

2021-2022



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

Department of Allied Health Sciences

*The University of North Carolina at Chapel Hill*

**STUDENT HANDBOOK**



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## SECTION I: GENERAL INFORMATION

### MISSION STATEMENT

The mission of the Division of Clinical Rehabilitation and Mental Health Counseling (the “Division”) is to serve the people of North Carolina by educating rehabilitation and mental health counselors with the knowledge and expertise to provide services to the State’s 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 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 Clinical Rehabilitation and Mental Health Counseling 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 serve as 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 Division 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, School of Medicine at the University of North Carolina at Chapel Hill. The Division of Clinical Rehabilitation and Mental Health Counseling is fully accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) through October 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 specialized education in either Clinical Rehabilitation and Mental Health Counseling—Developmental Disabilities (DD) track, the Clinical Rehabilitation and Mental Health Counseling— Psychiatric Disabilities (PD) track or the Dual 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, or pursues the dual track, which specializes in both.** 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
<b>Eileen J. Burkner</b> , PhD, CRC, LP Division Director Professor	4103 Bondurant Hall Campus Box 7205 Chapel Hill, NC 27599-7205	Office: 919-966-9125	<a href="mailto:eburker@med.unc.edu">eburker@med.unc.edu</a>
<b>Dara Chan</b> ScD, CRC Associate Professor	4105 Bondurant Hall Campus Box 7205 Chapel Hill, NC 27599-7205	Office: 919-843-4471	<a href="mailto:dara_chan@med.unc.edu">dara_chan@med.unc.edu</a>
<b>Blaise Morrison</b> , PhD, CRC, PC Assistant Professor	4108 Bondurant Hall Campus Box 7205 Chapel Hill, NC 27599-7205	Office: 919-843-7385	<a href="mailto:blaise_morrison@med.unc.edu">blaise_morrison@med.unc.edu</a>
<b>Eniko Rak</b> , PhD, CRC Associate Professor	4104 Bondurant Hall Campus Box 7205 Chapel Hill, NC 27599-7205	Office: 919-843-5138	<a href="mailto:eniko_rak@med.unc.edu">eniko_rak@med.unc.edu</a>
<b>Terra Rose</b> , PsyD, LP, LCMHC-QS Assistant Professor	4102 Bondurant Hall Campus Box 7205 Chapel Hill, NC 27599-7205	Office: 919-843-4730	<a href="mailto:terra_rose@med.unc.edu">terra_rose@med.unc.edu</a>
<b>Judy Schmidt</b> , EdD, CRC, LCMHCA Clinical Assistant Professor	4101 Bondurant Hall Campus Box 7205 Chapel Hill, NC 27599-7205	Office: 919-966-5980	<a href="mailto:judy_schmidt@med.unc.edu">judy_schmidt@med.unc.edu</a>
<b>Amy Johnson</b> , PhD Adjunct Faculty	4092 Bondurant Hall Chapel Hill, NC 27599-7205		<a href="mailto:ajohnson@unc.edu">ajohnson@unc.edu</a>
<b>Vickie Carpenter</b> , MS, LCMHCS Adjunct Faculty	4092 Bondurant Hall Chapel Hill, NC 27599-7205		<a href="mailto:vickie_carpenter@med.unc.edu">vickie_carpenter@med.unc.edu</a>
<b>Lindsay Fought</b> , Psy.D. Adjunct Faculty	4092 Bondurant Hall Chapel Hill, NC 27599-7205		<a href="mailto:lindsay_fought@med.unc.edu">lindsay_fought@med.unc.edu</a>
<b>ADMINISTRATIVE SUPPORT</b>			
<b>Ms. Ina Diana</b> Program Assistant	1033 Bondurant Hall Campus Box 4273 Chapel Hill, NC 27599	Main Line: 919-966-1007	<a href="mailto:idiana@med.unc.edu">idiana@med.unc.edu</a>

## Division of Clinical Rehabilitation and Mental Health Counseling 2021-2022 Calendar

<b>Fall Semester 2021 (Pending any pandemic-related changes)</b>	
Division of Clinical Rehabilitation and Mental Health Counseling Orientation	Tuesday, August 17
Classes Begin	Wednesday, August 18
Last day for all students to submit all clinical requirement checklist documents to Dr. Judy Schmidt via Castlebranch	Tuesday, August 31
Labor Day Holiday	Monday, September 6
Annual Alumni Networking Event	TBD
NCRA Conference	TBD
University Day	Tuesday, October 12
Fall Break	Thursday, October 21 - Friday, October 22
NCRE Fall Conference	TBD - Online
Thanksgiving Recess	Wednesday, November 24; Thursday, November 25; Friday, November 26
Classes End	Wednesday, November 1
Reading Days	Thursday, December 2 and Wednesday, December 8 *these may not apply to Division Graduate Program
Exams Begin	Friday, December 3
Exams End	Friday, December 10
<b>Spring Semester 2022 (Pending any pandemic-related changes)</b>	
Classes Begin	Monday, January 10
Martin Luther King Day	Monday, January 17
Spring Break begins 5:00 PM	Friday, March 11
Classes resume 8:00 AM	Monday, March 21
ACA Conference	April 7-10
Holiday	Friday, April 15
Classes End	Wednesday, April 27
Reading Days	Thursday, April 28 and Wednesday, May 4
Exam Days	April 29, 30, May 2, 3, 5, 6 (F,Sa,M, T,Th,F)
<b>First and Second Summer Sessions 2021</b>	
SS1 / SS2	May 11-June 16 / June 20-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.**

## 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

Division 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 student representative(s) to attend.

## SAFETY

Division faculty strongly discourages any student from working in Bondurant Hall or the classrooms alone after 5:00 p.m., unless authorized by faculty, Monday through Friday, or 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, with reduced rates for evening parking permits, 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](http://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 Students' 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. The SOM email account should be activated before orientation. To do so, students should visit <https://selfservice.unc.edu/>. For IT assistance you can visit [help.unc.edu](https://help.unc.edu/).

### STUDENT MAILBOXES

Each student is assigned a mailbox within the Division lab suite and given the door lock code to access their mailboxes 24 hours per day. Any mail, messages, memos, and announcements 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 is not responsible for materials left in mailboxes.

### STUDENT SERVICES

AHS Student Services Office (<https://www.med.unc.edu/ahs/students>)

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](mailto:brenda_mitchell@med.unc.edu) or by phone at 919-966-9038 in 1023 Bondurant Hall.

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

The Division 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 Handbook* at <https://handbook.unc.edu/> for further clarification.

## Graduate Student Center

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](mailto:maria.erb@unc.edu) or phone number at 919-966-2613. Kathy may be reached by email at [Kathy\\_wood@unc.edu](mailto: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](mailto: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 <https://gradschool.unc.edu/about/directory/>

## **UNIVERSITY RESOURCES:**

### Bookstores

The Bookstore at the *UNC Student Stores* 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

**Campus Health Services (CHS)** (<https://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 Division 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 about 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 (Mad Hatter) and several breakfast/lunch counter choices, e.g., Chick-Fil-A, as well as cold beverages (bottle and dispenser self-serve) and 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](mailto:learning_center@unc.edu)  
<https://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](mailto: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.

At this time, Library Services are online only due to COVID-19 precautions. Check your UNC email regularly for updates regarding on-campus library openings.

### 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> that provides a guide for getting the ONYEN user name and password created and becoming linked to the various on-campus resources.

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

Students can access their grades, register online, and make changes to their personal information at the Student Central Website of ConnectCarolina. 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 45-minute face-to-face sessions and an online tutoring system that allow 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 the 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 read, be aware of, understand and fully comply with all regulations, policies, procedures, and deadlines.***

**Course 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 or LATE.**

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

The ACA code of ethics is available via this link:

[https://www.counseling.org/docs/default-source/ethics/2014-code-of-ethics.pdf?sfvrsn=2d58522c\\_4](https://www.counseling.org/docs/default-source/ethics/2014-code-of-ethics.pdf?sfvrsn=2d58522c_4)

The CRCC Code of Ethics is available via this link:

<https://crccertification.com>

The UNC-Chapel Hill Honor Code is available via this link:

<https://catalog.unc.edu/policies-procedures/honor-code/>

The Code of Professional Ethics for Rehabilitation Counselors (CRCC, 2017) and the American Counseling Association Code of ethics (ACA, 2014) address professionalism in working relationships with other rehabilitation and mental health counselors, as well as colleagues from other disciplines in Section E, Relationships with Other Professionals and Employers (p. 16-17) and Section D, Relationships with Other Professionals (p. 10), respectively. These Codes of Professional Ethics emphasize the importance of being respectful of colleagues' opinions and practices, even when they differ from our own.

Counselors are respectful of approaches to counseling services that differ from their own and of traditions and practices of other professional groups with whom they work (CRCC, 2017; ACA, 2014).

Rehabilitation and mental health counselors “recognize their interactions with colleagues can influence the quality of services provided to clients...counselors develop positive working relationships and systems of

communication with colleagues” (ACA, 2014, Section D, p. 10). The Code of Professional Ethics also calls on us to work well with team members, “Rehabilitation counselors acknowledge the expertise of other professional groups and are respectful of their practices...even when not personally agreeing with such decisions, unless these decisions breach the Code” (CRCC, 2017, Section E.2, p. 17).

There will be times when you do not agree with faculty or members of your cohort while you are in the program. In accordance with these ethical guidelines, please practice respectful communication when interacting with your colleagues and as you work together, whether in class, for group projects, or in making decisions as a cohort. As noted in our Diversity Policy, we promote and value mutual respect, diversity, equity and inclusion in the classroom. We encourage you to model professional behavior and have open, honest and courteous communication with each other and faculty members as you prepare to engage in professional relationships in your practicum, internship, and future work settings.

**Food and Drink: Eating and drinking is not permitted in Bondurant as of Fall 2021 due to COVID-19 precautions.** Students are only allowed to eat outside during break or between classes. Students are allowed to store food in the Division Lab refrigerator to eat outside later. 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. Students will be provided at least one break in each class to get a snack to eat outside. It is unsafe, unprofessional, disrespectful, and distracting to eat while professors and guest speakers are lecturing.

**Social Networking and Digital Platforms.** The use of personal technology, including but not limited to: social networking, personal email, web surfing, texting, etc. during class is distracting to other students and faculty. It is also considered unprofessional behavior in the workplace. For this reason, as counselors-in-training, Division students are prohibited from engaging in the use of technology other than for the express purposes of class as outlined by faculty. Some students think that professors do not notice this going on in class. Not only do we notice, but students will also come to us to complain about the distraction of co-students engaging in online activities during class. 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. Personal use of phones and laptops is only permitted during break(s). If you are found to be on social media or digital platforms other than for the purpose of the class you are attending, you will be asked to put away your device. If the use of electronic devices during class becomes a continuous distraction, the faculty may implement a no use policy for their course.

Students within the Division 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 the Division does not restrict students from using online social network sites and/or digital platforms (examples: Facebook, LinkedIn, Instagram, Twitter, blogging sites), it is important that students 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 the Division 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 the Division 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 put 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.
- Students should not add or “friend” consumers with whom they are working or with whom they know professionally through the CRMH training program on their personal social media accounts. This recommendation is made in light of 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. Students should not take photos with clients.
- Ignorance of these regulations does not excuse students from adhering to them.

**Cell Phone Use.** The use of cell phones during class, discussion groups, supervision/advising meetings, clinical interviews, etc. is strongly discouraged. It is impossible to give someone your full attention when you are distracted by your phone, so please exercise good judgment and put cell phones away during these times. **Switch your phone to silent or turn it off completely.** Checking your Facebook, Twitter, Snapchat, or Instagram in a professional setting reflects poorly on you and is unprofessional. However, we do understand that circumstances will arise when you might need to monitor your phone or accept a call. We encourage you to explain the circumstance to the professor/supervisor prior to class.

**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. Each of your core faculty have earned a doctorate in their respective specialties and students are encouraged to address them appropriately.

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 Self-Care Policy: An Ethical Obligation.** The Codes of Professional Ethics for both mental health and rehabilitation counselors (ACA, 2014; CRCC, 2017) requires that counselors engage in self-care activities to maintain and promote their own physical, mental, & emotional well-being. Personal well-being is imperative in order to meet your professional responsibilities as a rehabilitation and/or mental health counselor. The Code of Professional Ethics for Rehabilitation Counselors emphasizes the importance of knowing when one is impaired and in need of personal help: “Rehabilitation counselors are alert to the signs of impairment due to their own health issues or personal circumstances and refrain from offering or providing professional services when such impairment is likely to harm clients or others. They

seek assistance for problems that reach the level of professional impairment, and if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined they may safely resume their work.” (Section D.3.a, p. 14).

Similarly, the ACA Code of Ethics mandates students “monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work” (ACA, 2014, Section F.5.b, p. 13).

Given these ethical guidelines, we encourage all students to engage in self-care activities and to monitor their mental and physical health regularly. If a student is unable to complete their full academic or clinical responsibilities due to personal health or related problems, it is the student’s responsibility to speak with their academic advisor so that appropriate assistance can be provided. In some cases, the student will be encouraged to seek mental health counseling to help ensure appropriate self-care. All faculty in the Division are dedicated to promoting student well-being and the development of self-care skills. As gatekeepers to the counseling profession, it is the faculty’s responsibility to ensure that all students are able to meet their professional obligations.

**Dress Code.** As part of the UNC School of Medicine, the Division follows the medical center’s “Professional Business Attire” policy. Neatness and appropriate attire promote the professional atmosphere of graduate school. This carries over into the clinical education component of the program once students begin interviewing and being a part of our clinical sites during practicum and internship. Thus, having a neat, clean, and well-groomed appearance is important.

Students attending conferences or visiting any of our program’s business partners are asked to dress in business casual attire unless more formal business attire is required. Faculty will guide students and are available for any questions.

Once students enter practicum and internship sites, they are required to follow the dress code of the organization for which they are working. This information is discussed during introductory supervision during clinical work. The Clinical Coordinator for the Division will share dress code policies for our clinical sites with second year students and can answer any specific questions.

**Student Performance & Remediation.** All students must 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 perform 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.

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 Division 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. Division 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
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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 in any class in the program 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 automatically. 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 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, 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 develop a 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 address 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 (<https://eoc.unc.edu/whoweare/our-team/>). 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 the Division include:

1. Address concerns with the faculty;

2. If concerns are not resolved, lodge an appeal in writing with the Division Director (or if the 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, submit 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 Evaluations.** 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 recommendations 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 course or the program. The faculty member and the Division Director read course evaluation forms annually. The Chair of the Department of Allied Health Sciences reviews the Division Director's course evaluations. 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 Division/DAHS copiers for personal use. Printers are available to CRMG students in the Division student Lab. The Division will provide limited cartridges and paper as the budget allows. 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 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 <https://edtech.unc.edu/service/cci-printing/#wheretoprint>. Please contact the UNC One Card Office at 919-962-1385 if you have further questions regarding usage of your printing allotment.

#### Lab (G083 Bondurant Hall)

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

Due to Covid, no food or drink is permitted in the lab classrooms or taping rooms. A strict policy of carry-in/carry-out applies to the lab. 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 the Division 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 Division office equipment (examples are printers, computers, and telephones) in the 4<sup>th</sup> floor 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 Division Lab, located in G083 Bondurant Hall, for students to use during open lab hours (which are posted on the lab door). Printer paper and ink cartridges will be provided by the Division 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.** 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 take 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 accommodations.** 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](https://accessibility.unc.edu)

## REHABILITATION SERVICES ADMINISTRATION (RSA) SCHOLARS GRANT POLICY

We are currently entering the 3rd year of two, 5-year RSA training grants. Students will be given information about how to apply for the RSA grants at the start of each school year. RSA scholars receive over \$5,000/semester for the 4 semesters they are chosen to be an RSA scholar (Fall and Spring each year).

### 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 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: (1) Written application 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. Only core faculty members can serve as readers. (Adjuncts cannot serve as 2<sup>nd</sup> readers.). You can designate someone outside the program, who may be a specialist in the topic area you choose, as an additional 3<sup>rd</sup> reader only.

Each faculty member has special areas of interest, expertise, and work experiences. The faculty can provide you with different points of view. Take the opportunity to get to know your faculty advisor as well as the other faculty members. **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 and faculty will meet to discuss incoming students' interests and faculty will meet to 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. Division 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 twice 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**

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 would 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. It is the student's responsibility to check to make sure their INC grade is changed prior to it automatically becoming an F. 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 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 the Division) after referring to the Division course curriculum and/or consulting with the advisor as questions arise. There will be some courses in your clinical education sequence that 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 Division 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 2022

The curriculum of the Division of Clinical Rehabilitation and Mental Health Counseling contains a total of 68 credit hours for the PD and DD tracks: 53 semester hours of academic work and 15 semester hours of clinical experience\*. A total of 71 credit hours are required for the Dual track students: 56 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 2022**

Fall Semester Year One (15 Credit Hours)		
Course #	Credit Hrs.	Course Name
CRMH 700	3	<b>Foundations of Clinical Rehabilitation &amp; Mental Health Counseling</b> Introduction to the history, philosophy, and profession of clinical rehabilitation and mental health counseling. Students will obtain an overview of the field, its consumers, and methods of service delivery.
CRMH 710	3	<b>A Multicultural Perspective of Developmental Counseling through the Lifespan</b> 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	<b>Fundamentals of Clinical Rehabilitation &amp; Mental Health Counseling Diagnosis &amp; Practice with People with Psychiatric &amp; Developmental Disabilities</b> 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	<b>Clinical Rehabilitation &amp; Mental Health Counseling Research &amp; Program Evaluation</b> 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	<b>Introduction to Clinical Rehabilitation &amp; Mental Health with People with Developmental Disabilities &amp; Psychiatric Disabilities</b> 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 (17 Credit Hours)		
CRMH 702	3	<b>Theories of Counseling</b> 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	<b>Medical &amp; Psychosocial Aspects of Disabilities</b> 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	<b>Career Development &amp; Employment: Counseling Persons with Disabilities</b> 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	<b>Applied Counseling Skills in Clinical Rehabilitation &amp; Mental Health Counseling</b> 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.
CRMH 992 <u>or</u> 993	3	<b>Master's Paper/Project in Clinical Rehabilitation &amp; Mental Health Counseling (CRMH 992) OR Thesis (CRMH 993)</b> 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.
<b>First Summer Session Year One (3 Credit Hours)</b>		
CRMH 822 (online)	3	<b>Marriage, Couple &amp; Family Counseling in Clinical Rehabilitation &amp; Mental Health Counseling Practice</b> 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.
<b>Second Summer Sessions Year One (3 Credits Hours)</b>		
CRMH 718 (online)	3	<b>Co-Occurring Disorders in Clinical Rehabilitation &amp; Mental Health Counseling</b> 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.
<b>Fall Semester Year Two (17 or 20 Credit Hours)</b>		
CRMH 706	3	<b>Tests &amp; Measurement in Clinical Rehabilitation &amp; Mental Health Counseling</b> 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	<b>Principles of Group Counseling in Clinical Rehabilitation &amp; Mental Health Counseling</b> 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	<b>Practicum in Clinical Rehabilitation &amp; Mental Health Counseling</b> 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 <u>AND/</u> <u>OR</u> *818	3	<b>Evidence-Based Counseling Practices with People with Developmental Disabilities (DD Track)</b> 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. <b>AND/OR</b> <b>Evidence-Based Counseling Practices with People with Psychiatric Disabilities (PD Track)</b> 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.
CRMH 992 <u>or</u> 993	3	<b>Master's Paper/Project in Clinical Rehabilitation &amp; Mental Health Counseling (CRMH 992) OR Thesis (CRMH 993 - See requirements in Student Handbook or Grad School Record).</b> Individual research supervised by a faculty, to explore an 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.

Spring Semester Year Two (13 Credit Hours)		
CRMH 810	10	<b>Internship in Clinical Rehabilitation &amp; Mental Health Counseling</b> Direct experience with clients/patients in either PD or DD settings.
CRMH 992 <u>or</u> 993**	3	<b>Master's Paper/Project in Clinical Rehabilitation &amp; Mental Health Counseling (CRMH 992) OR Thesis (CRMH 993 - See requirements in Student Handbook or Grad School Record).</b> Individual research supervised by a faculty, to explore an 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.
<b>Total Credit Hours = 68 PD and DD, 71 Dual Track</b>		
Other courses – optional		
CRMH 804	3	<b>Special Topics in Clinical Rehabilitation &amp; Mental Health Counseling</b> 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 2022

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)
- Internship with the population: CRMH 810 for Internship (See Section VI of the Handbook)

### Elective Course:

**Students who elect to take an elective must speak with their advisor 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 their advisor **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 practice as a clinical rehabilitation counselor and/or mental health counselor.
4. Submit all documents listed above to your advisor **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

PD TRACK	DD TRACK	DUAL (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
Total Credit Hours: 68 PD * <i>*Total may change depending on the number of semesters a student enrolls in 992/993.</i>	Total Credit Hours: 68 * DD	Total Credit Hours: 71* Dual

## COURSE OF STUDY- CLASS OF 2023

The curriculum of the Division of Clinical Rehabilitation and Mental Health Counseling, specified below, contains a total of 68 credit hours for the PD and DD tracks: 53 semester hours of academic work and 15 semester hours of clinical experience\*. A total of 71 credit hours are required for the Dual track students: 56 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 2023**

<b>Fall Semester Year One (15 Credit Hours)</b>		
<b>Course #</b>	<b>Credit Hrs.</b>	<b>Course Name</b>
<b>CRMH 700</b>	<b>3</b>	<b>Foundations of Clinical Rehabilitation &amp; Mental Health Counseling</b> Introduction to the history, philosophy, and profession of clinical rehabilitation and mental health counseling. Students will obtain an overview of the field, its consumers, and methods of service delivery.
<b>CRMH 710</b>	<b>3</b>	<b>A Multicultural Perspective of Developmental Counseling through the Lifespan</b> 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.
<b>CRMH 712</b>	<b>3</b>	<b>Fundamentals of Clinical Rehabilitation &amp; Mental Health Counseling Diagnosis &amp; Practice with People with Psychiatric &amp; Developmental Disabilities</b> 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.
<b>CRMH 800</b>	<b>3</b>	<b>Clinical Rehabilitation &amp; Mental Health Counseling Research &amp; Program Evaluation</b> 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.
<b>CRMH 814</b>	<b>3</b>	<b>Introduction to Clinical Rehabilitation &amp; Mental Health with People with Developmental Disabilities &amp; Psychiatric Disabilities</b> 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.
<b>Spring Semester Year One (17 Credit Hours)</b>		
<b>CRMH 704</b>	<b>3</b>	<b>Medical &amp; Psychosocial Aspects of Disabilities</b> 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.
<b>CRMH 708</b>	<b>3</b>	<b>Career Development &amp; Employment: Counseling Persons with Disabilities</b> 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.
<b>CRMH 806</b>	<b>5</b>	<b>Applied Counseling Skills in Clinical Rehabilitation &amp; Mental Health Counseling</b> 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.

CRMH 992 or 993	3	<b>Master's Paper/Project in Clinical Rehabilitation &amp; Mental Health Counseling (CRMH 992) OR Thesis (CRMH 993)</b> 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.
<b>First Summer Session Year One (3 Credit Hours)</b>		
CRMH 822 (online)	3	<b>Marriage, Couple &amp; Family Counseling in Clinical Rehabilitation &amp; Mental Health Counseling Practice</b> 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.
<b>Second Summer Sessions Year One (3 Credits Hours)</b>		
CRMH 718 (online)	3	<b>Co-Occurring Disorders in Clinical Rehabilitation &amp; Mental Health Counseling</b> Introduces occurrence of psychiatric conditions co-occurrence of substance abuse +/- developmental disabilities, examining history including traditional recovery models, contradictory practices, bio-physiological effects and shift from separate to parallel to integrated treatment approaches.
<b>Fall Semester Year Two (17or 20 Credit Hours)</b>		
CRMH 706	3	<b>Tests &amp; Measurement in Clinical Rehabilitation &amp; Mental Health Counseling</b> 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	<b>Principles of Group Counseling in Clinical Rehabilitation &amp; Mental Health Counseling</b> 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	<b>Practicum in Clinical Rehabilitation &amp; Mental Health Counseling</b> 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	3	<b>Evidence-Based Counseling Practices with People with Developmental Disabilities (DD Track)</b> 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.

CRMH 992 <u>or</u> 993	3	<b>Master's Paper/Project in Clinical Rehabilitation &amp; Mental Health Counseling (CRMH 992) OR Thesis (CRMH 993 - See requirements in Student Handbook or Grad School Record).</b> 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.
<b>Spring Semester Year Two (16 Credit Hours)</b>		
CRMH 810	10	<b>Internship in Clinical Rehabilitation &amp; Mental Health Counseling</b> Direct experience with clients/patients in either PD or DD settings.
CRMH 992 <u>or</u> 993**	3	<b>Master's Paper/Project in Clinical Rehabilitation &amp; Mental Health Counseling (CRMH 992) OR Thesis (CRMH 993 - See requirements in Student Handbook or Grad School Record).</b> 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.
<b>Total Credit Hours = 68 PD and DD, 71 Dual Track</b>		
Other courses – optional		
CRMH 804	3	<b>Special Topics in Clinical Rehabilitation &amp; Mental Health Counseling</b> 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 2022

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)
- Internship with the population: CRMH 810 for Internship (See Section VI of the Handbook)

Elective Course:

**Students who elect to take an elective must speak with their advisor 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 their advisor **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 practice as a rehabilitation counselor and/or mental health counselor.
4. Submit all documents listed above to your advisor **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

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
Total Credit Hours: 68 PD* <i>*Total may change depending on the number of semesters a student enrolls in 992/993.</i>	Total Credit Hours: 68 DD*	Total Credit Hours: 71 Dual*

## 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 1<sup>st</sup> or 2<sup>nd</sup> year class. In both cases, students are strongly encouraged to complete their Master's paper **prior** to these deadlines.

### 2021-2023 DEADLINE DATES FOR 1ST YEAR STUDENTS

#### Fall 2021

**November 11, 2021** – Initial version of the literature review and methodology sections due to CRMH 800 Instructor. 7-8 pages of text. **The final proposal paper length will be between 12-15 pages of text (no more than 15 pages), without the Title, Abstract and Reference pages.** The initial version of the proposal paper is a condensed version of the proposal paper you will be developing during the Spring Semester of your 1<sup>st</sup> year of study.

#### Spring 2022

**January 21, 2022** – First full 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 15, 2022**. *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 15, 2022** – 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 22, 2022** – Last day for formal proposal meeting with Research Chair and Reader. Last day of classes. Note that this date may be changed if semester dates change due to the covid pandemic.

**Fall 2022: Please note that you cannot begin practicum until you have proposed your paper, project or thesis.**

**October 14, 2022** – First full draft of the final paper due to your Research Chair. **In general, the final paper should be 32 to 35 pages of text, not including Title, Abstract and References. Incomplete first drafts that are missing sections or significantly shorter than the required length of the final paper will be returned without review and will not be considered as a full draft submitted.** Please note that a maximum of 3 drafts of the final paper will be reviewed by your Chair.

## Spring 2023

**January 13, 2023** - Second draft of the final paper due to the Research Chair. **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.**

**April 7, 2023**– FINAL COPY of the paper due to Research Chair. Deadline for scheduling defense date with research Chair & Reader.

**April 21, 2023** - Last day for paper defense. **Missing this deadline will cause your final grade to drop by a letter grade and will delay graduation. 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.**

**Here is the link for thesis deadlines:**

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

## 2020-2022 DEADLINE DATES FOR 2ND YEAR STUDENTS

### Fall 2020

**October 29, 2020** – Initial version of the literature review and methodology sections due to CRMH 800 Instructor. 7-8 pages of text. **The final proposal paper length will be between 12-15 pages of text (no more than 15 pages), without the Title, Abstract and References.** The initial version of the proposal paper is a condensed version of the proposal paper you will be developing during the Spring Semester of your 1<sup>st</sup> year of study.

### Spring 2021

**January 22, 2021** – **First** full 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 16, 2021**. *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 16, 2021** – 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 the 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 23, 2021** - Last day for formal proposal meeting with Research Chair and Reader. Last day of classes. **Note that this date may be changed if semester dates change due to the covid pandemic.**

### Fall 2021

**Please note that you cannot begin practicum until you have proposed your paper, project or thesis.**

**October 15, 2021** - First full draft of the final paper due to your Research Chair. **In general, the final paper should be 32 to 35 pages of text, not including Title, Abstract and References. Incomplete first drafts that are missing sections or significantly shorter than the required length of the final paper will be returned without review and will not be considered as a full draft submitted.** Please note that a maximum of 3 drafts of the final paper will be reviewed by your Chair.

### Spring 2022

**January 14, 2022** - Second draft of the final paper due to the Research Chair. **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.**

**April 8, 2022**– FINAL COPY of the paper due to Research Chair. Deadline for scheduling defense date with research Chair & Reader.

**April 22, 2022** - Last day for paper defense. *Missing this deadline will cause your final grade to drop by a letter grade and will delay graduation. 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:  
<https://registrar.unc.edu/academic-services/graduation/important-graduation-%20dates/>

## RESEARCH PAPER/PROJECT/THESIS GUIDELINES

**Please make sure you are in the right section of CRMH 992 or 993. You should register for the section under your advisor's name. Please make sure to sign up for CRMH 992 if you are doing a paper or a project. Sign up for CRMH 993 if you are doing a thesis.**

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.

Each time you give your Chair a draft of your proposal or final paper, your Chair will make comments and edits to your paper using track changes to improve the paper. It is critical that you respond to every comment/suggestion. If you do not respond to your Chair's comments and make the required changes, your Chair will return the paper to you without reading it and ask you to respond to his/her comments. This will delay your progress on your paper.

*Please do not give your reader a draft of your proposal until your Chair tells you to do so.* 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 2<sup>nd</sup> 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 3<sup>rd</sup> 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 3<sup>rd</sup> 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/your product?
  - f. Proposal presentation should include NO MORE THAN 15 slides total.
- 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, or schedule a *Zoom at UNC* meeting and send the Zoom link if we are not meeting in person.
- 4) Provide hard copies of your PPT 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 the Division 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 should list 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, or schedule a Zoom at UNC meeting and send the Zoom link if we are not meeting in person.

- 3) Provide hard copies of your PPT presentation to both your Chair and reader at the actual presentation.
- 4) Students must provide the Division 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.
- 5) You must also bring completed **copies of graduation paperwork** (3 forms at the end of the Handbook) to your defense meeting for your Chair and reader to sign and submit to the Graduate School in order to graduate.

## 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 is chosen at the discretion of the student. The reader must be a core faculty member (Burker, Chan, Morrison, Rak, Rose, Schmidt). There is an option for adding an additional Reader. If you feel that you would benefit from an additional reader from someone outside the core faculty, please discuss this with your Chair prior to asking a 2<sup>nd</sup> 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. Please meet with your academic advisor as you decide on the topic you plan to work on in the research course.

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 CRMH 992 and CRMH 993. During both meetings, the student will use a multimedia slide presentation to propose and defend their paper, project, or thesis. **Clean copies of all papers must be submitted in electronic form (or photo of project if not in electronic form) 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 Division 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 22, 2022 for 2<sup>nd</sup> year students and April 21, 2023 for 1<sup>st</sup> 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 22, 2022 for 2<sup>nd</sup> year students and by April 21, 2023 for 1<sup>st</sup> 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 your research questions)
- Methods
- Results
- Discussion
- References

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 Clinical Rehabilitation and Mental Health Counseling should be reviewed. These include but are not limited to: *Journal of Rehabilitation*, *Journal of Vocational Rehabilitation*, *Journal of Applied Rehabilitation Counseling (JARC)*, *Rehabilitation Counseling Bulletin* and the *Journal of Counseling and Development*. 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 without permission of the Chair. 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 be at least 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 depending 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.*

**If your first draft contains significant changes, please consider working with the UNC Writing Center to benefit from their free assistance. Take advantage of all the resources available to you to grow as a writer during your time at UNC!**

It is a graduate school rule that students must be enrolled in CRMH 992 or 993 every semester they are working on their paper, project or thesis. Once the paper, project or thesis is complete, you do not need to enroll in CRMH 992 or 993.

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

	Poor	Good	Excellent
<p>Introduction</p> <ul style="list-style-type: none"> <li>• Orientation to topic</li> <li>• Problem Statement</li> </ul>	<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>
<p>Body</p> <ul style="list-style-type: none"> <li>• Findings/ Results</li> <li>• Synthesis of literature</li> </ul>	<p>Content loosely related to research questions. <b>Excessive quoting of material and other research.*</b> 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>
<p>Conclusions</p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Conclusions</li> <li>• Research Implications</li> </ul>	<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 is appropriate. Conclusions and implications for future research and practice are strongly supported.</p>
<p>Grammar and Style</p> <ul style="list-style-type: none"> <li>• Clarity of writing</li> <li>• Mechanics</li> <li>• APA Style</li> </ul>	<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>
<p>Presentation</p> <ul style="list-style-type: none"> <li>• Slides</li> <li>• Mastery of Topic</li> <li>• Answering Questions</li> <li>• Professional Appearance</li> </ul>	<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>

\*Use quotations *sparingly*. Paraphrase the literature that you are presenting and cite your references per APA style. Use quotes only for impact or when paraphrasing results in a loss of impact. A good introduction will have a maximum of 1 to 3 quotes.

## 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 the curriculum section of the handbook 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 and mental health 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. **Prerequisite 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. **Prerequisite 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, the student must also send a letter 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 faculty approves the student's request, 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 CRMH 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 HIPAA 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 2 hours per week of group (with no more than 12 students/group) supervision by a program faculty member and in addition one hour of individual supervision by the practicum 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 or Mental Health Counseling (CRC and/or LCMHC preferred) or in another credentialed counseling-related field (e.g., Clinical or Counseling Psychology). Students are also required to attend a didactic seminar and group supervision as well. 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 Division 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 an LPC/LCMHC or in another credentialed counseling-related field. Students are expected to attend a scheduled seminar and participate in group supervision on campus with Division faculty. No more than **12** students in each group. 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 (Practicum and Internship)**

### Division 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 Mental Health Counseling (LPC/LCMHC), 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
  - Influenza vaccination each fall
  - Results of Drug Tests and fingerprinting (if required by Clinical Site)
3. Results of current criminal background check\* (completed during summer after first year) 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 their master's paper, project or thesis, they will not be allowed to begin practicum in the fall of their 2<sup>nd</sup> year.

Criminal Background checks are facilitated through CastleBranch during the summer after the first year of courses before beginning clinical rotations in the Fall of the second year. 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](mailto:servicedesk.cu@castlebranch.com) Do not contact Division faculty if 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 or the Clinical Coordinator immediately.

**For Academic Year 2021 - 2022**, all students completing their clinical work are **required** to follow the **COVID - 19 guidelines for participating in clinical training** established by the UNC School of Medicine and the Department of Allied Health Sciences. These processes assure safety for students, clinical sites, and patients/clients being served. Students are also to comply with their clinical site's guidelines for COVID-19 safety. Failure to comply with these guidelines may result in dismissal from clinical training and may possibly delay graduation.

Students are responsible for completing all requested requirements and providing the Clinical Coordinator with all documentation **before the semester starts or by the designated due dates via the class 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, 2022 or internship may be 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 Division 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 successful interview and an offer for practicum opportunity by the site.
- A fully executed Affiliation Agreement between the site and the University is necessary.
- Willingness of an individual at the site with at least a Master's Degree or higher in Rehabilitation Counseling (CRC preferred) or Mental Health Counseling (LPC/LCMHC) 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 their academic advisor
- Student's demonstrated skill and ability as well as professional presentation
- Final decisions on placement sites will be made based upon site availability, student interest in site, the faculty's judgment and documentation of the student's ability to perform the various tasks, duties, and demands of each site, and an offer for a practicum placement by the site supervisor following the site interview.
- The faculty advisor or Clinical Coordinator 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 by February 15th.
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/skill level in Division 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 or a designee. 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 their practicum at the site.**
8. The Clinical Coordinator or a designee 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 Clinical Coordinators will notify the student 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. In September, the Clinical Coordinator or designee will contact clinical sites for availability to work with interns and begin developing the list of available sites. Students should begin exploring specific interests for internship with their Faculty Advisor and the Clinical Coordinator by September 16, 2021. **Under no circumstances should a student contact a site directly.**
2. By September 23, 2021 students should submit an Internship request form to the faculty advisor and identify their top 3-4 sites. Students are to update their resume and have them reviewed by their faculty advisor or Clinical Coordinator.
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 reconfirm site availability and connect students to interview. The student then connects with the site to arrange an interview and sends their resume for the site's review before the 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 their practicum at the site.**
6. The Clinical Coordinator or designee 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 Clinical Coordinator will notify the student and the process described above will be repeated.
7. Verification to confirm the intern placement with a site is then made by the Division.
8. 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/LCMHC 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 pre-authorized 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 or designee 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 Clinical Coordinator, faculty supervisor and site supervisor will make the final decision. 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. Completion of clinical training will be determined 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. Per our contractual agreements with clinical training sites, student liability insurance coverage ends when a semester ends and students have completed all clinical training goals.

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

### GRADUATION PLANNING

Graduation is self-funded and run, in other words, the graduating class is in charge of organizing and running graduation, under the guidance of the faculty advisor for the student group. At the beginning of second semester, RCA takes the total amount of money they have, and they divide it evenly between the two cohorts. The half that the second years receive is the money that is used toward their graduation.

Graduation ceremonies for Division students are typically held on Friday evening or the Saturday before Mother's Day. All students are expected to attend the Division graduation ceremony. The large university-wide commencement is generally on Mother's Day, and students are encouraged to walk in that ceremony in addition to the Division ceremony.

In years past, cohorts have opted to use free spaces on campus for the Division graduation to reduce costs. The MBRB building is most often used, as it is closest to Bondurant and has beautiful auditoriums. Day, time, and location all need to be decided as a class. There are other venues that can be rented for a fee if that is something of interest, for example, The Friday Center, The Rizzo Center etc. When deciding a venue, it is important to book the room (if on campus) or venue in advance, and also note the maximum occupancy so that students can know how many family members and friends they may bring. Once a venue has been chosen, the remainder of the money can be spent on light refreshments for the ceremony, decorations (balloons, table clothes etc.), a cake, and a photographer, for example.

It is also important that the first-year cohort helps during the graduation day with the transportation of food, set-up, and cleanup so that the day can run smoothly for the graduates.

Additionally, the graduating class may choose a core faculty member to speak at graduation and will choose a graduating student to speak. Some classes choose to invite an additional guest speaker. Students also need to invite Dr. Hooper, Chair of AHS to speak. His schedule fills up early, so please be sure to invite him as early as possible.

Although it seems early, this is an important conversation to be had in the spring semester of your first year so that RCA can plan fundraising accordingly and arrangements can be made.

### GRADUATION CHECKLIST

Once ideas for graduation are formulated, at least 4 students should be nominated and approved to work as the "Graduation Committee" for their class. These students have the responsibility of planning the graduation and providing feedback and information to the class for final approval of plans.

The Faculty Advisor for the Division RCA group is also the Faculty Advisor for graduation. The Faculty Advisor should be kept informed and involved during the planning stages. The Faculty Advisor also has a folder with information from previous graduations available for review.

*Please use this checklist for planning graduation:*

1. RCA executive committee meets to discuss graduation ideas and holds a meeting with all students to begin planning. Select a minimum of 4 students to be the Graduation Committee.

2. Members of the Graduation Committee will be designated to handle the following duties:

- Liaison with the venue on details such as coordinating logistics for graduation, available times for graduation, access to the building, parking, guidelines for food and beverage and clean up, etc.
- Invitations
- Programs
- Speaker Liaison – coordinate details with speakers
- Food – set up and clean up

3. The committee is responsible for researching available space for graduation and selecting the time of the ceremony.

4. All students in the graduating class are to vote. Notify the Faculty Advisor of day, time, and site for graduation.

5. Invite Dr. Burkner, the Division Director, to speak and act as MC for the graduation.

6. Invite Dr. Hooper, the Associate Dean and Chair of the Department of Allied Health Sciences, to speak.

7. All students in the graduating class are to vote on the following:

A) A current, core Division Faculty Member to speak

B) A graduating, fellow student to speak

C) The Graduation Committee will draft a timeline for the graduation ceremony. An hour is usually allotted for the ceremony. The timeframe for refreshments after the ceremony is determined by the venue based on their schedule of other graduation ceremonies for the selected day.

D) Speakers for graduation are to be made aware of time allotment for speaking. A 10-minute length usually fits well with the hour-long format for graduation.

E) PowerPoint slides should be created for graduation and the committee should coordinate this. These slides typically have a photo of the graduate, their track, and the title of their paper/project or thesis at a minimum. Some also include where they completed practicum and internship or where they have accepted a job or PhD program post-graduation.

F) Present all speakers with a token of appreciation from the class.

## **GRADUATION REQUIREMENTS**

The requirements for graduation in the Division academic program for the Class of 2022 and Class of 2023 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 of Science degree in Clinical Rehabilitation and Mental Health Counseling will be conferred upon those members of the Class of 2022 and Class of 2023 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. Please do not miss the deadline for this paperwork!

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 3 forms related to your Master's paper, project, or thesis and bring these completed forms with you to your defense meeting, or email your completed forms to your Chair and reader if defending via Zoom.** After your final defense, give these to your Chair so that they can be taken to the graduate school. These 3 forms are found at the end of this student handbook in Appendix C.

This link provides information on important graduate school deadlines:

[h <http://gradschool.unc.edu/academics/resources/graddeadlines.html>](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 Commission on Rehabilitation Counselor Certification (CRCC), the oldest credentialing agency in the Rehabilitation and Counseling fields, administers the CRC credential. The National Commission accredits the CRCC 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 Clinical Mental Health Counselor (NLCMHC)

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

For information about obtaining the LCMHC in North Carolina, please visit the North Carolina Board of Licensed Clinical Mental Health 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 at the end of this handbook in Appendix A. 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 AND COMMUNITY STANDARDS

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 CRMH related conferences, meetings, seminars, workshops, etc.** Our students have presented at the NCRCA/VEWAA state conference, the NCRA conference, the NCRE/RSA national conference the annual ACA national conference, and our state counseling conferences. 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 Counseling Association (ACA)  
6101 Stevenson Avenue, Suite 600  
Alexandria, VA 22304  
Phone: 800-347-6647  
Fax: 800-473-2329  
<http://www.counseling.org>

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>

National Rehabilitation Counseling 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/>

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

American Association on Intellectual and Developmental Disabilities 501 3<sup>rd</sup> Street NW, Suite 600  
Washington, DC 20001  
Phone: 202-387-1968  
Fax: 202-387-2193  
<https://aidd.org/>

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](http://www.thearc.org)

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

**APPENDIX A**  
**CACREP Standards and FAQ**

**SECTION 2: PROFESSIONAL COUNSELING IDENTITY**

The following Standards apply to all entry-level and doctoral-level programs for which accreditation is being sought unless otherwise specified.

**FOUNDATION**

- A. The counselor education program has a publicly available mission statement and program objectives.
- B. The program objectives (1) reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society; (2) reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies; (3) address student learning; and (4) are written so they can be evaluated.
- C. Students actively identify with the counseling profession by participating in professional counseling organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.

**COUNSELING CURRICULUM**

- D. Syllabi are available for review by all enrolled or prospective students, are distributed at the beginning of each curricular experience, and include (1) content areas, (2) knowledge and skill outcomes, (3) methods of instruction, (4) required text(s) and/or reading(s), (5) student performance evaluation criteria and procedures, and (6) a disability accommodation policy and procedure statement.
- E. Current counseling-related research is infused in the curriculum.
- F. The eight common core areas represent the foundational knowledge required of all entry- level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

**1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE**

- a. history and philosophy of the counseling profession and its specialty areas
- b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
- c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- d. the role and process of the professional counselor advocating on behalf of the profession
- e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
- g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- h. current labor market information relevant to opportunities for practice within the counseling profession

- i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- j. technology's impact on the counseling profession
- k. strategies for personal and professional self-evaluation and implications for practice
- l. self-care strategies appropriate to the counselor role
- m. the role of counseling supervision in the profession

## 2. SOCIAL AND CULTURAL DIVERSITY

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- c. multicultural counseling competencies
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- e. the effects of power and privilege for counselors and clients
- f. help-seeking behaviors of diverse clients
- g. the impact of spiritual beliefs on clients' and counselors' worldviews
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

## 3. HUMAN GROWTH AND DEVELOPMENT

- a. theories of individual and family development across the lifespan
- b. theories of learning
- c. theories of normal and abnormal personality development
- d. theories and etiology of addictions and addictive behaviors
- e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- f. systemic and environmental factors that affect human development, functioning, and behavior
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- h. a general framework for understanding differing abilities and strategies for differentiated interventions
- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

## 4. CAREER DEVELOPMENT

- a. theories and models of career development, counseling, and decision making
- b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- d. approaches for assessing the conditions of the work environment on clients' life experiences

- strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- e. strategies for career development program planning, organization, implementation, administration, and evaluation
- f. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- g. strategies for facilitating client skill development for career, educational, and life- work planning and management
- h. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- i. ethical and culturally relevant strategies for addressing career development

## 5. COUNSELING AND HELPING RELATIONSHIPS

- a. theories and models of counseling
- b. a systems approach to conceptualizing clients
- c. theories, models, and strategies for understanding and practicing consultation
- d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- e. the impact of technology on the counseling process 11
- f. counselor characteristics and behaviors that influence the counseling process
- g. essential interviewing, counseling, and case conceptualization skills
- h. developmentally relevant counseling treatment or intervention plans
- i. development of measurable outcomes for clients
- j. evidence-based counseling strategies and techniques for prevention and intervention
- k. strategies to promote client understanding of and access to a variety of community- based resources
- l. suicide prevention models and strategies
- m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- n. processes for aiding students in developing a personal model of counseling

## 6. GROUP COUNSELING AND GROUP WORK

- a. theoretical foundations of group counseling and group work
- b. dynamics associated with group process and development
- c. therapeutic factors and how they contribute to group effectiveness
- d. characteristics and functions of effective group leaders
- e. approaches to group formation, including recruiting, screening, and selecting members
- f. types of groups and other considerations that affect conducting groups in varied settings
- g. ethical and culturally relevant strategies for designing and facilitating groups
- h. 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 AND TESTING

- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
- b. methods of effectively preparing for and conducting initial assessment meetings

- procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- c. procedures for identifying trauma and abuse and for reporting abuse
- d. use of assessments for diagnostic and intervention planning purposes
- e. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- f. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- g. reliability and validity in the use of assessments
- h. use of assessments relevant to academic/educational, career, personal, and social development
- i. use of environmental assessments and systematic behavioral observations
- j. use of symptom checklists, and personality and psychological testing
- k. use of assessment results to diagnose developmental, behavioral, and mental disorders
- l. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

## 8. RESEARCH AND PROGRAM EVALUATION

- a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
- b. identification of evidence-based counseling practices
- c. needs assessments
- d. development of outcome measures for counseling programs
- e. evaluation of counseling interventions and programs
- f. qualitative, quantitative, and mixed research methods
- g. designs used in research and program evaluation
- h. statistical methods used in conducting research and program evaluation
- i. analysis and use of data in counseling
- j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

## SECTION 5: ENTRY-LEVEL SPECIALTY AREAS

### C. CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

#### 1. FOUNDATIONS

- a. history and development of clinical mental health counseling
- b. theories and models related to clinical mental health counseling
- c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
- e. psychological tests and assessments specific to clinical mental health counseling

## 2. CONTEXTUAL DIMENSIONS

- f. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- g. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
- h. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
- i. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- j. impact of crisis and trauma on individuals with mental health diagnoses
- k. impact of biological and neurological mechanisms on mental health
- l. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
- m. legislation and government policy relevant to clinical mental health counseling
- n. cultural factors relevant to clinical mental health counseling
- o. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
- p. legal and ethical considerations specific to clinical mental health counseling
- q. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

## 2. PRACTICE

- a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- b. techniques and interventions for prevention and treatment of a broad range of mental health issues
- c. strategies for interfacing with the legal system regarding court-referred clients
- d. strategies for interfacing with integrated behavioral health care professionals
- e. strategies to advocate for persons with mental health issues

## D. CLINICAL REHABILITATION COUNSELING

Students who are preparing to specialize as clinical rehabilitation counselors will demonstrate the professional knowledge and skills necessary to address a wide variety of circumstances within the clinical rehabilitation counseling context. Counselor education programs with a specialty area in clinical rehabilitation counseling must document where each of the lettered standards listed below is covered in the curriculum.

### 1. FOUNDATIONS

- a. history and development of rehabilitation counseling
- b. theories and models related to rehabilitation counseling
- c. social science theory that addresses psychosocial aspects of disability
- d. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

- e. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
- f. etiology and effects of disabilities and terminology relevant to clinical rehabilitation counseling
- g. screening and assessment instruments that are reliable and valid for individuals with disabilities

## 2. CONTEXTUAL DIMENSIONS

- a. roles and settings of rehabilitation counselors
- b. relationships between clinical rehabilitation counselors and medical and allied health professionals, including interdisciplinary treatment teams
- c. rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs
- d. rehabilitation counseling services within the continuum of care, such as inpatient, outpatient, partial hospitalization and aftercare, and the rehabilitation counseling services networks
- e. operation of an emergency management system within rehabilitation agencies and in the community in relation to accommodating individuals with disabilities
- f. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
- g. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- h. impact of crisis and trauma on individuals with disabilities
- i. impact of biological and neurological mechanisms on disability
- j. effects of co-occurring disabilities on the client and family
- k. effects of discrimination, such as handicapism, ableism, and power, privilege, and oppression on clients' life and career development
- l. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
- m. effects of the onset, progression, and expected duration of disability on clients' holistic functioning (i.e., physical, spiritual, sexual, vocational, social, relational, and recreational)
- n. transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities
- o. role of family, social networks, and community in the provision of services for and treatment of people with disabilities
- p. environmental, attitudinal, and individual barriers for people with disabilities
- q. assistive technology to reduce or eliminate barriers and functional limitations
- r. legislation and government policy relevant to rehabilitation counseling
- s. cultural factors relevant to rehabilitation counseling
- t. professional issues that affect rehabilitation counselors, including independent provider status, expert witness status, forensic rehabilitation, and access to and practice privileges within managed care systems
- u. record keeping, third party reimbursement, and other practice and management issues in rehabilitation counseling
- v. professional organizations, preparation standards, and credentials relevant to the practice of clinical rehabilitation counseling
- w. legal and ethical considerations specific to clinical rehabilitation counseling

### 3. PRACTICE

- a. diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs
- b. career- and work-related assessments, including job analysis, work site modification, transferable skills analysis, job readiness, and work hardening
- c. strategies to advocate for persons with disabilities
- d. strategies for interfacing with medical and allied health professionals, including interdisciplinary treatment teams
- e. strategies to consult with and educate employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodations

***I am supposed to graduate in May and my internship site is closed. How can I complete my requirements?***

Flexibility has been provided for meeting Internship requirements:

Policy 1.h has been temporarily waived to allow you to count any Practicum hours in excess of the 100-hour requirement toward your Internship hour totals. Direct service practicum hours can be applied to direct service internship hours, and the same with indirect hours.

You may use alternate methods of service delivery such as telemental health, if it follows the standard professional and ethical guidelines and if your program and state regulatory board allow it.

Program faculty and site coordinators have flexibility to identify what activities are acceptable as direct service especially in a crisis response scenario.

***I am a student, but I am not graduating in May. My clinical site is closed, and I wonder how it will affect the rest of my program?***

Policy 1.h and Standards 3.G and 3.K address the issues of delineating hours between practicum and internship. If you cannot complete practicum requirements in this academic term, CACREP will allow you to enroll simultaneously in both practicum and internship for the next academic term. However, the condition is that you must successfully complete practicum requirements before you can begin completing hours toward internship. To allow a full academic year to resolve these issues, this flexibility will remain in place through June 30, 2021.

***The governor in my state has just announced that professional clinical hour requirements have been relaxed due to coronavirus. What does this mean since CACREP has not waived clock hour requirements?***

While the Governor may suspend laws or relax requirements, it is still the state credentialing entity (department of education or licensing board) that makes the final determination of what it will accept/allow for credentialing purposes. This accommodation or suspension varies by state.

The CACREP standards have not changed, therefore, CACREP is maintaining the 100/600 clock hour requirements for practicum/internship respectively. Programs have the ability to define what activities are considered direct service and what placement sites are appropriate.

Each state is proposing a different solution that meets its respective needs. As such there is no blanket accommodation that will be applicable to every state. CACREP is mindful of the potential impact on the cohort of graduates during this time, with regard to their future mobility to states that have not changed credentialing requirements.

***Is CACREP going to revise its decisions?***

This is an unprecedented event in accreditation and in counselor education, and we cannot predict the future. The CACREP Standards will not change. CACREP is making the best decision it can with the information it has at each given point, we are also very aware that circumstances are changing rapidly. Any updates will be published on our website and announcements will be distributed through our social media and email channels.

## Other Important CACREP Accommodations During Covid

1) CACREP does not have any prohibitions against *telemental health* or *distance supervision*. Programs using either one of these as alternative methods to meet curricular needs must ensure that students and site supervisors are trained to use this modality and that this modality is accepted by the respective state licensing board.

The use of role plays are not an appropriate substitute for direct hours.

2) Students who are unable to complete practicum requirements at this time, upon return to normal practice may enroll in Internship in the same term. However, the student must successfully complete all practicum requirements prior to commencing with Internship.

3) It is acceptable to move to fully online teaching on a temporary basis during this health crisis.

4) CACREP is not waiving the minimum requirement of direct and indirect service hours for Practicum and Internship.

CACREP Website Link: <https://www.cacrep.org/for-programs/updates-on-covid-19/>

## APPENDIX B

### UNC Covid-Related Information

Because of the COVID-19 pandemic, all students, particularly those entering clinical training or coming on campus, have additional requirements to complete before beginning clinical training. These are mandatory requirements for the Fall 2021 semester and for being on campus.

While the COVID-19 vaccine is not required for enrollment, we expect that in the coming months it may become required for numerous clinical sites. Further, all students who are not vaccinated will be required to complete re-entry testing and weekly COVID-19 testing throughout the Fall 2021 semester. This will be regulated administratively through Connect Carolina and the Hallpass system (<https://carolinatogether.unc.edu/carolina-together-testing-program/>). Your CRMH faculty will not be privy to your vaccination status unless volunteered by you or as a requirement of your clinical training site.

The following new clinical requirements are included on the Sakai site for the Class of 2022 and 2023 and must be completed by every student:

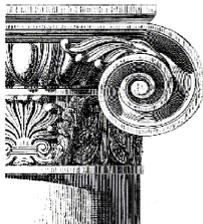
- \* Student Attestations for Clinical Learning during COVID-19 (drafted by the School of Medicine and DAHS; approved by SOM attorneys and Provost)
- \* Required COVID-19 Student Training for Fall 2021
- \* Review Campus Health Guidelines for Students and FAQs (<https://carolinatogether.unc.edu/>)
- \* Masking will be required in all campus buildings including all classes, labs, and clinics. One exception is for the professor/lecturer in class if they are able to maintain 3-6 ft distancing.
- \* Daily Tracking of COVID-related Symptoms required for students in practicum this fall.

**And, there is the required acknowledgement** for all UNC CH students registered for the fall. <https://carolinatogether.unc.edu/covid-19-notice-and-student-acknowledgement/>

For further information about this acknowledgement, see the Announcement from The Well <https://thewell.unc.edu/2020/07/21/carolina-requires-students-to-follow-health-guidelines/>

**Classroom Attendance:** At this time, we consider attendance in class/clinic to be mandatory; however, this does NOT mean you should come to class or clinic with symptoms of illness. Please make sure you are doing personal wellness monitoring daily. You are required to contact Campus Health (919-966-6573) if you begin experiencing symptoms of illness even if you have been vaccinated. As you know, the delta variant is moving rapidly through certain regions and even those of us who are vaccinated have a risk of contraction. This Fall, faculty will work with students who miss class to help you access material that you have missed.

**APPENDIX C**  
**Graduate School Forms**



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:

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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.**



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

Student's Name \_\_\_\_\_ PID# \_\_\_\_\_  
 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:

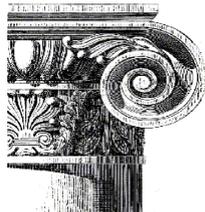
\_\_\_\_\_ acceptable \_\_\_\_\_

\_\_\_\_\_ 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

**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:** \_\_\_\_\_