clearly in advance of any examination or other graded work the books, notes, or other materials or aids which may be used; to inform students that materials or aids other than those identified cannot be used; and to require unauthorized materials or aids to be taken from the room or otherwise made

inaccessible before the work is undertaken.

To require each student on all written work to sign a pledge, when appropriate, stating that the student has neither given nor received unauthorized aid. Grades or other credit will not be awarded for unpledged work.

To take all reasonable steps consistent with the existing physical classroom conditions, such as requiring students to sit in alternate seats, to reduce the possibility of cheating on graded work.

To exercise caution in the preparation, duplication, and security of examinations (including make-up examinations) to ensure that students cannot gain improper advance knowledge of exam content.

To avoid, when possible, reuse of instructor-prepared examinations, in whole or in part, unless they are placed on reserve in the Library or otherwise made available to all students.

To exercise proper security in the distribution and collection of examination papers. To be present in the classroom during an examination when the instructor believes that their presence is warranted or when circumstances, in their opinion, make their presence necessary.

To report to the Office of the Student Attorney General or the Office of Student Affairs any instance in which reasonable grounds exist to believe that a student has given or received unauthorized aid in graded work. When possible, consultation with the student should precede reporting. Private action as a sanction for academic cheating, including the assignment, for disciplinary reasons, of a failing grade in the course, is inconsistent with faculty policy and shall not be used in lieu of or in addition to a report of the incident.

To cooperate with the Office of the Student Attorney General and the defense counsel in the investigation and trial of any incident of alleged violation, including the giving of testimony when called upon.

The student and faculty responsibilities are not all inclusive. They constitute the minimum required of members of the faculty and of the student body. Nor are they mutually exclusive. The obligation of a faculty member or a student to uphold the values of academic integrity in this University shall not be lessened or excused by any failure of the other to comply with their responsibility.

ACCOMMODATIONS POLICY

The University of North Carolina at Chapel Hill is committed to assuring that all programs and facilities of the University are accessible to individuals with disabilities. Every student has the opportunity to voluntarily self-identify with the University as having a disability that substantially limits one or more of the student's major life activities. The form for official self-identification is available on-line through the Office of Accessibility Resources & Service (ARS) at <https://accessibility.unc.edu/register>. ARS will determine if a student is eligible for an accommodation. Accommodations must be requested by a student in a timely manner, which will allow ARS to review documentation, determine eligibility, and establish any accommodations. Please note: **identifying as having a disability to an individual professor, school, department, or office other than ARS is NOT considered an official request to the University for accommodation.** Faculty who are contacted by a student identifying with a disability should encourage the student to directly contact ARS. In order to be eligible for accommodations, a student must register with ARS as outlined above and any accommodations must be approved through ARS. Faculty cannot provide accommodations without documentation from ARS. Students who are not seeking a specific accommodation are still encouraged to self-identify with ARS to learn more about available support and resources. More information about ARS is available online at accessibility.unc.edu.

REHABILITATION SERVICES ADMINISTRATION (RSA) SCHOLARS GRANT POLICY—

We are currently entering the 4th year of two, 5-year RSA training grants. Students will be given information about how to apply for these grants at the start of each school year. RSA scholars receive \$5,000/semester for the 4 semesters they are in the program (Fall, Spring, Fall, Spring).

Terms and Conditions of Eligibility for a Scholarship Stipend

The following conditions must be met by the scholar in order to be eligible to receive the scholarship stipend: (1) provision of documentation that the applicant is a U.S. citizen and lawful permanent resident of the United States for other than a temporary purpose, (2) expressed interest in a career in clinical practice, administration, supervision, teaching, or research in the vocational rehabilitation, supported employment, or independent living rehabilitation of individuals with disabilities, (3) expectation to maintain or seek employment in a designated State rehabilitation agency or in a nonprofit rehabilitation, professional corporation, professional practice group, or related agency providing services to individuals with disabilities under an agreement with a designated State agency, (4) attendance of the institution for no more than four academic years, and (5) provision of Certification of Eligibility for Federal Assistance and (6) completion of the CRMH 600 hour internship in a designated State rehabilitation agency or in a nonprofit rehabilitation, professional corporation, professional practice group, or related agency providing services to individuals with disabilities under an agreement with a designated State VR agency.

Pay-back of Service / Repayment of Scholarship Stipend

In order to receive the scholarship stipend the scholar must: (1) maintain employment in a nonprofit rehabilitation agency or related agency or in a State rehabilitation agency or related agency, including a professional corporation or professional practice group through which the individual has a service arrangement with the designated State agency, (2) on a full- or part-time basis, (3) for a period of not less than the full-time equivalent of two years for each year for which assistance of the scholarship stipend was received, and (4) not more than the sum of the number of years required and two additional years.

In the event that the scholar is unable to meet the above requirements, repayment of all or part of any scholarship received, plus interest, is mandatory with a possibility of collection fees. A scholar enters repayment status on the first day of the first calendar month after the earliest of the following dates: (1) date the scholar informs the office assistant, they do not plan to fulfill the employment obligation under the agreement; or (2) any date when the scholar's failure to begin or maintain employment makes it impossible for that individual to complete the employment obligation within the determined number of years required.

Deferral or Exception to Performance or Repayment

To obtain a deferral or exception to performance or repayment under a scholarship agreement, a scholar shall provide the following: (1) Written application. A written application must be made to the office assistant to request a deferral or an exception to performance or the repayment of a scholarship; and (2) Documentation: (a) Documentation must be provided to substantiate the grounds for a deferral or exception; (b) Documentation necessary to substantiate an exception under Sec. 386.41(a)(1) or a deferral under Sec. 386.41(b)(5) must include a sworn affidavit from a qualified physician or other evidence of disability satisfactory to the office assistant; or (c) Documentation to substantiate an exception under Sec. 386.41(a)(2) must include a death certificate or other evidence conclusive under State law.

SECTION III - ACADEMIC ADVISING

ACADEMIC ADVISING

Graduate education in Clinical Rehabilitation and Mental Health Counseling is a combination of academic preparation, skill development, and personal growth. To aid you in this process and to guide you through the University system, a faculty member will be assigned as your primary advisor. The faculty advisor will approve your academic program and help you plan any supplemental experiences necessary for your development as a clinical rehabilitation and mental health counselor. The advisor will be able to answer your questions regarding the curriculum, provide you with feedback as to your progress, and facilitate your entry into your career as a clinical rehabilitation or mental health counselor. Your faculty advisor must serve as the Committee Chair of your master's paper, project, or thesis. You choose the faculty member who will serve as your reader. You can designate someone outside the program, who may be a specialist in the topic area you choose, as a Reader only.

Each faculty member has special areas of interest, expertise, and work experiences. The faculty can provide you with different points of view regarding the rehabilitation of people with disabilities. Take the opportunity to get to know your faculty advisor as well as the other members of the faculty. **It is your responsibility to schedule advising appointments with your Advisor.**

To assure an equitable workload for faculty and accessible advisors for students, the following procedure will be used:

1. The Division Director will meet with faculty to discuss incoming students' interests and assign students to academic advisors. A list of academic advisees will be distributed during Student Orientation. The assigned faculty member becomes the student's academic advisor.
2. Students and academic advisors will meet as often as is necessary to assure a sound course of study. Frequency and methods of contact will be determined mutually by the student and faculty. The academic advisor will document as appropriate. Academic or professional problems that could contribute to dismissal are reported to and discussed with the academic advisor. Any such information is documented by the advisor. All students are reviewed prior to registering for the following semester.
3. The academic advisor is responsible for providing general advice on academic affairs. The academic advisor's duties do not include medical or psychiatric counseling of students. A student in distress will be referred to confidential personal counseling through UNC Counseling and Psychological Services (<http://campushealth.unc.edu/services/counseling-and-psychological-services>), particularly if issues pose a barrier to student safety or progression through the program. Faculty may decide to meet with advisees on an "as needed" basis and when appropriate, e.g., helping the advisee to decide on the specialization or assisting in making a formal request. CRMH faculty will maintain an open-door policy for advisement. Students are responsible for maintaining proactive communication with faculty advisors.
4. As previously stated, the academic advisor is also the Committee Chair for the Master's paper, project, or thesis. All questions related to research should be directed to the Committee Chair. All questions regarding specific courses or course requirements should first be directed to the instructor of the course. Only when the academic advisor is also the instructor of the course should the advisor serve in a simultaneous role.

5. Students may change advisors no more than two times while enrolled in the program. If the student chooses to change advisors, they must do so prior to submitting the second draft of their paper to their Chair. Once they switch advisors, they start over with draft #1, so they may have to complete 3 additional revisions. Students may change faculty advisors in the following manner:

- The student requesting a change of faculty advisor shall obtain permission from their current advisor as well as from the preferred advisor.
- The student shall provide a written statement to both parties explaining the reasons for the change. Written requests will remain in the student's file.
- Both faculty members must agree to the change.
- Faculty advisement loads will be taken into consideration. Therefore, every effort will be made to maintain an equitable distribution of students among advising faculty.
- Faculty will determine new advisors as appropriate.

6. Student-faculty contact will be documented as necessary. All registration, records of course work, and other student program material will be documented as well as student performance reviews.

STUDENT REVIEWS (per semester)

At regularly scheduled biweekly faculty meetings, time is set aside for faculty to discuss student performance in the program. The faculty may schedule a meeting as appropriate with advisees to review performance with specific students. Should specific action steps be recommended, the advisor will adequately document the meeting for the student's file. The student may address any concerns they may have with their advisor or with the Division Director. During field placement courses, evaluation will be informed by site reviews. Forms used by site supervisors to evaluate students can be obtained in the respective manual for the appropriate clinical component. For more information see SECTION VI: CLINICAL EDUCATION component of this handbook.

Students are responsible for tracking their progress throughout the program and scheduling advising meetings as necessary. For instance if a student feels he/she is at risk for exceeding the allowed number of "L's," it is the student's responsibility to meet with the instructor and the advisor. In addition, students should check their transcripts regularly to make sure any incomplete grades or other grade-related issues are rectified. When a student's performance is below average, faculty may take steps to advise the student into a reduced load, e.g., part time.

End of First Semester Review

After the first semester, students will be provided a form they will complete, summarizing their course grades, strengths, areas for improvement, and expectations for remediation where necessary. Faculty will then collectively review these student-completed sheets and with input from all faculty develop a comprehensive review of each student's performance and provide students the results.

End of Year Review

At the conclusion of the first year, students will complete the self-evaluation form again to report on their course grades, strengths, areas for improvement, and expectations for remediation where necessary. Faculty will collectively review comprehensive student performance and provide students feedback. This more comprehensive review will determine whether students may pursue clinical fieldwork and provide important feedback on professional development.

REGISTRATION (<http://connectcarolina.unc.edu>)

Students will be registered for Fall classes their first semester by the Division Program Assistant. For all other semesters, the student will be responsible for their own registration (except part-time students or when classes have been blocked by CRMH) after referring to the CRMH course curriculum and/or consulting with the advisor as questions arise. There will be some courses in your clinical education sequence which require that the Division enroll students such as Practicum and Internship as students must be first assigned to specific sections in these courses. If for some reason you are unable to register yourself, you can contact the Program Assistant, Ina Diana, who will try to help you determine what the problem is and provide direction on how to correct the problem.

Pre-registration dates, times, and course offerings can be obtained from the UNC Registrar's site (<http://registrar.unc.edu/>) throughout the year. Adding or Dropping a Course is another function that is handled through telephonic/on-line communication. It may be necessary to process "paper drop/add" forms which can be secured from either the CRMH Program Assistant, Ina Diana, and/or the Registrar's office.

Loss of registration during a clinical class can result in losing a clinical placement. Should a student be dropped from a clinical course, for any reason, the student is responsible for addressing consequences.

SECTION IV: CURRICULUM

COURSE OF STUDY- Class of 2018

The curriculum of the Division of Clinical Rehabilitation and Mental Health Counseling contains a total of 62 credit hours for the PD and DD tracks: 47 semester hours of academic work and 15 semester hours of clinical experience*. A total of 65 credit hours are required for the Dual track students: 50 semester hours of academic work and 15 semester hours of clinical experience.* A full-time student may require at least two calendar years of continuous enrollment; and part-time students may require up to four calendar years.

* **Field-based placement plus classroom-based and individualized supervision**

The University of North Carolina at Chapel Hill -- Department of Allied Health Sciences Division of Clinical Rehabilitation and Mental Health Counseling -- Curriculum Class of 2018

Fall Semester Year One (12 Credit Hours)		
Course #	Credit Hrs	Course Name
CRMH 700	3	<p style="text-align: center;">Foundations of Clinical Rehabilitation & Mental Health Counseling</p> Introduction to the history, philosophy, and profession of rehabilitation counseling. Students will obtain an overview of the field, its consumers, and methods of service delivery.
CRMH 710	3	<p style="text-align: center;">A Multicultural Perspective of Developmental Counseling through the Lifespan</p> Developmental theories and counseling through the lifespan will be covered with overall themes of positive development, resiliency, and healthy life transitions of persons with disabilities.
CRMH 712	3	<p style="text-align: center;">Fundamentals of Clinical Rehabilitation & Mental Health Counseling Diagnosis & Practice with People with Psychiatric & Developmental Disabilities</p> Introduction to diagnosing persons with psychiatric and developmental disabilities. Focus is on best practice treatment and the vocational, social and familial implications of living with a DSM diagnosis.
CRMH 800	3	<p style="text-align: center;">Clinical Rehabilitation & Mental Health Counseling Research & Program Evaluation</p> Research methods, evidence-based practice and ethical, legal, and cultural issues related to research and evaluation. Covers basic statistics, library research for rehabilitation related information, proposal development and grant writing.
CRMH 814	3	<p style="text-align: center;">Introduction to Clinical Rehabilitation & Mental Health with People with Developmental Disabilities & Psychiatric Disabilities</p> Historical perspective, description, diagnoses, classification, etiology, myths and stereotypes, patterns of functioning, recovery, current best practices with focus on CRMH service delivery and community support; day-in-the-life component included.
Spring Semester Year One (14 Credit Hours)		
CRMH 702	3	<p style="text-align: center;">Theories of Counseling</p> Introduction to the traditional theories of individual and family counseling. Emphasis on application of theories with persons with disabilities, ethics and multicultural awareness.
CRMH 704	3	<p style="text-align: center;">Medical & Psychosocial Aspects of Disabilities</p> Overview of medical, psychological, social, and vocational aspects of disabilities with focus on functional implications of disability in all areas of life. Includes overview of human body systems, medical terminology, and assistive technology.
CRMH 708	3	<p style="text-align: center;">Career Development & Employment: Counseling Persons with Disabilities</p>

		This course will cover career development and counseling with emphasis on community integration in vocational and leisure pursuits of persons with disabilities, particularly those with mental illness and developmental disabilities.
CRMH 806	5	Applied Counseling Skills in Clinical Rehabilitation & Mental Health Counseling Designed to teach foundational counseling skills that will enable students to begin counseling. Focus on counseling individuals with mental illness and developmental disabilities. Includes ethics and multicultural awareness.
First Summer Session Year One (3 Credit Hours)		
CRMH 822 (online)	3 (PD+ Dual Track)	Marriage, Couple & Family Counseling in Clinical Rehabilitation & Mental Health Counseling Practice Provides a general framework for understanding individuals with disabilities and chronic illnesses in the context of the family and related systems. Emphasis on theories and models of family and couple counseling, foundational skills for working with clients from a family systems perspective, and roles and responsibilities when interacting with clients with disabilities and their families.
Second Summer Sessions Year One (3 Credits Hours)		
*CRMH 718 (online)	3	Co-Occurring Disorders in Clinical Rehabilitation & Mental Health Counseling Introduces occurrence of psychiatric conditions co-occurrence of substance abuse +/-or developmental disabilities, examining history including traditional recovery models, contradictory practices, bio-physiological effects and shift from separate to parallel to integrated treatment approaches.
First or Second Summer Session Year One (2+ Credit Hours)		
Required Elective	3 (DD)	TBD Speak to your advisor with any questions
Fall Semester Year Two(14 Credit Hours)		
CRMH 706	3	Tests & Measurement in Clinical Rehabilitation & Mental Health Counseling This course is an overview of the selection, administration, accommodations/bias, limitations, and interpretation of major assessment tools. Emphasis on persons with psychiatric or developmental disabilities.
CRMH 714	3	Principles of Group Counseling in Clinical Rehabilitation & Mental Health Counseling Strategies and techniques in developing and implementing groups in counseling. Attention to group counseling with persons with disabilities, specifically those with psychiatric and developmental disabilities.
CRMH 802	5	Practicum in Clinical Rehabilitation & Mental Health Counseling Provides students the opportunity to apply knowledge and counseling skills in a clinical setting and move to a more advanced level of counseling skill. Includes clinical training in assessing lethality, identifying and reporting abuse, counselor safety, Rehabilitation Counseling ethics, and HIPAA review
CRMH 816 AND/OR *818 (online)	3	Evidence-Based Counseling Practices with People with Developmental Disabilities (DD Track) Prepares students for CRMH practice with persons with DD; covers a wide range of intervention and coordination strategies focusing on achievement of a participatory, person-centered, independent, productive community life. AND/OR Evidence-Based Counseling Practices with People with Psychiatric Disabilities (PD Track) Prepares students for CRMH practice with persons with psychiatric conditions; covers evidence-based practice and coordination strategies focusing on support of recovery, achievement of healthy, independent and productive community life.

Spring Semester Year Two (16 Credit Hours)		
CRMH 810	10	Internship in Clinical Rehabilitation & Mental Health Counseling Direct experience with clients/patients in either PD or DD settings.
CRMH 992 or 993	3	Master's Paper/Project in Clinical Rehabilitation & Mental Health Counseling (CRMH 992) OR Thesis (CRMH 993 - See requirements in Student Handbook or Grad School Record). Individual research supervised by a faculty, to explore area of interest in a research paper, program development, or professional project/ Individual research supervised by a faculty member in a special field of study.
Total Credit Hours = 62 PD and DD, 65 Dual Track		
Other courses – optional		
CRMH 804	3	Special Topics in Clinical Rehabilitation & Mental Health Counseling Faculty mentored independent study to pursue specific interests and topics.

*Dual Track students are required to take both of these courses

SPECIALTY TRACK REQUIREMENTS- CLASS OF 2018

By the end of fall semester of the first year, full time students must identify the specialty track for their continuation of study. Note: Part time students must declare a specialization by the end of spring semester in their second year. Students select either the Mental Health Counseling--Developmental Disabilities (DD) track or Mental Health Counseling—Psychiatric Disabilities (PD) track or the Dual Track (both PD and DD). Track requirements include:

- Master's Paper, Project, or Thesis related to the population (Dual track students need to include both populations in their paper)
- CRMH 816 (DD) OR CRMH 818 (PD), either of the advanced practices courses (Dual track students need to take both of these courses)
- CRMH 822 (PD and Dual Track)
- Internship with the population: CRMH 810 for Internship (See Section VI of the Handbook)

Elective Course for DD track:

Students who elect to take an elective must speak with Dr. Mark Klinger to obtain guidance on potential courses suitable for electives. If students wish to explore possible course options on campus or through other graduate-level university programs, students must gain approval from Dr. Klinger **prior to enrolling in the course.** To gain approval students must:

1. Contact the course instructor and obtain a copy of the course syllabus
2. Provide verification that it is a graduate level course
3. Complete a brief rationale describing how this elective course will further knowledge and skill in DD practice as a rehabilitation counselor
4. Submit all documents listed above to the advisor or Dr. Klinger **prior** to enrolling in the course and await approval.

Although it is suggested that this course be taken during the summer session following year one, with approval this course can be taken at any time during the student's program.

Curriculum Overview for the Class of 2018

PD TRACK	DD TRACK	PD+DD TRACK
700: Foundations of CRMH	700: Foundations of CRMH	700: Foundations of CRMH
702: Theories of Counseling	702: Theories of Counseling	702: Theories of Counseling
704: Medical & Psychosocial Aspects of Disabilities	704: Medical & Psychosocial Aspects of Disabilities	704: Medical & Psychosocial Aspects of Disabilities
706: Tests and Measurements in CRMH	706: Tests and Measurements in CRMH	706: Tests and Measurements in CRMH
708: Career Development & Employment: Counseling Persons with Disabilities	708: Career Development & Employment: Counseling Persons with Disabilities	708: Career Development & Employment: Counseling Persons with Disabilities
710: A Multicultural Perspective of Developmental Counseling through the Lifespan	710: A Multicultural Perspective of Developmental Counseling through the Lifespan	710: A Multicultural Perspective of Developmental Counseling through the Lifespan
712: Fundamentals of CRMH: Diagnosis & Practice with People with Mental Illness & Developmental Disabilities	712: Fundamentals of CRMH: Diagnosis & Practice with People with Mental Illness & Developmental Disabilities	712: Fundamentals of CRMH: Diagnosis & Practice with People with Mental Illness & Developmental Disabilities
714: Principles of Group Counseling in CRMH	714: Principles of Group Counseling in CRMH	714: Principles of Group Counseling in CRMH
718: Co-Occurring Disorders in Clinical Rehabilitation and Mental Health Counseling	718: Co-Occurring Disorders in Clinical Rehabilitation and Mental Health Counseling	718: Co-Occurring Disorders in Clinical Rehabilitation and Mental Health Counseling
800: CRMH Research & Program Evaluation	800: CRMH Research & Program Evaluation	800: CRMH Research & Program Evaluation
802: Practicum in CRMH	802: Practicum in CRMH	802: Practicum in CRMH
806: Applied Counseling Skills in CRMH	806: Applied Counseling Skills in CRMH	806: Applied Counseling Skills in CRMH
810: Internship in CRMH	810: Internship in CRMH	810: Internship in CRMH
814: Introduction to CRMH with People with Psychiatric Disabilities & Developmental Disabilities	814: Introduction to CRMH with People with Psychiatric Disabilities & Developmental Disabilities	814: Introduction to CRMH with People with Psychiatric Disabilities & Developmental Disabilities
	816: Evidence-Based Counseling Practices with People with Developmental Disabilities	816: Evidence-Based Counseling Practices with People with Developmental Disabilities
818: Evidence-Based Counseling Practices with People with Psychiatric Disabilities		818: Evidence-Based Counseling Practices with People with Psychiatric Disabilities
822: Marriage, Couple, & Family Counseling in Clinical Rehabilitation and Mental Health Counseling Practice	822: Marriage, Couple, & Family Counseling in Clinical Rehabilitation and Mental Health Counseling Practice	822: Marriage, Couple, & Family Counseling in Clinical Rehabilitation and Mental Health Counseling Practice
992 or 993: Master's Paper or Project in CRMH or Thesis	992 or 993: Master's Paper or Project in CRMH or Thesis	992 or 993: Master's Paper or Project in CRMH or Thesis
	TBD: Speak to your advisor for guidance	
Total Credit Hours: 62	Total Credit Hours: 62	Total Credit Hours: 65

COURSE OF STUDY- Class of 2019

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* **Field-based placement plus classroom-based and individualized supervision**

The University of North Carolina at Chapel Hill -- Department of Allied Health Sciences Division of Clinical Rehabilitation and Mental Health Counseling -- Curriculum Class of 2019

Fall Semester Year One (12 Credit Hours)		
Course #	Credit Hrs	Course Name
CRMH 700	3	Foundations of Clinical Rehabilitation & Mental Health Counseling Introduction to the history, philosophy, and profession of rehabilitation counseling. Students will obtain an overview of the field, its consumers, and methods of service delivery.
CRMH 710	3	A Multicultural Perspective of Developmental Counseling through the Lifespan Developmental theories and counseling through the lifespan will be covered with overall themes of positive development, resiliency, and healthy life transitions of persons with disabilities.
CRMH 712	3	Fundamentals of Clinical Rehabilitation & Mental Health Counseling Diagnosis & Practice with People with Psychiatric & Developmental Disabilities Introduction to diagnosing persons with psychiatric and developmental disabilities. Focus is on best practice treatment and the vocational, social and familial implications of living with a DSM diagnosis.
CRMH 800	3	Clinical Rehabilitation & Mental Health Counseling Research & Program Evaluation Research methods, evidence-based practice and ethical, legal, and cultural issues related to research and evaluation. Covers basic statistics, library research for rehabilitation related information, proposal development and grant writing.
CRMH 814	3	Introduction to Clinical Rehabilitation & Mental Health with People with Developmental Disabilities & Psychiatric Disabilities Historical perspective, description, diagnoses, classification, etiology, myths and stereotypes, patterns of functioning, recovery, current best practices with focus on CRMH service delivery and community support; day-in-the-life component included.
Spring Semester Year One (14 Credit Hours)		
CRMH 702	3	Theories of Counseling Introduction to the traditional theories of individual and family counseling. Emphasis on application of theories with persons with disabilities, ethics and multicultural awareness.
CRMH 704	3	Medical & Psychosocial Aspects of Disabilities Overview of medical, psychological, social, and vocational aspects of disabilities with focus on functional implications of disability in all areas of life. Includes overview of human body systems, medical terminology, and assistive technology.
CRMH 708	3	Career Development & Employment: Counseling Persons with Disabilities This course will cover career development and counseling with emphasis on community integration in vocational and leisure pursuits of persons with disabilities, particularly those with mental illness and developmental disabilities.

CRMH 806	5	Applied Counseling Skills in Clinical Rehabilitation & Mental Health Counseling Designed to teach foundational counseling skills that will enable students to begin counseling. Focus on counseling individuals with mental illness and developmental disabilities. Includes ethics and multicultural awareness.
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*CRMH 718 (online)	3	Co-Occurring Disorders in Clinical Rehabilitation & Mental Health Counseling Introduces occurrence of psychiatric conditions co-occurrence of substance abuse +/- or developmental disabilities, examining history including traditional recovery models, contradictory practices, bio-physiological effects and shift from separate to parallel to integrated treatment approaches.
First or Second Summer Session Year One (2+ Credit Hours)		
Required Elective	3 (DD)	TBD Speak to your advisor with any questions
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CRMH 816 AND/OR *818 (online)	3	Evidence-Based Counseling Practices with People with Developmental Disabilities (DD Track) Prepares students for CRMH practice with persons with DD; covers a wide range of intervention and coordination strategies focusing on achievement of a participatory, person-centered, independent, productive community life. AND/OR Evidence-Based Counseling Practices with People with Psychiatric Disabilities (PD Track) Prepares students for CRMH practice with persons with psychiatric conditions; covers evidence-based practice and coordination strategies focusing on support of recovery, achievement of healthy, independent and productive community life.

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Total Credit Hours = 62 PD and DD, 65 Dual Track		
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CRMH 804	3	Special Topics in Clinical Rehabilitation & Mental Health Counseling Faculty mentored independent study to pursue specific interests and topics.

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- CRMH 822 (PD and Dual Track)
- Internship with the population: CRMH 810 for Internship (See Section VI of the Handbook)

Elective Course for DD track:

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5. Contact the course instructor and obtain a copy of the course syllabus
6. Provide verification that it is a graduate level course
7. Complete a brief rationale describing how this elective course will further knowledge and skill in DD practice as a rehabilitation counselor
8. Submit all documents listed above to the advisor or Dr. Klinger **prior** to enrolling in the course and await approval.

Although it is suggested that this course be taken during the summer session following year one, with approval this course can be taken at any time during the student's program.

Curriculum Overview for the Class of 2019

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714: Principles of Group Counseling in CRMH	714: Principles of Group Counseling in CRMH	714: Principles of Group Counseling in CRMH
718: Co-Occurring Disorders in Clinical Rehabilitation and Mental Health Counseling	718: Co-Occurring Disorders in Clinical Rehabilitation and Mental Health Counseling	718: Co-Occurring Disorders in Clinical Rehabilitation and Mental Health Counseling
800: CRMH Research & Program Evaluation	800: CRMH Research & Program Evaluation	800: CRMH Research & Program Evaluation
802: Practicum in CRMH	802: Practicum in CRMH	802: Practicum in CRMH
806: Applied Counseling Skills in CRMH	806: Applied Counseling Skills in CRMH	806: Applied Counseling Skills in CRMH
810: Internship in CRMH	810: Internship in CRMH	810: Internship in CRMH
814: Introduction to CRMH with People with Psychiatric Disabilities & Developmental Disabilities	814: Introduction to CRMH with People with Psychiatric Disabilities & Developmental Disabilities	814: Introduction to CRMH with People with Psychiatric Disabilities & Developmental Disabilities
	816: Evidence-Based Counseling Practices with People with Developmental Disabilities	816: Evidence-Based Counseling Practices with People with Developmental Disabilities
818: Evidence-Based Counseling Practices with People with Psychiatric Disabilities		818: Evidence-Based Counseling Practices with People with Psychiatric Disabilities
822: Marriage, Couple, & Family Counseling in Clinical Rehabilitation and Mental Health Counseling Practice	822: Marriage, Couple, & Family Counseling in Clinical Rehabilitation and Mental Health Counseling Practice	822: Marriage, Couple, & Family Counseling in Clinical Rehabilitation and Mental Health Counseling Practice
992 or 993: Master's Paper or Project in CRMH or Thesis	992 or 993: Master's Paper or Project in CRMH or Thesis	992 or 993: Master's Paper or Project in CRMH or Thesis
	TBD: Speak to your advisor for guidance	
Total Credit Hours: 62	Total Credit Hours: 62	Total Credit Hours: 65

SECTION V: MASTER'S PAPER/PROJECT ALTERNATIVE, or THESIS

Note: Part-time students are not scheduled for their Master's paper until they have reached spring semester of their second year. They follow the schedule for the class in which they have enrolled in CRMH 800 and again for CRMH 992 in the following fall.

Please see the appropriate schedule for either the 1st or 2nd year class. In both cases, students are strongly encouraged to complete their Master's paper **prior** to these deadlines.

***2016-2018 Deadline Dates for 2nd year students**

Fall 2016

December 1, 2016 – Literature review and methodology sections due to CRMH 800 Instructor. 12-15 pages. **Proposal should not exceed 15 pages of text, not including Title, Abstract and References.**

Spring 2017

January 20, 2017 – First draft of your proposal, including Literature Review & Methodology (12-15 pages) sections, is due to your Research Chair. This will give you and your Chair time to revise the proposal as needed before the final draft of the proposal is due to your committee on April 21, 2017. ***Please note that a maximum of 3 drafts of the proposal will be reviewed by your Chair before a final proposal is created. Students may be encouraged to seek assistance at the UNC Writing Center to achieve the best draft possible before the proposal meeting.***

April 21, 2017 – FINAL COPY of your proposal is due to your Chair & Reader. *Readers should not be sent copies until your Chair approves a final copy of the proposal.* Specific requirements related to number of pages, inclusion of research questions, and a Methodology section must be met before a proposal meeting can be scheduled. You **MUST** give the final copy of your proposal to your Chair and Reader at least one week before your formal proposal meeting. This is so they will have time to thoroughly review your proposal before the meeting.

April 28, 2017 - Last day for formal proposal meeting with Research Chair and Reader. Last day of classes.

Spring 2018

January 26, 2018 - First draft of the final paper due to Research Chair. 32-35 page range. **Final paper should be 32 to 35 pages of text, not including Title, Abstract and References.** ***Please note that a maximum of 3 drafts of the final paper will be reviewed by your Chair before a final paper is created. Students are encouraged to seek assistance at the UNC Writing Center to achieve the best paper possible before the defense meeting.***

March 5, 2018 - Second draft of the paper due to Research Chair.

April 13, 2018 – FINAL COPY of the paper due to Research Chair. Deadline for scheduling defense date with research Chair & Reader.

April 20, 2018 - Last day for paper defense. ***Missing this deadline will cause your final grade to drop by a letter grade. Please remember that students doing a thesis have to meet all the graduate school thesis deadlines, which are much earlier than the Division paper and project deadlines. If you are doing a thesis, please make sure to stay on track with the graduate school deadlines if you wish to graduate on time.***

***2017-2019 Deadline Dates for 1st year students**

Fall 2017

December 1, 2017 – Literature review and methodology sections due to CRMH 800 Instructor. 12-15 pages. **Proposal should not exceed 15 pages of text, not including Title, Abstract and References.**

Spring 2018

January 19, 2018 – First draft of your proposal, including Literature Review & Methodology (12-15 pages) sections, is due to your Research Chair. This will give you and your Chair time to revise the proposal as needed before the final draft of the proposal is due to your committee on April 20, 2018. ***Please note that a maximum of 3 drafts of the proposal will be reviewed by your Chair before a final proposal is created. Students may be encouraged to seek assistance at the UNC Writing Center to achieve the best draft possible before the proposal meeting.***

April 20, 2018 – FINAL COPY of your proposal is due to your Chair & Reader. *Readers should not be sent copies until your Chair approves a final copy of the proposal.* Specific requirements related to number of pages, inclusion of research questions, and a Methodology section must be met before a proposal meeting can be scheduled. You MUST give the final copy of your proposal to your Chair and Reader at least one week before your formal proposal meeting. This is so they will have time to thoroughly review your proposal before the meeting.

April 27, 2018 - Last day for formal proposal meeting with Research Chair and Reader. Last day of classes.

Spring 2019

January 25, 2019 - First draft of the final paper due to Research Chair. 32-35 page range. **In general, the final paper should be 32 to 35 pages of text, not including Title, Abstract and References.** *Please note that a maximum of 3 drafts of the final paper will be reviewed by your Chair before a final paper is created. Students are encouraged to seek assistance at the UNC Writing Center to achieve the best paper possible before the defense meeting.*

March 4, 2019 - Second draft of the paper due to Research Chair.

April 12, 2019 – FINAL COPY of the paper due to Research Chair. Deadline for scheduling defense date with research Chair & Reader.

April 19, 2019 - Last day for paper defense. ***Missing this deadline will cause your final grade to drop by a letter grade. Please remember that students doing a thesis have to meet all the graduate school thesis deadlines, which are much earlier than the Division paper and project deadlines. If you are doing a thesis, please make sure to stay on track with the graduate school deadlines if you wish to graduate on time.*** Graduation timelines are published on the University Registrar's Calendar found at: <http://registrar.unc.edu/academic-services/graduation/important-graduation-dates/>

RESEARCH PAPER/PROJECT/THESIS GUIDELINES

Please note that faculty will not review more than **three drafts** of proposals and final papers. *It is the student's responsibility* to make sure that the paper is defended by the appropriate deadline. **The first draft of the final research paper/project must include a full results and discussion sections and must be within the page range requirement.**

Research Chairs need time to read through student drafts of papers. Please do not expect a one-day turnaround on a paper draft. **Faculty will need a week or more to read through and edit a paper,** so you need to factor faculty turnaround time into your plans for completing your paper on time.

Remember that after your Research Chair indicates that your final draft is ready to be given to your reader, **your Reader needs to have the paper for at least one week before the proposal meeting and final defense can be scheduled.** You need to factor that week into your plans so that you can complete your paper on time.

It is your responsibility to schedule time with your Research Chair and your Reader for your proposal meeting and final defense. Do not leave this important task to the last minute because you risk missing the deadline if faculty is not available. **Please note that your grade will automatically drop by a letter grade if you miss the deadline for either your proposal meeting or the final paper defense. No presentations will be scheduled over the winter holiday or over Summer terms (after deadlines).** If 2nd year students miss the spring semester deadline for paper defense, the defense can be scheduled when the fall semester begins. Such a delay may also extend the 992 or 993 course, potentially putting you into your 3rd year. Please note that extending the paper/project/thesis requirement may delay completion of other requirements and hinder completing clinical education on time. You bear full responsibility for additional costs due to such delays until you graduate. If you must defend your final paper in the fall semester of your 3rd year and you have completed all of your courses, you will be able to graduate in December (this will occur later for part-time students who can extend their program in a similar way).

Guidelines for Your Paper/Project PROPOSAL Meeting

- 1) The presentation should last no longer than 20-25 minutes, to allow for questions and discussion, so be succinct! This is a professional presentation, please dress appropriately, as you would if you were presenting at a conference.
- 2) For the proposal presentation:
 - a. Explain the purpose of your paper/project and why you chose this topic.
 - b. You must have a power point or Prezi presentation. Include a series of slides that describe the findings from your literature review. Model it after your paper, but be succinct.
 - c. State your research questions and why you chose them.
 - d. Describe your methodology. How do you intend to answer your research questions?
 - e. Provide a slide or two on implications for Rehabilitation and Mental Health Counselors: Why is this important for Rehabilitation and Mental Health Counselors to know? If doing a project, how/when might they use the project/manual/tool?
 - f. Proposal presentation should include **NO MORE THAN 15 slides**
- 3) It is your responsibility to contact your Chair and reader to set up a date/time for your proposal meeting. Please be mindful that faculty schedules are very tight so you may need to be flexible. Getting things done early will ensure that you do not miss the final deadline!
 - a. Once the date/time is set, sign up on the room reservation sheet outside the lab to reserve the lab for your presentation.
- 4) Provide hard copies of your PP presentation to both your Chair and reader at the actual presentation.

- 5) **Thinking Ahead:** When your final paper/project is complete and approved you will be required to provide CRMH with both an electronic and hard copy. If you are doing a *project*, it is strongly suggested that you begin working on getting that together ahead of time.

Guidelines for Your Paper/Project DEFENSE Meeting

- 1) For the defense presentation:
 - a. Provide about 1-2 slides recapping your topic/research questions and why you chose it/them.
 - b. Talk about your methodology and research questions (1-2 slides).
 - c. Go over the findings section by section, explaining what the research says and answering your individual research questions. If a project, go over the project results/go through it section by section and back it up with the literature.
 - d. One slide on the limitations of the study/problem(s) you faced/what needs to be done next.
 - e. Provide a slide or two on implications for RCs and how/when to use the project/manual/tool.
 - f. The presentation should be **approximately 25-30 minutes**, be succinct!
 - g. Paper/project Defense presentation should include NO MORE THAN 20 slides
- 2) It is your responsibility to contact your Chair and reader to set up a date/time for your defense meeting. Please be mindful that faculty schedules are very tight so you may need to be flexible. Getting things done early will ensure that you do not miss the final deadline!
 - a. Once the date/time is set, sign up on the room reservation sheet outside the lab to reserve the lab for your presentation.
- 3) Provide hard copies of your PP presentation to both your Chair and reader at the actual presentation.
- 4) Students must provide CRMH with both an electronic and hard copy of their final paper/project that has been defended, revised, and approved by their Chair and reader. Both electronic and hard copies (the hard copy must include the signatures of the Chair and reader) should be submitted to your Chair.

Research paper/project/thesis

The successful completion and defense of a master's thesis, paper, or project is required as partial fulfillment of the requirements for graduation. The development of a master's thesis, paper, or project idea usually begins in the fall of the first year once the student has selected a specialty track. The student discusses their ideas with their Advisor prior to beginning writing the proposal. The student's academic advisor will be the Committee Chair and a Reader must be chosen at the discretion of the student. There is an option for adding an additional Reader. The research course (CRMH 800), in the fall semester Year 1, introduces research design, methodology, and proposal development. The introduction portion of the proposal is developed in CRMH 800 under the guidance of the CRMH 800 course instructor. The formal paper, project, or thesis will be developed under the guidance of the student's Committee Chair. Both a formal proposal meeting and a final defense with the Committee Chair, reader(s), and the student are required for all three. During both meetings, the student will use a multimedia slide presentation to propose and defend his or her paper, project, or thesis. **Clean copies of all papers must be submitted in electronic form (photo of project) to the Chair of the student's committee after completion of the student's successful defense in order for students to graduate.** Graduation timelines are published on the University Registrar's Calendar found at: <http://registrar.unc.edu/academic-services/graduation/important-graduation-dates/>

The *master's thesis* is an in-depth research project within the specialty track directed by a research committee that includes three graduate faculty, two of whom must be members of the CRMH faculty. The Graduate School will accept only theses produced according to the standards in the Graduate School's *Thesis and Dissertation Guide*. Theses must be prepared in a form consistent with approved methods of scholarly writing and research. If a student chooses to do a master's thesis, they are required to adhere to the Graduate School thesis requirements, timelines, and guidelines. Final defense meeting is with all

committee members. Please see the following link for additional information on the Thesis option: <http://gradschool.unc.edu/etdguide/>

The **master's paper* is an in-depth analysis or review of a problem that deals with a relevant issue within the specialty track. The Master's Paper option does not require the student to collect data, but rather is an extensive review of the literature to answer specific research questions. The Master's Paper must be successfully defended by April 20, 2018 for 2nd year students and April 19, 2019 for 1st year students.

The **master's project* is a specific activity related to the specialty track (e.g., further specialized training, implementing a program or a survey, creating a treatment manual) and then presented in a final written report. For a project, the research Committee Chair and reader(s) have to meet with the student for a proposal meeting. The student's advisor will be their Committee Chair and a Reader must be chosen after consultation with the Committee Chair. The proposal needs to be reviewed by the Committee. The final version of the project needs both the Committee Chair's and reader's approval. Master's Projects must be successfully defended by April 20, 2018 for 2nd year students and April 19, 2019 for 1st year students.

GRADED CRITERIA FOR ALL MASTER'S PAPERS, PROJECTS, & THESES

All Master's papers, projects, and theses will be in APA style and will follow the APA format of a paper. Papers must, at a minimum, include the following sections:

- Abstract
- Introduction (culminating in a research question)
- Methods
- Results
- Discussion
- Reference List

The APA style manual will be a critical resource as you write your paper. Know it thoroughly. In the Introduction/Literature review section, all the major journals in Rehabilitation Counseling should be reviewed. These include but are not limited to: Journal of Rehabilitation; Journal of Vocational Rehabilitation; Journal of Applied Rehabilitation Counseling (JARC); and Rehabilitation Counseling Bulletin. Other journals appropriate for the topic of the paper should also be reviewed as appropriate.

The body of the paper proposal should be 12-15 pages in length with a minimum of 30 references. Title page, Abstract, and References do not count toward the 12-15 page length criteria. Proposals should not exceed 15 pages. All proposals must include: 1) an abstract; 2) the introduction (at the beginning of literature review); 3) the methods, including the research question(s); and references.

***The final paper should generally be 32-35 pages in length. Title page, Abstract, and References do not count toward the 32-35 page length criteria. Note: For Master's Projects, the length of the project may vary dependent on the type of project being completed and will be determined at the discretion of the Committee Chair.**

Your grade for the Paper, Project, or Thesis will be based on:

Content/Quality

- Content and quality of your writing, Journal quality writing is expected, including proper paper structure, organization and flow, and correct spelling, grammar, and punctuation, etc.
- The degree to which APA style is met throughout the paper
- The soundness of your research question, the conceptualization of a research plan, and the degree to which you successfully answer your research question

Deadlines

- The extent to which you meet the assigned deadlines throughout the course of both the proposal and defense portions of the research project.

Presentation

- Professional attire
- Clear, logical power point presentation
- Ability to answer questions about your paper, project or thesis

As your Chair will only review your proposal and final paper drafts a maximum of three times prior to being sent to your reader, use their comments wisely to maximize their input and the quality of your paper.

Grading Rubric for the Master's Paper, Project & Thesis

	Poor	Good	Excellent
Introduction <ul style="list-style-type: none"> • Orientation to topic • Problem Statement 	<p>Little reference to the topic, audience, or relevance to Rehabilitation Counseling. Relevance to problem statement and research questions.</p>	<p>Problem or topic is addressed but lacks a compelling rationale for purpose of research.</p>	<p>Topic clearly outlined and the introduction lays the groundwork for the direction of the paper.</p>
Body <ul style="list-style-type: none"> • Structure of Results • Synthesis of literature 	<p>Content loosely related to research questions. Excessive quoting of material and other research. Seminal research missing.</p>	<p>Pertinent content included but depth and detail could be stronger. The significance to Rehabilitation Counseling is evident. Answers research questions.</p>	<p>Appropriate content is covered in depth with no redundancy. Appropriate use of citations. Fully answers research questions.</p>
Conclusions <ul style="list-style-type: none"> • Discussion • Conclusions • Research Implications 	<p>Little or no indication of synthesis of information. Little or no indication of recommendations to Rehabilitation Counseling.</p>	<p>Analysis and synthesis of ideas is clear. But some conclusions are not supported by the literature review. Implications for Rehabilitation Counseling are discussed.</p>	<p>Succinct and precise conclusions based on the review of the literature are made. Insight into the topic are appropriate. Conclusions and implications for future research and practice are strongly supported.</p>
Grammar and Style <ul style="list-style-type: none"> • Clarity of writing • Mechanics • APA Style 	<p>Writing is difficult for reader to understand expression of ideas. Paper contains spelling, grammatical, and punctuation errors. In-text citations are not correct and do not match the reference list.</p>	<p>Writing is clear, but meaning is sometimes obscure. Paragraph or sentence structure is not strong. References within the body of the paper correspond to reference list. Some formatting problems exist or some components are missing.</p>	<p>Writing is clear, sophisticated, and engaging. Appropriate content is covered in depth without being redundant. Use of citations is appropriate, and the significance of quotes is apparent.</p>
Presentation <ul style="list-style-type: none"> • Slides • Mastery of Topic • Answering Questions • Professional Appearance 	<p>Nonprofessional appearance and presentation manner. Poor slide quality, difficult to follow, or unclear (ex. Reading from notes; too much information on slides; lack of references; difficult to read, etc.).</p>	<p>Professional appearance. Clear presentation with occasional difficulty. Knows material but does not demonstrate mastery of topic. Able to answer most questions from committee. Slides adequately cover material.</p>	<p>Professional appearance. Succinct and clear delivery of material. Answers to questions reflect mastery of topic. Easily answers questions from committee. Professional slides.</p>

SECTION VI: CLINICAL EDUCATION

Students will receive both Practicum and Internship Handbooks, which are separate from this Student Handbook, detailing specific information about clinical education requirements and assessment **prior to their Practicum and Internship experiences.**

Description of Clinical Experiences

The clinical portion of the graduate program in Clinical Rehabilitation and Mental Health Counseling consists of didactic/experiential and clinical course work. Please consult curriculum on pages 23-25 for sequence of coursework.

Didactic/Experiential Coursework

CRMH 806: Applied Counseling Skills in Clinical Rehabilitation and Mental Health Counseling

This course blends didactic and laboratory instruction in order to bridge the gap between counseling theory and the application of counseling principles. Students will be presented counseling techniques and skills necessary to function as a professional rehabilitation counselor in the didactic portion of the course. The laboratory experience is designed to enhance interviewing skills and case conceptualization abilities that will prepare the student for practicum experience. Students will be expected to responsibly use video recording equipment for taping simulated situations, which will then be reviewed with the course instructor and also with the class. **Pre-requisite for this course is successful completion of CRMH 712: Diagnosis & Practice with a passing grade of “P” or better; failure to do so will prevent students from proceeding in the program. Students must complete CRMH 806: Applied Counseling Skills with at least a grade of “P” in order to enroll in CRMH 802: Practicum.**

CRMH 714: Principles of Group Counseling in Clinical Rehabilitation and Mental Health Counseling

This course helps students learn strategies and techniques for developing and implementing groups in counseling. Attention is given to group counseling with persons with disabilities, specifically those with developmental and psychiatric disabilities. As part of the course, students will have the opportunity to learn about group process and procedures by leading the class through group activity as well as observing outside groups in various agencies and leading the class through small group exercises. **Pre-requisite for this course is successful completion of CRMH 702: Theories of Counseling, CRMH 712: Diagnosis & Practice, & CRMH 806 Applied Counseling Skills with passing grades of “P” or better; failure to do so will prevent students from proceeding in the program. CRMH 714: Group Counseling is a prerequisite for enrolling in CRMH 810: Internship. Students must complete CRMH 714: Group Counseling with at least a grade of “P” in order to enroll in CRMH 810: Internship.**

Clinical Coursework

Note: Students are required to complete clinical courses uninterrupted as scheduled. Once clinical experiences have begun, students **must continue uninterrupted on schedule in sequence, until the full course of activities is completed.** In the case of personal hardship, which may preclude a student from continuing the clinical experience, a written request to withdraw from the experience must be submitted to faculty. If faculty agrees to grant the student request, a letter must also be sent by the student to the site supervisor. The Clinical Instructor at the time will also contact the site supervisor to discuss the student’s discontinuation of the clinical experience. If the student’s request is approved by faculty, the student must repeat the clinical sequence the next time it is offered.

Note: Students may be required to supply their own digital recorder to be used during their Practicum/Internship experiences.

CRMH 802 - Practicum in Clinical Rehabilitation and Mental Health Counseling

Practicum provides Rehabilitation Counseling students with the opportunity to apply counseling theory and skills learned in prerequisite courses to a real world, clinical setting, and equips students with opportunities to participate in other related rehabilitation activities at the facility. In addition, students are taught to utilize sound clinical judgment by applying ethical decision making principles. Practicum facilitates development of basic rehabilitation counseling skills and prepares students for more advanced practice in their internship experience. The following topics will be covered in the didactic portion of practicum class: crisis intervention, assessing lethality, scope of practice and ethical standards for rehabilitation counselors, professionalization, review of HIPPA guidelines, and practicum guidelines. In order to successfully complete Practicum, students must reach a level of competency in counseling as determined by the faculty supervisor and site supervisor, and have had sufficient counseling experience so that all supervisors can document justifications for student advancement to more independent counseling functions in Clinical Internship. The Practicum experience consists of 8 hours per week at the practicum site for 15 weeks, with a minimum of 100 hours of clinical practicum experience in total. Students are expected to complete the full, uninterrupted 15 weeks of Practicum. At least 40 hours of this time must be spent in direct client service as defined in the Practicum Manual. Within the Clinical Rehabilitation and Mental Health Counseling program, practicum experiences shall include an average of one (1) hour per week of individual/triadic supervision **and** 1½ hours per week of group (with no more than **ten** students/group) supervision by a program faculty member or qualified individual working in cooperation with a program faculty member. Students will also receive (1) hour per week of individual supervision at the practicum site from a faculty approved site supervisor.

Due to the developmental nature of practicum, students are expected to regularly work 8 hours per week in order to meet the practicum hour requirement (in certain instances students may be encouraged to participate in educational experiences that may contribute to their clinical development at the site). The faculty supervisor will determine whether more than 8 hours in a given week will be counted toward fulfilling the practicum hour requirement. Failure to obtain 40 hours of direct client service or failure to attain a minimum of 100 hours may result in the need to extend practicum until the full complement of direct client service hours is obtained. **Even if the minimum number of required hours is completed early in the semester, the student must remain at the practicum site until the end of the semester.** The designated site supervisor must have at least a Master's Degree in Rehabilitation Counseling (CRC preferred) or in another credentialed counseling-related field. Students are also required to attend a didactic seminar and group supervision as well as meet once per week with faculty on campus for individual supervision, as described above. Only faculty pre-approved practicum sites may be utilized. All practicum placements must be within an hour and a half of traveling time from campus unless preapproved by the faculty. **Practicum is a prerequisite to entering the Internship in Clinical Rehabilitation and Mental Health Counseling. Students must complete practicum with at least a grade of "P" in order to enroll in Internship. Failure to reach a minimum level of competence in the estimate of faculty and/or site supervisor may result in extending practicum, repeating practicum, or failing practicum.**

CRMH 810: Internship in Clinical Rehabilitation and Mental Health Counseling

Internship is a full-time clinical experience consisting of 40 hours per week for 15 weeks at a faculty-approved site consistent with the student's chosen specialty track – DD, PD, or Dual track. Internship is designed to provide opportunities for students to refine their Rehabilitation Counseling skills and to prepare students for successful entry-level employment as a Master's level Rehabilitation or Mental Health Counselor. During internship, in addition to further counseling experiences, students will also participate

in service delivery such as case management, community re-entry, vocational placement, and administrative activities. During internship, students are required to complete the full 15 weeks, uninterrupted, and to have a minimum of 600 hours of applied experience in an agency pre-approved by the rehabilitation-counseling faculty. At least 240 hours in internship must consist of direct service to consumers. Failure to attain direct client service hours or failure to attain the minimum internship hours may necessitate extension of the internship experience beyond the 15 weeks and potentially postpone a student's graduation from the program. Students are required to have at least one hour per week of supervision on site by a designated faculty approved site supervisor. The designated site supervisor must have at least a Master's Degree in Rehabilitation Counseling (CRC preferred) or in another credentialed counseling-related field. Students are expected to attend a scheduled seminar and participate in group supervision on campus with rehabilitation counseling faculty. All internship placements must be within an hour and a half of traveling time from campus unless preapproved by the faculty. **Students must complete all the requirements for internship with a "P" or better in order to qualify for graduation from the Clinical Rehabilitation and Mental Health Counseling Program. Students who fail to reach a satisfactory level of competence in the estimation of the faculty and/or site supervisor will, depending on the seriousness of the deficit, extend internship, repeat internship, or in the most severe cases, be dismissed from the program. Students should adhere to the course syllabus for a complete listing of all requirements.**

REQUIREMENTS FOR CLINICAL EXPERIENCE

CRMH Program Requirements for Clinical Education

1. All practicum or internship sites must be pre-approved by faculty.
Sites Approved by Faculty for Practicum or Internship Must:
 - a. Serve persons with disability. Internship sites must serve individuals with a developmental or psychiatric disability or both.
 - b. Have at least one person at the site with at least a Master's Degree in Rehabilitation Counseling (CRC preferred) or other counseling-related field who is willing to provide one hour per week of one-to-one supervision with the student.
 - c. Have a signed and fully executed Affiliation Agreement between the School of Medicine and the agency.
 - d. Be recognized by state or federal licensure or accreditation by the accrediting body appropriate to that agency.
 - e. Be able to provide the student with a representative sample of the agency's client population for counseling.
 - f. Allow students to tape the counseling session (or an approved alternative).
2. First and second year students must meet the following requirements to participate in clinical training:
 - Enrollment in personal health and accident insurance
 - Immunization record as well as any other specific health record required by the clinical site
 - Results of Tuberculosis Test
 - Current CPR certification
 - Record of Hepatitis B series (or Waiver as appropriate)
 - Completion of OSHA Training including blood borne pathogens and Tuberculosis/General Infection
 - Completion of HIPAA Training
 - Results of Drug Tests and fingerprinting (if required by Clinical Site)
 - Results of current criminal background check* (completed during summer after first year)

3. Paid tuition receipt for CRMH 802: Practicum and for CRMH 810: Internship. Students cannot participate in any fieldwork related activity unless registration is complete with tuition and other requirements in place, with the student's name appearing on the class roster. The Clinical Coordinator will verify registration prior to the student's clinical start date. A delay in beginning practicum or internship will delay graduation.
4. In the extreme circumstance that a student has not successfully proposed his/her master's paper, project or thesis, s/he will not be allowed to begin internship in the fall of his/her 2nd year.

CASTLEBRANCH

Background checks are facilitated through CastleBranch during the summer after the first year of courses.

Any problems with the system are to be addressed to CastleBranch Student Support:

Student Support Line: 888-914-7279

Student Support Email: servicedesk.cu@castlebranch.com

Do not contact CRMH faculty should you have problems with the program. We do not maintain the database or software.

To place your order go to: <https://portal.castlebranch.com/UE11>

Package Names:

UE17bg: Background Check Package –U.S. Students

UE17int: Background Check Package-INTL Students

To place your initial order, you will be prompted to create your secure myCB account. Please have ready personal identifying information needed for security purposes. The email address you provide will become your username.

***Please be aware that a positive criminal background check may preclude you from participation in the clinical portion of the program. Please note you must complete the clinical components of the program in order to graduate. Students, who are concerned about this should contact their academic advisor immediately.**

Students are responsible for completing all requested requirements and providing the Clinical Coordinator with all documentation by **September 1, 2017 via Sakai site**. **Students failing to complete all requirements and turn in documents on time will not be allowed to begin practicum in the fall.**

Students are also responsible for assuring that all clinical requirements remain in good standing and are current through the completion of internship in the spring. The Clinical Coordinator must have documentation reflecting the certifications by January 1, 2018 or internship maybe delayed, thus possibly delaying graduation.

Note: When entering the program, even if certification or other requirements are not up for renewal, it is the student's responsibility to renew requirements to meet 1) the deadline in order to remain within the CRMH course schedule and prevent any delays for entering practicum and 2) assure that all clinical requirements are current through internship ending in the spring. Students who withdraw from clinical experiences are responsible for renewing these requirements. All requirements must be updated and valid

before students will be allowed to return to the clinical experience. It is the student's responsibility to check with the selected practicum/internship site to determine if additional requirements or documentation are required.

PROCESS FOR SELECTING CLINICAL SITES

Student placements at clinical sites are determined by several factors.

- Placement at the site is determined by the availability of an opening at the site
- A fully executed Affiliation Agreement between the site and the University
- Willingness of an individual at the site with at least a Master's Degree or higher in Rehabilitation Counseling (CRC preferred) or closely related counseling profession to accept a practicum or internship student and to provide one hour of face to face supervision per week
- Specific interests and career goals of the student in collaboration and discussion with his or her academic advisor
- Students' professional presentation, as well as skill and ability
- Final decisions on placement sites will be made based upon site availability, student interest in site, and the faculty's judgment and documentation of the student's ability to perform the various tasks, duties, and demands at each site
- The faculty advisor or supervisor will share information with the site supervisor regarding the student's strengths, limitations, and any accommodations that may be required prior to the final decision regarding a student's placement
- Even the best efforts to secure a placement site cannot account for all the possible factors which might influence securing a clinical site in a timely manner. The Division cannot guarantee a clinical site for every student, as a successful placement depends on certain factors that are beyond our control.

Note: New clinical sites are considered for approval by the faculty. In order for a prospective clinical site to be considered that is not on the approved list, faculty must have developed the placement and secured the signed affiliate agreement before a student can consider using the site. Developing a prospective placement site does not guarantee a clinical site will meet the approval criteria, only faculty can make that determination.

Practicum

1. During the Spring Semester Year 1, students will receive an electronic list of all current clinical sites from the Clinical Coordinator to review before the Practicum Meeting with the Clinical Coordinator.
2. After reviewing sites, students must discuss preferences with their Faculty Advisor. **Under no circumstances are students permitted to contact prospective placement sites directly.**
3. Before March 1, the Clinical Coordinator will meet with first year students to discuss clinical site availabilities, review students' areas of training interests, and disseminate the "Practicum Request Form." Students must meet with their advisors to complete the form and receive signatures. The form is given to the Clinical Coordinator.
4. Faculty, as a whole, will review student requests and make preliminary placement decisions. The final decision will be based on:
 - a. Site availability
 - b. Number of students choosing a particular site
 - c. Student performance in Lab Class
 - d. Faculty judgment regarding which site will best meet individual student needs.

5. The Clinical Coordinator or a designee will contact each site to confirm the site's availability and willingness to take a student.
6. Once this confirmation has been obtained, the Clinical Coordinator will notify each student of the availability of potential placement sites to work with a practicum student.
7. Once students receive confirmation of site availability, they should update their resume and have it reviewed by the Clinical Coordinator. Then students are connected with the site to arrange an interview. Students should view the interview in the same way as they would if they were interviewing for a job at the site. **Individual sites have the right to make the final determination regarding whether the student will be able to complete and/or continue his or her practicum at the site.**
8. The Clinical Coordinator or faculty advisor will notify the student of final placement once confirmation from the site is received. If the student's first interview is not successful, then the student will be notified by the Clinical Coordinator and the process described above will be repeated.

Internship

Prior to entering internship, students must have successfully completed all didactic/experiential course work, successfully completed CRMH 714: Group Counseling and CRMH 802: Practicum with a "P" or better, and be recommended through faculty progress review.

All sites must be pre-approved by faculty and meet the criteria for faculty approved sites as described above. In addition, internship sites must serve the population that is consistent with the student's chosen specialty of DD or PD, or both (Dual Track).

1. Students should begin exploring specific interests for internship with their Faculty Advisor and the Clinical Coordinator by September 15, 2017. **Under no circumstances should a student contact a site directly.**
2. By September 22, students should submit an Internship request form to the faculty advisor and identify their interests.
3. All internship sites must be sites that have been pre-approved by Faculty.
4. Faculty as a whole will review student requests and make preliminary placement decisions. Although the student's first choice will be considered as much as possible, the final decision will be based on:
 - a) Site availability
 - b) Number of students choosing a particular site
 - c) Student performance in practicum
 - d) Faculty judgment and documentation regarding which site will best meet individual student needs and whether the student is likely to meet the site's expectations.
5. The Clinical Coordinator or a designee will contact each site to confirm site availability and willingness to participate.
6. Once this confirmation has been obtained, the Clinical Coordinator will notify each student of the availability of potential sites to work with an intern.
7. Once students receive confirmation of site availability, they should update their resume and have it reviewed by the Clinical Coordinator. Then students are connected with the site to arrange an interview. Students should view the interview in the same way as they would if they were interviewing for a job at the site. **Individual sites have the right to make the final determination regarding whether the student will be able to complete and/or continue his or her practicum at the site.**

8. The Clinical Coordinator will notify each student of final placement once confirmation from the site is received. If the student's first interview is not successful, then the student will be notified by the Clinical Coordinator and the process described above will be repeated.
9. Verification to confirm the intern placement with a site is then made by the Division.
10. Verification that Allied Health has an active formal affiliation to cover the placement is confirmed. If the affiliation nears expiration, a new one will be developed in advance of the student's beginning a placement there.

Students who are interested in pursuing professional credentials other than CRC or LPC should check specific requirements for the credential prior to assignment to an internship site. It is the student's responsibility to inform faculty of supervision and field experience requirements for the credential to determine whether a placement may be used to address the requirement.

Internship placements cannot be split between two sites unless preauthorized by the Division in order to obtain appropriately credentialed supervisors as related to specializations.

Student Performance & Remediation in Practicum/Internship

All students must perform satisfactorily in both their clinical placements. In the unusual situation where a mid-term evaluation indicates unsatisfactory performance, the supervisor(s) will meet with the student to develop a remediation contract. Students requiring remediation in their clinical training will be required to meet with the site supervisor and faculty supervisor to review the student's performance difficulties and develop an action plan. All parties will collaboratively develop a written corrective action plan for remediation or resolution of issues or problems. The written determination will serve as a contract and include:

- * Specific performance issues needing to be addressed
- * Concrete steps to address the issues
- * Clear plan with actions to identify how these steps will be evaluated
- * Clinical practice measures which will be used to determine if effective remediation of the student's performance difficulties has occurred

Following evaluation of the student's progress in the action plan, an additional meeting with the site supervisor and faculty supervisor will occur to determine: if performance is acceptable; if the placement needs to be extended; whether the placement needs to be repeated; or if the placement should be terminated. The student's effort in the remediation plan will be factored into the final grade assigned in the clinical course.

Completion of Clinical Requirements and Extensions of Clinical Training

All students are expected to finish their clinical requirements for practicum and internship on schedule within the semester of their original placement(s). It is the determination of the Faculty supervisor in conjunction with the site supervisor's evaluation as to whether or not the student has successfully met the clinical training requirements in either of these courses based on the observed performance and professional conduct of the student. The Clinical Coordinator will meet with the student and/or the site supervisor to discuss the recommendations. If all parties deem that the completion of the clinical training requirements is unsatisfactory, a student may need to complete additional hours on site and, in effect, extend their clinical placement(s). The final decision will be made by the faculty supervisor and site supervisor. A remediation plan will be developed that explicitly outlines the extended training plan, performance expectations and professional conduct of the student, and an anticipated completion date of the clinical coursework. The student will officially be finished once the specified extension and performance/behavior requirements are accomplished during this period. Under no circumstances will students be permitted to continue in clinical placements after their requirements have been met. Students must terminate all their

clinical client relationships in an ethically appropriate manner as part of their completion of clinical training. Under the new curriculum, failure to complete all the requirements of practicum and receive a grade for the class at the end of the fall semester will result in an inability to continue on into internship and consequently delay finishing your program/graduating on time. Such is the case also for finishing internship, including fulfilling documentation requirements that will delay grading and finishing the program on schedule.

SECTION VII: GRADUATION REQUIREMENTS

The requirements for graduation in the Clinical Rehabilitation and Mental Health Counseling academic program for the Class of 2018 and Class of 2019 are listed in this section of the handbook. Any discrepancies between the Division brochure or website, Graduate School Record, or other printed documents are a result of the production timetables of those documents. Students should refer to the Graduate School's Handbook for details on graduation procedures. A Master's of Science degree in Clinical Rehabilitation and Mental Health Counseling will be conferred upon those members of the Class of 2018 and Class of 2019 who successfully complete the following:

1. All required courses prescribed for the degree by the graduate catalog, including practicum and internship
2. Completion of Research Paper, Project, or Thesis
3. Masters Comprehensive Examination (Oral Defense): completed in conjunction with the defense of the Research Paper, Project/Thesis

Graduation Application

In order to be eligible to graduate at the desired commencement, the student must submit an "*Application for Graduation*" to the Graduate School.

To apply for graduation:

Complete the Graduation check-out page in ConnectCarolina's Self Service area:

Log in to <http://connectcarolina.unc.edu/> → Connect Carolina → In your Student Center, under the "Academic" tab, choose "Apply for Graduation" in the drop-down box, and then click the double arrows.

In addition, the Division must submit 3 forms, 2 related to your Master's paper, project or thesis and 1 indicating that you have completed all the requirements for graduation. **Please print off copies of the 2 forms related to your Master's paper, project, or thesis and bring these with you to your defense meeting.** After your final defense, give these to your Chair so that they can be taken to the graduate school. These 3 forms can be found at the end of the student handbook (pgs. 55-57).

This link provides information on important graduate school deadlines:

<http://gradschool.unc.edu/academics/resources/graddeadlines.html>

Students who choose the thesis option must follow the Graduate School's timelines and procedures for submitting their work. Graduation timelines are published on the University Registrar's Calendar found at: <http://registrar.unc.edu/academic-services/graduation/important-graduation-dates/>

A Master's degree candidate at UNC-CH has 5 calendar years starting with the date of initial registration to complete the degree requirements. Most full-time Clinical Rehabilitation and Mental Health Counseling students complete graduation requirements by the end of the second spring semester, two calendar years after beginning the program.

SECTION VIII: PROFESSIONAL CREDENTIALS

Graduates of the Clinical Rehabilitation and Mental Health Counseling may be eligible to obtain various credentials. Credentialing processes are governed by independent credentialing boards. Therefore, the Division of Clinical Rehabilitation and Mental Health Counseling cannot guarantee eligibility for any credential to its graduates. Each board has specific requirements regarding reporting of legal/criminal history and other personal information that may affect your eligibility. Please contact the respective board with questions about eligibility.

Certified Rehabilitation Counselor (CRC)

The CRC credential is administered by the Commission on Rehabilitation Counselor Certification (CRCC), the oldest credentialing agency in the Rehabilitation and Counseling fields. The CRCC is accredited by the National Commission for Certifying Agencies (NCCA). The CRC credential is based on uniform, national standards for education and experience and documents that individuals have met minimum criteria for acceptable standards of practice. Such certification shows that the rehabilitation counselor has the knowledge base necessary for success in the field. Students are eligible to sit for the CRC certification examination in the spring semester of their second year in the CRMH program. If interested in this credential, it is strongly recommended that students consider taking the examination during the spring or summer of the second year, or shortly after completion of the master's program. The CRC examination is offered in computer-based format three times per year. Students interested in taking the examination should initiate contact with the Commission on Rehabilitation Counselor Certification prior to October in the fall semester of their second year to ensure that they do not miss the examination registration deadlines. For more information regarding the CRC, please go to: <http://www.crccertification.com/>

North Carolina Licensed Professional Counselor (LPC)

Licensed Professional Counselor (LPC) is a state-issued professional credential for those individuals seeking a profession as a counselor. The purpose of the LPC is to ensure that counselors have an established knowledge base and skills important for providing appropriate counseling services. LPCs are permitted to practice counseling independently and are able to receive payment through many 3rd party insurers. In addition to successful completion of an approved master's degree, persons seeking the LPC must pass a comprehensive exam (North Carolina accepts the CRC exam for licensure) and obtain a determined number of post-masters hours of practice under the supervision of an approved professional.

For information about obtaining the LPC in North Carolina, please visit the North Carolina Board of Licensed Professional Counselors at: <http://www.ncblpc.org/>

For each of these licenses, knowledge of what CACREP standards are addressed by each class is often necessary. Each syllabus offers information regarding what standards are addressed. You will find this in each course syllabus included in a chart provided under the objectives. All of the CACREP standards are located in the end of this handbook starting on page 58. These standards can be used to identify each standard that corresponds to the objectives on each syllabus.

Additionally, our students are eligible to take the exam to become a Certified Case Manager. If you have a CRC, 12 months of case management employment experience is required to take the exam. If you have a master's degree from our program, but have not obtained CRC certification, 24 months of case management employment experience is required before you take the CCM exam. More information can be found at: <https://ccmcertification.org/faqs/certification/certification>

SECTION IX: PROFESSIONAL & COMMUNITY ORGANIZATIONS

As a Clinical Rehabilitation and Mental Health Counseling student, you are entering a professional field. One important aspect of a profession is participation in professional organizations. The two major organizations for Rehabilitation Counseling are the American Rehabilitation Counseling Association (ARCA), which fits under the umbrella of the American Counseling Association (ACA), and the National Rehabilitation Counseling Association (NRCA), which was formerly a Division of the National Rehabilitation Association (NRA).

You are encouraged to join professional organizations as they provide avenues for networking, up-to-date information regarding the field, research, and ethical guidelines for best practice. You are encouraged to attend professional conferences. In addition, there are community groups and organizations that can use your skills as well as provide you an opportunity to develop new ones. While your studies should be your first priority, some involvement with the community can certainly supplement your professional growth.

Additionally, you are encouraged to attend local and national rehabilitation counseling related conferences, meetings, seminars, workshops, etc. Our students have presented at the NCRCA/VEWAA state conference, the NCRA conference, and the NCRE/RSA meeting. You will find that conferences provide you with an opportunity to connect with professionals in the field and learn about the newest research. Should you wish to participate in a conference, the faculty is more than willing to assist you and guide you with the process. Funding for presenting at a conference may be available.

American Rehabilitation Counseling Association (membership through ACA)
<http://www.arcaweb.org/>

National Rehabilitation Counseling Association
<https://www.nationalrehab.org/>

National Council on Rehabilitation Education
Phone: 559-906-0787
<http://www.ncre.org>

Other professional organizations in which rehabilitation counselors may become involved include:

American Counseling Association (ACA)
6101 Stevenson Avenue, Suite 600
Alexandria, VA 22304
Phone: 800-347-6647
Fax: 800-473-2329
<http://www.counseling.org>

National Rehabilitation Association
<http://www.nationalrehab.org>
P.O. Box 150235
Alexandria, VA 22315
Toll-Free: 1-888-258-4295
Phone: 703-836-0850
Fax: 703-836-0848

American Mental Health Counselors Association
675 N Washington Street, Suite 470
Alexandria, VA 22314
Phone: 800-326-2642 | 703-548-6002
<http://www.amhca.org/>

American Psychological Association
750 First Street NE
Washington, DC 20002-4242
Phone: 800-374-2721 | 202-336-5500
<http://www.apa.org>

North Carolina Psychological Association
1004 Dresser Court, Suite 106
Raleigh, NC 27609
Telephone: 919-872-0805
Email: ncpainfo@ncpsychology.org
<https://ncpsychology.org/>

Licensed Professional Counselors Association of North Carolina (LPCANC)
PO Box 266
Knightdale, NC 27545
Phone: 919-723-7087
Email: staff@lpcanc.org
<http://www.lpcanc.org>

Psychiatric Rehabilitation Association
7918 Jones Branch Drive, Suite 300
McLean, VA 22102
Phone: 703-442-2078
Fax: 703-506-3266
<http://www.psychrehabassociation.org>

North Carolina Counseling Association
PO Box 20875
Raleigh, NC 27619
Phone: 888-308-6222 | 919-256-2521
<http://nccounselingassociation.org/>

Association of People Supporting Employment First
414 Hungerford Drive, Suite 224
Rockville, MD 20880
Phone: 301-279-0060
Fax: 301-279-0075
<http://www.apse.org/>

American Association on Intellectual and Developmental Disabilities

501 3rd Street NW, Suite 600
Washington, DC 20001
Phone: 202-387-1968
Fax: 202-387-2193
<http://www.aamr.org/index.shtml>

United Cerebral Palsy
1825 K Street NW, Suite 600
Washington, DC 20006
Phone: 202/776-0406
Fax: 202/776-0414
<http://ucp.org/>

The ARC
1825 K Street NW, Suite 1200
Washington, DC 20006
Phone: 202-783-2229
Fax: 202-783-8250
www.thearc.org

TASH
1875 Eye Street NW, Suite 582
Washington, DC 20006
Phone: 202-429-2080
Fax: 202-504-9019
www.tash.org



THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
 The Graduate School
MASTER'S COMPREHENSIVE EXAM or APPROVED SUBSTITUTE REPORT

Student's Name _____ P ID# _____
 Department/Curriculum/School: _____

PART I: REPORT OF WRITTEN EXAMINATION or APPROVED SUBSTITUTE

On behalf of a majority of the examining committee, I certify that the above named student:

successfully passed the requirement _____
 failed to pass the requirement _____ *signature of committee chair* _____ *date* _____

Check here if student previously failed this requirement. Date(s): _____

By initialing, the committee chair certifies that this student was registered as required during the term this work was completed.

PART II: REPORT OF ORAL EXAMINATION or APPROVED SUBSTITUTE

On behalf of a majority of the examining committee, I certify that the above named student:

successfully passed the requirement _____
 failed to pass the requirement _____ *signature of committee chair* _____ *date* _____

Check here if student previously failed this requirement. Date(s): _____

By initialing, the committee chair certifies that this student was registered as required during the term this work was completed.

PART III: REPORT OF THE FINAL ORAL EXAMINATION (defense of thesis)

A majority of the committee for the above named student has judged the thesis defense to be:

acceptable _____
 unacceptable _____ *signature of committee chair* _____ *date* _____

Committee member signature/date	Pass/Fail	Committee member signature/date	Pass/Fail
_____	_____	_____	_____
_____	_____	_____	_____

Check here if student previously failed exam. Date(s): _____

By initialing, the committee chair certifies that this student was registered as required during the term this work was completed.

PART IV: REPORT OF THE FINAL THESIS (can be completed at the same time as Part III as appropriate)

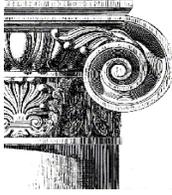
A majority of the committee for the above named student has judged the thesis to be:

acceptable _____
 unacceptable _____ *signature of committee chair* _____ *date* _____

Committee member signature/date	Pass/Fail	Committee member signature/date	Pass/Fail
_____	_____	_____	_____
_____	_____	_____	_____

By initialing, the committee chair certifies that the required edits were made and the final document is approved for electronic submission.

- Submit to the Graduate School after all activities have been successfully completed
- Keep copies for your files



THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
The Graduate School

REPORT OF APPROVED SUBSTITUTE FOR A MASTER'S THESIS

Student's Name _____ PID# _____
Department/Curriculum/School: _____

This student has successfully completed a project or course as a thesis substitute in partial fulfillment of the requirements for the master's degree.

Project/course title/number and description:

Date work submitted: _____

I certify that this student was registered as required during the term(s) this work was completed.

signature of committee/department chair *date*

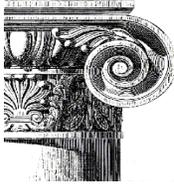
This report is required in all instances where a formal thesis is not submitted. Where approved substitute is a course in progress, please indicate the number of that course and "in progress" on the date submitted line.

Substitute must be on record has having been reviewed & approved by the Graduate School.

Submit copies 1 and 2 to the Graduate School. Keep copy 3 for your departmental file.

NOTE: Student must be registered as required during the term(s) this work was completed.

revised 6-2001



THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
The Graduate School

PROGRAM CERTIFICATION OF DEGREE REQUIREMENTS FORM

Student's Name _____	PID# _____
Student's Email Address _____	
Major: _____	Degree Intent: _____

Together with university and Graduate School requirements, all program-level requirements for a graduate degree must be satisfied and properly documented before The Graduate School can complete degree clearance.

By approving this form, the graduate program is certifying that the student has met all program requirements for degree clearance. Such requirements may include specific coursework, foreign language certification, or any other requirements tracked at the degree program level.

Approved: _____	_____	Not approved: _____	_____
<i>Director of Graduate Studies</i>	<i>Date</i>	<i>Director of Graduate Studies</i>	<i>Date</i>

Please submit this form to The Graduate School for processing and inclusion in the student record when all program requirements are completed. It should only be submitted once.

Degree requirements tracked at the university and Graduate School level, such as exam results and thesis/substitute or dissertation defenses, should continue to be submitted on appropriate forms.

Graduate School Graduation Tracking Action: _____

Updated: 1/2013

CACREP Standards

CACREP

The general CACREP standards are as follows:

G. Common core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the program.

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:
 - a. history and philosophy of the counseling profession;
 - b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
 - c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
 - d. self-care strategies appropriate to the counselor role;
 - e. counseling supervision models, practices, and processes;
 - f. professional organizations, including membership benefits, activities, services to members, and current issues;
 - g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
 - h. the role and process of the professional counselor advocating on behalf of the profession;
 - i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
 - j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:
 - a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
 - b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
 - c. theories of multicultural counseling, identity development, and social justice;
 - d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
 - e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
 - f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:
 - a. theories of individual and family development and transitions across the life span;
 - b. theories of learning and personality development, including current understandings about neurobiological behavior;
 - c. effects of crises, disasters, and other trauma-causing events on persons of all ages;

- d. theories and models of individual, cultural, couple, family, and community resilience;
- e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;
- f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
- h. theories for facilitating optimal development and wellness over the life span.

4. CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:

- a. career development theories and decision-making models;
- b. career, a vocational, educational, occupational and labor market information resources, and career information systems;
- c. career development program planning, organization, implementation, administration, and evaluation;
- d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
- e. career and educational planning, placement, follow-up, and evaluation;
- f. assessment instruments and techniques relevant to career planning and decision making; and
- g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

- a. an orientation to wellness and prevention as desired counseling goals;
- b. counselor characteristics and behaviors that influence helping processes;
- c. essential interviewing and counseling skills;
- d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
- e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
- f. a general framework for understanding and practicing consultation; and
- g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

- a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
- c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;

- d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
- e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

7. **ASSESSMENT**—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:
- a. historical perspectives concerning the nature and meaning of assessment;
 - b. basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
 - c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
 - d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
 - e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
 - f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
 - g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.
8. **RESEARCH AND PROGRAM EVALUATION**—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:
- a. the importance of research in advancing the counseling profession;
 - b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
 - c. statistical methods used in conducting research and program evaluation;
 - d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
 - e. the use of research to inform evidence-based practice; and
 - f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

The CACREP Standards for Clinical Mental Health Counseling (CMHC) are as follows:

CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains:

FOUNDATIONS

A. Knowledge

1. Understands the history, philosophy, and trends in clinical mental health counseling.
2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.
3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.
4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.
5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.
6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.
7. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems).
8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.
9. Understands the impact of crises, disasters, and other trauma-causing events on people.
10. Understands the operation of an emergency management system within clinical mental health agencies and in the community.

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.
2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.
3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).
4. Knows the disease concept and etiology of addiction and co-occurring disorders.
5. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.
6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.
7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.

9. Understands professional issues relevant to the practice of clinical mental health counseling.

D. Skills and Practices

1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
4. Applies effective strategies to promote client understanding of and access to a variety of community resources.
5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
6. Demonstrates the ability to use procedures for assessing and managing suicide risk.
7. Applies current record-keeping standards related to clinical mental health counseling.
8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.
2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.
3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.
4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.
5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.
6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.

F. Skills and Practices

1. Maintains information regarding community resources to make appropriate referrals.
2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.
3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

ASSESSMENT

G. Knowledge

1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.
2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.
3. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.
4. Identifies standard screening and assessment instruments for substance use disorders and process addictions.

H. Skills and Practices

1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.
3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.
4. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.

RESEARCH AND EVALUATION

I. Knowledge

1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.
2. Knows models of program evaluation for clinical mental health programs.
3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.

J. Skills and Practices

1. Applies relevant research findings to inform the practice of clinical mental health counseling.
2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.
3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.

DIAGNOSIS

K. Knowledge

1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)*.
2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.
3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.
4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.
5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma causing event.

L. Skills and Practices

1. Demonstrates appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.
2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

The CACREP Standards for Rehabilitation Counseling (CMHC) are as follows:

REHABILITATION COUNSELING

Students who are preparing to specialize as rehabilitation counselors will demonstrate the knowledge, skills, and attitudes necessary to address varied issues within the rehabilitation counseling context. Rehabilitation counselors work collaboratively with individuals with disabilities, their support systems, and their environments to achieve their personal, social, psychological, and vocational goals. Counselor education programs with a specialty area in rehabilitation counseling must document where each of the lettered standards listed below is covered in the curriculum.

FOUNDATIONS

1. History, legislation, systems, philosophy, and current trends of rehabilitation counseling
2. Theories, models, and interventions related to rehabilitation counseling
3. Principles and processes of vocational rehabilitation, career development, and job development and placement
4. Principles of independent living, self-determination, and informed choice
5. Principles of societal inclusion, participation, access, and universal design, with respect for individual differences
6. Classification, terminology, etiology, functional capacity, prognosis, and effects of disabilities
7. Methods of assessment for individuals with disabilities, including testing instruments,
8. Individual accommodations, environmental modification, and interpretation of results

CONTEXTUAL DIMENSIONS

1. Professional rehabilitation counseling scope of practice, roles, and settings
2. Medical and psychosocial aspects of disability, including attention to coexisting conditions
3. Individual response to disability, including the role of families, communities, and other social networks
4. Information about the existence, onset, degree, progression, and impact of an individual's disability, and an understanding of diagnostic systems including the International Classification of Functioning, Disability and Health (ICF), International Classification of Diseases (ICD), and Diagnostic and Statistical Manual of Mental Disorders (DSM)
5. Impact of psychosocial influences, cultural beliefs and values, diversity and social justice issues, poverty, and health disparities, with implications for employment and quality of life for individuals with disabilities
6. Impact of socioeconomic trends, public policies, stigma, access, and attitudinal barriers as they relate to disability
7. Awareness and understanding of the impact of crisis, trauma, and disaster on individuals with disabilities, as well as the disability-related implications for emergency management preparation
8. Impact of disability on human sexuality
9. Awareness of rehabilitation counseling specialty area services and practices, as well as specialized services for specific disability populations
10. Knowledge of organizational settings related to rehabilitation counseling services at the federal, tribal, state, and local levels
11. Education and employment trends, labor market information, and resources about careers and the world of work, as they apply to individuals with disabilities
12. Social Security benefits, workers' compensation insurance, long-term disability insurance, veterans' benefits, and other benefit systems that are used by individuals with disabilities individual needs for assistive technology and rehabilitation services
13. Advocacy on behalf of individuals with disabilities and the profession as related to disability and disability legislation
14. Federal, tribal, state, and local legislation, regulations, and policies relevant to individuals with disabilities
15. Professional organizations, preparation standards, and credentials relevant to the practice of rehabilitation counseling
16. Legal and ethical aspects of rehabilitation counseling, including ethical decision-making models
17. Administration and management of rehabilitation counseling practice, including coordination of services, payment for services, and record keeping

PRACTICE

1. Evaluation of feasibility for services and case management strategies that facilitate rehabilitation and independent living planning
2. Informal and formal assessment of the needs and adaptive, functional, and transferable skills of individuals with disabilities
3. Evaluation and application of assistive technology with an emphasis on individualized assessment and planning
4. Understanding and use of resources for research and evidence-based practices applicable to rehabilitation counseling
5. Strategies to enhance coping and adjustment to disability

6. Techniques to promote self-advocacy skills of individuals with disabilities to maximize empowerment and decision-making throughout the rehabilitation process
7. Strategies to facilitate successful rehabilitation goals across the lifespan
8. Career development and employment models and strategies to facilitate recruitment, inclusion, and retention of individuals with disabilities in the work place
9. Strategies to analyze work activity and labor market data and trends, to facilitate the match between an individual with a disability and targeted jobs
10. Advocacy for the full integration and inclusion of individuals with disabilities, including strategies to reduce attitudinal and environmental barriers
11. Assisting individuals with disabilities to obtain knowledge of and access to community and technology services and resources
12. Consultation with medical/health professionals or interdisciplinary teams regarding the physical/mental/cognitive diagnoses, prognoses, interventions, or permanent functional limitations or restrictions of individuals with disabilities
13. Consultation and collaboration with employers regarding the legal rights and benefits of hiring individuals with disabilities, including accommodations, universal design, and workplace disability prevention