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Master of Science Degree in Rehabilitation Counseling

***A Guide for Students Enrolled in the Distance Program***

SAN DIEGO STATE UNIVERSITY

Department of Administration, Rehabilitation

& Postsecondary Education

Department Address:

**SDSU College of Education**

**Department of Administration, Rehabilitation & Postsecondary Education**

**5500 Campanile Drive**

**San Diego, CA 92182-1154**

Program Address:

REHABILITATION COUNSELING PROGRAM THROUGH DISTANCE LEARNING

DEPARTMENT OF ADMINISTRATION, REHABILITATION

& POSTSECONDARY EDUCATION (ARPE)

SAN DIEGO STATE UNIVERSITY

5500 Campanile Drive

San Diego, California, 92182-1154

619-594-3278 (V/TDD)

**http://interwork.sdsu.edu/main/rcp**

**Latest Revision: Fall 2020**

". . . I feel the capacity to care is the thing which gives life its

deepest significance."

- Pablo Casals

**Welcome**

Welcome to the Rehabilitation Counselor Program (RCP) at San Diego State University! Although your study with us will be by distance instead of on-campus, you are on your way to becoming an SDSU RCP alumnus, along with over 900 graduates who have successfully completed this program since its inception in 1972. We are pleased that you have chosen to study with us and hope the time you spend completing the degree program will be rewarding and enjoyable. The RCP’s administrative location is in the Department of Administration, Rehabilitation, and Postsecondary Education in the College of Education. The Program is supported, in part, by training grants from the U.S. Department of Education, Office of Special Education and Rehabilitative Services, Rehabilitation Services Administration.

This Handbook includes information and guidelines that will be very helpful to you as you pursue your degree. You may download this whole document or keep it bookmarked for easy access on your computer. Please follow the guidelines ***and*** let us know if you have questions or concerns.

The Rehabilitation Counseling Graduate Program (RCP) at San Diego State University is a widely respected program (ranked in the top ten by *U.S. News and World Report* in 2015) and recognized for its focus in application of the subject matter to learners' professional lives.

# **MISSION and VISION STATEMENTS**

Underlying all of the academic and externally funded projects based at the Interwork Institute, including the Rehabilitation Counseling Program, are the following mission and vision statements:

Interwork’s core mission is to enable individuals, organizations and communities to support, appreciate, and engage diverse members in community integration through education, research, and advocacy.

Our Vision is to accomplish through development of exceptional leaders in diverse educational and human service organizations using innovative and effective learner opportunities and cross-functional strategic alliances.

Please visit our website at www.interwork.sdsu.edu for more information.

GOALS AND OBJECTIVES

The ***Goal*** of the RCP at SDSU is to:

***Prepare graduate trained rehabilitation counselors (qualified rehabilitation personnel) to provide vocational rehabilitation services which result in effective community adjustment with individuals with disabilities who are seeking, securing, and/or maintaining effective employment and community integration.***

Six essential principles operationalize this ***Goal***:

1. The student shall assess his/her personal qualities and develop and implement an individual plan for growth and improvement through ARP 615 (Multicultural Dimensions in Counseling); ARP 684 (Rehabilitation Foundations); ARP 645A/B (Assessment and Career Development); and ARP 685A/B (Medical and Psychosocial Aspects of Disability).

2. The student shall develop and demonstrate the effective interpersonal skills of a rehabilitation counselor through ARP 615 (Multicultural Dimensions in Counseling); ARP 660 (Theory and Process of Counseling); ARP 648 (Group Dynamics in Rehabilitation); ARP 687 (Placement with Individuals with Disabilities); ARP 607 (Applications of Rehabilitation Technology), ARP 744 (Practicum in Rehabilitation); and ARP 745 (Internship in Rehabilitation).

3. The student shall understand the effective administration of rehabilitation programs from a humanistic and cost-effective perspective through ARP 684 (Rehabilitation Foundations); ARP 710A (Seminar in Rehabilitation - Organizational Development); ARP 710B (Seminar in Rehabilitation - Program Development); ARP 744 (Practicum in Rehabilitation); and ARP 745 (Internship in Rehabilitation).

4. The faculty shall develop and implement curriculum that is relevant and applicable to current and future individual and community needs for individuals with severe disabilities;

5. The faculty shall encourage professional growth in each student related to the rehabilitation process through research, clinical experiences, participation in selected professional conferences and workshops, and didactic learning; and

6. The faculty and students shall emphasize, through modeling and student/faculty interaction, that implementation of the rehabilitation process for individuals with severe disabilities involves mutual growth and continuous effort and evaluation.

Given the continuous success of the graduates, this ***Goal*** has remained constant since 1972.

The SDSU RCP is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) enabling students to apply for national certification as a Certified Rehabilitation Counselor (CRC), which has reciprocity in other states. The program was previously accredited by the Council for Rehabilitation Education (CORE) frm 1979 to July 1, 2017, when CORE and CACREP merged.

The distance learning program makes use of a full range of communications technologies to promote an interactive, rigorous learning environment in which the student is an active participant. Through electronic mail, the Internet, discussion boards and other telecommunications technology, students exchange information, participate in research activities, join in discussions, share knowledge, and work cooperatively on projects. Students are asked to take an active role in both the delivery and development of learning experiences. We solicit ongoing feedback about the learning experience and student support in the distance environment.

Students go through the program as a cohort, all taking the same courses at the same time. This fosters an online learning community among faculty, students, and rehabilitation experts in the field. Learning in groups not only stimulates an exchange of ideas and resources between individuals, but also strengthens the professional and personal networks among colleagues within and outside of the organization. Such interaction, if fostered among learner groups, can become a lasting bond years after learners have left the educational arena.

# **Structure of the Distance Learning Program**

Two or three courses are offered simultaneously in a 15-week session, delivered at the same time that courses in the on-campus program are provided. Two courses are held in the summer between the student’s first and second and second and third years in the program. The entire time to complete the program is three years. While the full Master’s program is delivered on a full time basis only, there are, however, options to participate as part-time students through the Category 3 (to gain eligibility to take the Certified Rehabilitation Counselor) program or to only take courses needed for continuing education.

Interaction between students and faculty is imperative for a robust learning environment. Our distance learning students are located around the world. Therefore, we employ a variety of communications technologies to maintain a steady exchange among students, faculty, and staff in both synchronous and asynchronous delivery.

In the distance environment, much of the subject matter is provided by streaming video/audio, electronic handouts, PowerPoint material with narrative, and readings available via electronic format. Much like a traditional classroom, various topics are presented for students to research and discuss within a specific time period. To prepare for the week, students may be asked to read from the required handouts or textbooks and to review the course Web site for activities. The faculty member may then provide a lecture via multiple sources to which the students are asked to respond, such as conference calls to enhance clinical counseling skills. Discussions among students and the faculty members are conducted using an online discussion board or some other communication strategy. Projects, papers, and activities are carried out either individually or in teams. Group work is supported almost entirely online using email and electronic support tools via the Internet.

# **Accessibility**

All course texts and materials have been selected for content and easy access for students using alternative reading formats. The program will provide information for purchasing/receiving such texts and materials to students who make such a request. Program and course websites and linked websites are tested for accessibility for learners using computer screen readers and voice recognition software. This is an ongoing task for our Tech Team and we make every attempt to stay current. We appreciate your assistance in notifying the Tech Team immediately if accessibility problems are found throughout the many areas and methods of content.

# **Requirements and Qualifications for the Distance Learner**

Without structured location and class times, the distance learner must develop self-management skills beyond those required in more traditional learning settings. With the flexible and non-restrictive environment of a virtual classroom, students must take personal responsibility for completion of reading and assignments according to the class schedule, and for communicating with faculty and fellow learners. In the distance environment, the faculty depends more on students to maintain open communication, request clarification, and direct discussion in a way that serves to increase personal understanding.

Students must be able to read and respond to email correspondence on a daily basis from SDSU faculty and staff. Students entering the program should have a basic knowledge of how to use a computer and have a certain degree of comfort with the software listed below. The following basic skills help ensure that the students are able to participate in class dialogue, fulfill assignments, and complete group work.

# **Technology Skills**

Before becoming a distance student in the program, certain skills are mandatory. If a student needs to brush up on these skills, one or two-day classes are offered by local community colleges, recreation centers, or computer retail outlets, and should be sufficient in providing the skills needed to participate in this program.

The required technology requirements for participating in the program are outlined in the following website: <http://interwork.sdsu.edu/main/cdl/technology>

# **Advising**

You will have access to a number of people to help you navigate the logistics of participating in the San Diego State University distance learning program to: order your books and materials and get registered for courses; accommodate your learning styles and access to the learning community; and arrange accommodations and/or adjusted schedules when the events of an adult life cause unexpected conflicts. The following are faculty and staff members who will assist you:

Kelly Sakai is the Academic Coordinator. She coordinates the tracking of your university and department/program applications within the university, the Graduate Division, and within the Department of Administration, Rehabilitation and Post-Secondary Education (ARPE), (the university department through which the courses and degree are offered). She coordinates with the Department Chair and faculty who are involved in selecting you for admission to the program and who oversee your progress through the program. Among other functions, Kelly will assist you in arranging changes to your official program of study as needed.

Once the department has received sufficient documentation to approve your participation in the program, Kelly will provide you with the information you will need to order books. She also will handle the administrative aspects of the program, such as requesting drops or incompletes from courses should the need arise. As you progress through the program, Kelly will help you with general questions about your course registrations and schedules, your plans to make up missed courses and related activities, and other procedures that will enable you to progress through the program and to graduate. As you move through the program, Kelly also will provide you the information you will need to take the Certified Rehabilitation Counselor (CRC) exam and apply for and participate in graduation.

Kelly will provide information regarding the cost of your tuition and other fees and opportunities for financial aid and/or scholarships. If you, your employer, or your rehabilitation service provider will be paying your tuition costs, please contact Kelly for information about the process. Kelly can be contacted at: email: ksakai@sdsu.edu

Holly Harris, M.S. will serve as your Academic Advisor for questions concerning accessibility issues and career goals, and she may be involved with your instructors to mediate difficulties such as the need to drop a course or request an “Incomplete” status. Holly has co-instructed numerous courses in the Distance Learning Program, which is helpful in her role as Student Academic Advisor. Additionally, Holly uses a screen-reader (JAWS) for her computer use and is personally familiar with accessibility issues. Having graduated from our on-campus program, she has used accessible formats of texts and materials. Holly assists the Technical Team to review and test the multi-media used for instruction in our courses. Holly can provide you with background information about the program, schedules, admission requirements and transfer of units. Her contact information is: voice 619-368-4244; email hharris@sdsu.edu.

# **Faculty As Advisors**

Before the start of the program, you will be assigned a faculty advisor who is a full-time, tenure-track faculty member in the RCP. Efforts will be made to assign you an advisor that aligns with your professional interests and career plans. We recommend that you talk to your advisor at least one time per semester to review your progress in the program, discuss the selection of practicum and internship training sites, and receive career planning advice.

The faculty of the distance learning program offer an extensive range of professional and personal interests, life experiences and specialized expertise in many areas related to rehabilitation, counseling, professional development and living life as a professional with significant others, families and competing demands. As you participate in the various courses, you and faculty will get to know each other quite well. You are encouraged to make use of the resources available through faculty to seek information about your growing competencies and interests in the fields of rehabilitation and about better ways to manage and learn from your academic experiences and professional practices. It is your responsibility to keep your instructor informed if you are having difficulty understanding the material being covered, completing assignments on schedule, or if you have events which occur or are planned and which will conflict with your academic responsibilities. It also is appropriate to call upon Holly Harris to facilitate discussion of issues and accommodations with your instructor. Most often, you will find that your instructors will be able to individually accommodate your needs for additional instructional assistance or reasonable adjustments to your assignment schedules. Instructors also will suggest contact with Holly Harris if needs cannot be accommodated at the course level, or if additional support is needed.

# **Technical Support**

Interwork Institute’s Center for Distance Learning (interwork.sdsu.edu/main/cdl/) provides online technology support for the Distance Learning Program, in addition to other programs at the Interwork Institute/SDSU. For each class, you will find the email address for your class Technical Support person and his/her name. You can also post your questions on Student A & A Forums available on each class.

# **Faculty And Staff**

Instructors have been carefully selected for their expertise and experience; and their ability to adapt their teaching skills to distance learners. Instructors include full-time RCP faculty members as well as rehabilitation counselors working in a variety of practice areas. Photos and short biographies of faculty and staff are provided on individual course web sites.

# **Student Responsibilities**

As a graduate student, you are expected to take the initiative on the following responsibilities:

 Contacting the appropriate source for questions on courses, sequence, timeline changes, and other areas as necessary;

 Submitting paperwork for advancement in the program;

 Meeting deadlines for exam applications, graduation, and other program milestones;

 Students needing to change their email address should contact Kelly Sakai. All other changes such as mailing address or personal information needs to be changed directly by the student inside the SDSU Webportal. Name changes must go through the SDSU Registrar and several pieces of documentation are required before a name change can be processed. ;

 Complying with course requirements as designed by individual instructors related to course attendance and participation, assignments, and access to email and the Internet.

 Owning a computer with access to high speed internet is going to be essential for success, not only in this program, but also for your future as a professional.

# **Academic Integrity**

Institutions of higher education are founded to impart knowledge, seek truth, and encourage one’s development for the good of society. University students shall thus be intellectually and morally obliged to pursue their course of studies with honesty and integrity. Therefore, in preparing and submitting materials for academic courses and in taking examinations, a student shall not yield to cheating or plagiarism, which not only violate academic standards, but also make the offender liable to University penalties and disciplinary action.

Please remember that all interactions and dialog among students are to remain within the virtual "walls" of the classroom. A true learning community is built on trust and the ability to disclose personal perspectives and experiences, without fear of retribution or negative consequences. Such dialog includes respectful acknowledgment of differing opinions as well as consideration for others' values and perspectives. Please respect our request for confidentiality and mutual respect. Be thoughtful about what you say and how you say it, keeping in mind that communication via the Internet does not ensure complete privacy and/or anonymity.

# **Critical Thinking**

As students in a Master’s program, you are expected to demonstrate graduate level comprehension and communication skills in all of your course activities. In some less formal assignments, such as WebExercises and Discussion Boards, these can be demonstrated by integrating critical thinking elements into your writing (see Critical Thinking section below). These assignments focus more on evidence of your understanding.

In other assignments, such as presentations and research papers, your instructors are looking for your ability to demonstrate sophisticated writing skills, clarity of thinking, and the ability to synthesize ideas and information into new understanding for professional application. Above all, instructors look for academic and professional excellence.

Below are some guidelines that will assist you in further understanding what is expected of you as a student in this program, and what instructors are looking for in your work.

Washington State University's Critical Thinking Project developed a set of guidelines for encouraging critical thinking skills in students. In a rubric designed by WSU, elements to demonstrate critical thinking skills are outlined and described below.

 Identifies and summarizes the problem/question at issue (and/or the source's position).

 Identifies and presents the STUDENT’S OWN perspective and position as it is important to the analysis of the issue.

 Identifies and considers OTHER salient perspectives and positions that are important to the analysis of the issue.

 Identifies and assesses the key assumptions.

 Identifies and assesses the quality of supporting data/evidence and provides additional data/evidence related to the issue.

 Identifies and considers the influence of the context of the issue.

 Identifies and assesses conclusions, implications and consequences.

Although you are not expected to demonstrate all seven elements of critical thinking in every assignment, you are expected to demonstrate thinking skills that contribute to furthering your understanding and application of the material.

# **Plagiarism**

According to the SDSU Academic Senate Policy, "plagiarism shall be defined as the act of incorporating ideas, words, or specific substance of another, whether purchases, borrowed, or otherwise obtained, and submitting same to the University as one's own work to fulfill academic requirements without giving credit to the appropriate source. Plagiarism shall include but not be limited to (a) submitting work, either in part of in whole, completed by another; (b) omitting footnotes for ideas, statements, facts, or conclusions that belong to another; (c) omitting quotation marks when quoting directly from another, whether it be a paragraph, sentence, or part thereof; (d) close and lengthy paraphrasing of the writings of another; (e) submitting another person's artistic works, such as musical compositions, photographs, paintings, drawings, or sculptures; and (f) submitting as one's own work papers purchased from research companies."

For further information please review SDSU's Policy on Cheating and Plagiarism: <http://its.sdsu.edu/docs/TURN_Plagiarism_AcadSen.pdf>

In addition, there are standards for student conduct across many dimensions. The university is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community should choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus and distance learning community, and contribute positively to student and university life. Please see the Standards for Student Conduct website for more details at: <http://csrr.sdsu.edu/conduct1.html>.

Suspected student misconduct and/or cheating will be reported to the Center for Student Rights and Responsibilities. For future information, please review the following site: <http://go.sdsu.edu/student_affairs/srr/complaint-procedures.aspx>

# **Late Assignments**

Students are expected to maintain academic standards including completing work on time. Weekly assignments, such as WebExercises and Discussion Boards go "live" on Monday of the week, and are due by Sunday, midnight, of that same week. Class Projects (described below) have specified due dates.

As with all courses, if you foresee a conflict in schedules, work with your Instructor to get the assignment in early. This must be resolved with your Instructor well in advance of any due dates.

# **Discussion Board: Guidelines & Etiquette**

The Discussion Board (D.B.) is a method of learning, included in most courses in our graduate program.  It is a place for instructors to offer topics/questions designed to enable students to use/show their critical thinking skills and to interact with student colleagues.  It is to be a "safe place" to interact, and not a place for profanity, slang or insults.  There may be differences of opinion, but all comments/postings are to be professional and respectful.  Discussions may include "true case scenarios", but confidentiality of consumers must be maintained at all times.  Instructors will provide specific topics, questions and requirements for the DB.

# **GRE Information**

The Graduate Record Examination (G.R.E.) is a requirement of SDSU for admission into graduate studies. It is the student’s responsibility to make application for the examination, request accommodations (if required), completing the examination and submitting scores to SDSU by all stated deadlines. The following web address is listed for students’ convenience: http://www.ets.org/gre.

# **Graduate Bulletin**

You are asked to review the San Diego State University Graduate Bulletin. The importance of the Graduate Bulletin as a general resource and academic planning guide cannot be stressed enough! Changes in curriculum requirements and other University and program/department policies and regulations that may occur during your tenure as a graduate student will be reflected in the Graduate Bulletin in subsequent years. Please note that you will be responsible for the requirements, policies, and regulations in effect during the year your official Master's degree program of study is approved. These requirements may not be exactly the same as those in effect the year you entered the University or the year you graduate. Therefore, if you file your Official Program of Study next year, your program will need to reflect the curriculum requirements as stated in next year's Graduate Bulletin. If you have difficulty interpreting the policies and requirements in the Graduate Bulletin, be sure to contact Kelly Sakai or the Student Academic Advisor (Holly Harris) for clarification. You can download the bulletin from <http://arweb.sdsu.edu/es/catalog/bulletin/quickref.html>.

# **Communication with Faculty**

It is the student’s responsibility to communicate immediately with his or her faculty member regarding any issues that might affect deadlines during the academic term. Examples of such requests for extended deadlines could include unexpected, short travel during the term by the student, personal and medical emergencies and poor weather effecting electricity. In such instances, the faculty member has the right to determine if the reason is valid to support such a request and the faculty member will determine the time for the extended deadline. Attending physician letters may be requested and each situation/request will be handled individually. It is crucial to make the faculty member aware immediately that such problems are expected and/or exist, and to keep the faculty member regularly updated on the events. Ordinarily, it is the student's responsibility to make arrangements for computer difficulties and scheduled travel during the academic term.

# **Incomplete Status**

The Incomplete status is reserved as a seldom-used option for SDSU students experiencing unexpected difficulties affecting their ability to complete course requirements as initially outlined. It is the student’s responsibility to communicate with the course faculty member regarding issues that might affect their ability to meet the course deadlines. University guidelines specifically state that the decision to continue a student's completion beyond the final calendar day of the particular course shall be used only when the faculty member concludes that a small, clearly identifiable portion of the course requirements cannot be met within the academic term for unforeseen reasons. An Incomplete shall not be assigned when it is necessary for the student to attend or participate in a major portion of the class when it is next offered. An Incomplete is also prohibited where the normal practice requires extension of course requirements beyond the close of a term, e.g., thesis or project-type courses. In such cases use of the RP symbol is required. The conditions for removal of the Incomplete shall be detailed in writing by the faculty member and given to the student with a copy placed on file with student’s academic advisor until the Incomplete is removed or the time limit for removal has passed.

**Please note**: According to University Policy, an Incomplete shall be removed within one year following the end of the term during which it was assigned. If the Incomplete is not removed within the prescribed time limit, it will be counted as a failing grade in calculating grade point averages and progress points.

# **Culminating Experience**

Students have the following options to complete their culminating experience requirement: a) CRC exam, b) portfolio, or c) master's thesis

University policy provides that students may choose either Plan A or Plan B as their culminating experience. Plan A is a Thesis and Plan B is the CRC exam) or Portfolio. Please refer to the Graduate Bulletin for more information on Plan A.

The CRC exam is taken the final semester of the student’s program. Students are required to pay an exam fee and complete all required exam application paperwork. Complete details on the CRC exam including the fee, application forms, study materials, and exam schedule can be found at: <http://www.crccertification.com/pages/crc_exam_schedule/83.php>

Students taking the CRC exam are given their exam results immediately following the exam, at the exam administration site. Students will then provide Kelly a copy of their exam results. Any student that does not pass the CRC exam will be allowed to take the Rehabilitation Counseling Program essay portion of its comprehensive exam to complete their Comprehensive Exam Option requirement.

**Comprehensive Exam Essay Questions** (used as a makeup exam for students not passing the CRC).

Defined as: *Your ability to answer conceptual essay questions regarding your understanding of foundations, multicultural counseling, counseling theories, assessment, career development, organizational development, and disability systems.*

You will be given 5 questions, each of which need to be answered in approximately 1.5 to 2 pages. The spacing of pages is 1.5 (and not double-spaced). You are given two options for each of the 5 essay questions. Each question is graded on a 1-5 scale, with 5 being the highest possible score. Each question needs to have a rating of 3.0 and above. Two faculty members, through a blind-review process, read each exam. If any question is graded less than 3.0 by the two raters, the student is allowed to retake any questions not passed and is given feedback by the Coordinator as to what needs to be improved to pass the question.

Students are allowed to review the Section 3 essay questions 30 minutes before the start of the exam. They are allowed to look at their notes, books, journal articles, and any other study guides in their possession. Students however are not given access to these materials when the exam period begins.

**Comprehensive Portfolio Review:** A portfolio contains a compilation of the student's quality work/documents which focus on the accomplishments made during their graduate experience. It is recommended that students interested in this option meet with their faculty advisor during their first year of study to discuss the components and process of completing the portfolio. An electronic portfolio system has been adopted by the University and is available for students completing this option. The portfolio might include, but not limited to the following:

* An Executive Learning Summary
* One's vision of rehabilitation, followed by a vision statement relative to one's chosen field of application;
* One's mission statement; and one's beliefs/values which must be consistently practiced and lived as one plans and moves forward towards making one's vision a reality;
* A professional growth and development plan;
* Quality evidence demonstrating learning/growth in each of the knowledge content areas of the program: knowledge of disability, diversity, career development and employment, counseling and communication, and change

For the purpose of preparing for one's COMPREHENSIVE PORTFOLIO REVIEW, the student should have identified his/her best work evidence that clearly demonstrates growth in the areas of knowledge of disability, diversity, career development and employment, counseling and communication, and change. The intent is to guide a PORTFOLIO REVIEWER through the carefully selected items in a student's portfolio both in a timely fashion and with such clarity that the desired learning/growth stands out for all to see in an EXECUTIVE LEARNING SUMMARY. The student is required to present this information orally to at least two faculty members. **All students wishing to satisfy their comprehensive examination requirement through the Portfolio must meet with their advisor within the first year of their program to obtain his/her approval.**

# **Graduation**

The application to graduate is located on the left hand toolbar of the student’s SDSU Webportal account. Click on “apply to graduate” and follow the simple instructions and using your credit card pay the required $100 graduation fee. Please note that students will not officially graduate until they apply and fees are paid.

The deadlines for filing are in the Spring/Fall Class Schedules on the "Academic Calendar" page in the Graduate Bulletin. Formal commencement is conducted once a year in May, but degrees are also awarded in August and December. All students admitted in Fall 2018 will take all courses in a predetermined sequence, resulting in graduation August 2021 following three years of study.

In addition to the University commencement ceremony at the end of each Spring semester, the Rehabilitation Counselor Program along with the Educational Leadership Program, conducts its own awards ceremony with reception. First year students host the ceremony for the graduating students. It is a very special event, and all students, faculty, cooperating agency personnel, staff, family and friends are invited to attend. Each graduate is recognized and special awards are presented. One of these, the Thelma Manjos Award, is presented to the person voted by his/her peers as the *Outstanding Student*.

**Additional Graduation Requirements**

**Classified Status** - Submit "Change of Status" obtained from Academic Assistant to Graduate Division.

**Official Program** - Call the Academic Assistant for assistance in completing your official program, this is now an online process. Your official program must be filed before the final 24 units of your program are completed.

**Advancement to Candidacy** - You will automatically be advanced to candidacy when you are classified, your official program is on file, you have completed the necessary number of units, and you have maintained a 3.0 GPA.

**\*\* It is *your*** responsibility to initiate each step and keep your program of study on track!!

# **Program Options**

All students are provided with a foundation of core knowledge and experiences related to disability, assessment, career development, individual and group counseling, and organizational dynamics in vocational rehabilitation and related systems. They are prepared for working in a variety of settings after graduation, including vocational rehabilitation agencies, community-based programs, postsecondary institutions, and more.

Students may focus their assignments, projects, activities, and clinical experiences to develop knowledge and experience in a specific area of disability (e.g., traumatic brain injury, spinal cord injury, learning disabilities, intellectual disabilities) or in a particular area of interest in the rehabilitation field (multicultural aspects of rehabilitation, systems changes). Students should meet with the Student Academic Advisor to propose and plan for this option.

# **Practicum, Clinical, and Internship Experiences**

Practical experience in rehabilitation counseling is essential. Through practical experiences, the student is exposed to the varied aspects of the rehabilitation counselor's responsibilities. The success of these experiences depends on the close cooperation between community agencies and the Rehabilitation Counseling Program. Please review the Clinical Experience Handbook for additional details

Graduate students in Rehabilitation Counseling take between 12 and 15 units selected from ARP 744 (Practicum 3-9), and ARP 745 (Internship 3-6). Below is listed the ***recommended*** number of units per section. Students are required to purchase liability insurance before completing any clinical hours. Students will be required to show proof of insurance before hours can be logged. (See Clinical Experience Handbook for more details).

**PRACTICUM (ARP 744):**

**Requirements:** six to twelve units of practicum between the first and last semesters (usually three separate practicum experiences); the classes meet on a weekly basis to foster the development of counseling skills. A typical schedule of practicum courses might look like this:

**Semester 2 - ARP 744 Beginning Practicum**

the second semester of the program students learn basic counseling skills as applied to rehabilitation settings. The practicum experiences include discussions, theory inputs, role playing demonstrations by the instructor and students, and 100 of supervised practicum time, including classroom time and time spent at a clinical training site, with at least 40 hours of direct service time with clients with disabilities. Students participate in dyads and in the critique and evaluation of counseling sessions. Students are responsible for video-taping their own counseling sessions. Student presentations will be assessed by peers and instructor in a safe, non-threatening, and supportive learning environment.

Direct service hours are defined as:

*"Direct services are defined as services that are directly related to a specific client/consumer. These include: a) one on one direct contact with the client/consumer--this includes in person, phone, Skype, email, or any other electronic form of contact; b) conducting or observing interviews, counseling sessions, assessments, or any other professional service provided to a specific client/consumer; and c) arranging through direct contact with another agency services for a client/consumer."*

**Semester 3 or 4 - ARP 744 Intermediate Practicum**

Clinical experience in the field is required. Students are expected to complete approximately 15 hours per week of supervised fieldwork at setting approved by the student’s faculty advisor for a total of 150 hours. The 150 hours of time in Intermediate Practicum is part of the 600 hours of internship time required in the program. Those enrolled will meet as a group weekly for faculty/group support and counseling practice.

ARP 744 Intermediate Practicum requires two taped counseling sessions with a client at the agency the student is placed at. Your job can serve as your clinical experience if it is rehabilitation-related and approved by your faculty advisor.

**Semester 4 or 5 - ARP 744 Advanced Practicum**

Student may be enrolled in this practicum concurrently with their internship (ARP 745, Internship in Rehabilitation). The practicum will vary depending on the needs of the student group or as structured by the instructor. It may include a focus on specific strategies (e.g., solution-focused or brief therapy), research opportunities, or special topics related to specific disabilities. Clinical hours are not required for the Advanced Practicum course.

**ARP 744 Additional Practicum (Optional)**

If, in the opinion of the faculty and/or student, an additional practicum is needed, the student will enroll in this practicum. If both student and faculty agree that student does not need this practicum, the student will enroll in an additional three-unit elective. Determination will be made either in student staffing or through individual consultation with a faculty advisor.

**Semester 5 and 6—ARP 745: Internship**

**Requirements:** Two three-unit courses in a clinical rehabilitation setting. The 600 hours of required internship is met by a) ARP 744: Intermediate Practicum and ARP 745: Internship.

During their final two semesters, students are expected to participate in an internship in a clinical rehabilitation setting. The internship requires that the student function as an assistant to the counselor/supervisor at the clinical site. In all placements, students are supervised by a professional with the CRC credential, either on-site or through classroom supervision. Because this is a more intensive clinical experience students should work towards spending an increasing amount of time with consumers in hands-on counseling experiences. At least 240 of the total 600 hours (from ARP 744: Intermediate Practicum and ARP 745: Internship need to be in direct service to persons with disabilities.

Cases of increasing complexity can be assigned as student capacity increases. Students have the opportunity to test their impressions and develop awareness of their own use of relationships from initial interview to final contact with the consumer. The internship experience provides opportunities to practice and test out techniques, leading to self-understanding and consumer understanding in a well-supervised setting. The internship experience culminates the transition from classroom learning experiences to counseling that emulates what which will take place when the student enters the field as a professional rehabilitation counselor.

# **Clinical Experience Sites**

Before enrolling in a practicum or internship course where fieldwork is required, students are expected to begin interviewing at prospective sites prior to anticipated placement. A field site list is available for students to use as a resource; Kelly Sakai can provide this list upon request. The objective of the clinical experience is to provide a transition for the student from the University practicum setting into an actual work setting. In the clinical setting, the student has an opportunity to test theory against practice, and determine their own strengths and areas for needed improvement. At the clinical site, the student is supervised by an agency staff member and the experience should progress from orientation to observation, and finally to participation at some level in counseling with individuals served by the agency. In addition to the on-site experience, students participate in weekly class meetings. All students are expected to meet the requirements of the site, as related to professional attire and appearance. Please refer to the Clinical Experience Handbook for more details.

San Diego State University Rehabilitation Counseling students have a multitude of potential sites for their clinical experience. Throughout the history of the program, community professionals have been more than generous in providing their expertise in the form of student supervision in the agency setting. Sites are available in San Diego County, throughout the state, nationally, and internationally. A list of possible student clinical sites is available to you. Contact Kelly Sakai, the Academic Coordinator. To obtain the list. Please discuss your choice of an Intermediate Practicum or Internship site with your faculty advisor. Your faculty advisor must approve your fieldwork site prior to start of your ARP 744: Beginning Practicum, ARP 744: Intermediate Practicum, or ARP 745: Internship courses.

# **Certification**

Upon graduation from the Master's degree program at San Diego State University, graduates may seek a number of credentials to enhance their employability and recognition as a competent rehabilitation counselor. The basic purpose of certification is to ensure that professionals involved in rehabilitation counseling will adhere to acceptable standards of training and experience. The major credential for rehabilitation counselors is certification as a CRC. Because San Diego State University's graduate program is accredited through CACREP, as noted, students in their last semester in the program are eligible to sit for the CRC examination. For additional information on certification, the student may either contact our Student Academic Advisor or the commission directly at Commission on Rehabilitation Counselor Certification (CRCC), 1699 E. Woodfield Road, Suite 300, Schaumburg, IL 60173; or at www.crccertification.com

There are a number of other certifications that may be appropriate based on the individual's expertise and area of specialization. Again, students are referred to the Student Academic Adviser for information on other certification opportunities.

# **Alumni Relations**

Alumni are requested to keep the Program faculty informed about address or job changes. The Program faculty are interested in knowing about your professional achievements as you proceed in your rehabilitation career.

Alumni remain in active contact with us and have served as guest lecturers, field supervisors, and Advisory Committee members. Our alumni network has also assisted the Program providing information on Clinical Experience leads, with follow-up surveys for grants and accreditation, sharing career opportunities for one another and for our graduating students. The Program has kept our graduates updated on recent developments in the profession, continuing education and job opportunities. Beginning Fall 1995, an alumni database has been created to include graduates of the RCP program since Fall of 1974. Our goal is to contact as many alumni as possible to assist in student mentoring, network for clinical experience/internship possibilities, and just to get together for an alumni reunion periodically.

# **Appendix A: Historical Perspective of Program**

Master of Science in Rehabilitation Counseling Through Distance Learning

by

Fred McFarlane, Ph.D., Emeritus Faculty

In 1997, the California Department of Rehabilitation (CADR) had over 800 practicing vocational rehabilitation (VR) counselors statewide. Over 400 of these staff do not have graduate degrees, and others did not have field-relevant graduate degrees. Federal legislation and CADR hiring policies mandated higher qualifications for VR counselors; yet, for most employees, job demands, travel, and costs precluded graduate studies. Other approaches were needed to make graduate level continuing education more accessible to VR practitioners, many of whom were persons with disabilities.

In March, 1997, after two years of collaborative research, assessment, and discussions between faculty in ARPE and staff of the Interwork Institute and CADR leadership, we commenced delivery of courses to a cohort of 36 practicing VR professionals. The students are earning a Master of Science Degree in Rehabilitation Counseling while they continue to serve their day-to-day responsibilities with their department, consumers, and families.

These graduate level courses are being delivered through multiple, state-of-the-art communication and media production technologies and distance (“distributed”) learning approaches. The technology and strategies for cooperative learning, adult learning communities, open sharing, and direct application of learning experiences at work have made for exciting and productive learning opportunities. Student insights, shared openly through electronic media,, have led to powerful outcomes and “testimonies” related to individual knowledge of rehabilitation issues and practices, professional confidence and competence, and the positive impact on the CADR organization/work units.

Innovativeness of Approach. A detailed description of the pilot M.S. Degree Program is currently in publication as a chapter in a book related to distance learning solutions (Berge & Schrieber, Jossy-Bass). The pedagogical rationale for the pilot program is based on a negotiated learning model in which material is made meaningful to students through situation-based and constructivist environments. Individual learning styles, strengths, and accessibility needs are accommodated through multiple formats. The project World Wide Web site provides a platform to post administrative details about each course, links to diverse learning resources, text-based weblectures prepared by faculty and guest subject matter experts (SME’s), transcripts of audio and videotaped interviews and presentations. Electronic message boards and mailing lists provide means for on-line discussions between cohort members, work groups, faculty, and guest SME’s. Electronic mail enables personal contact between individuals and the submission of project reports and research papers. Hard copy and published materials, audiotapes, and videotapes provide in-depth content. Occasional site meetings are supplemented with interactive videoconferencing and teleconferencing.

Case studies, personal stories, and cooperative learning bring vitality to the learning experience. Through electronic discussions, students are encouraged to verbalize and particularize the material to each other to share insights and special interests, and to become information resources for their learning community. Within this structure, the group has created a rich and safe environment for learning, personal growth, and professional support: “We have a sounding board in each other.” Consequently, the students contribute as much to the learning environment as the professor, who is more a colleague, resource, and facilitator than a director of learning or sole source of knowledge.

Demonstrated Effectiveness.

Through its partnership with the faculty, CADR has set in motion a process to develop its work force into leaders and decision-makers. Just12 months and eight courses into the program, students are experiencing personal and professional growth. They find the coursework is immediately applicable to the job, and are positively influencing the Department’s policies and procedures. It is expected that, as these students discover and draw upon their potential, they will make increasingly significant contributions to the organizational intelligence and success of the agency. “Overall, this program has given me the opportunity to continue my commitment to work with people with disabilities and to promote independence and respect [for them.]”

Student comments reflect that they increasingly understand the VR process from a holistic perspective, and are gaining awareness of how social and political events directly affect their profession. “We have a sense of the history of our program and the philosophies that have shaped it. It helps us to make sense of our jobs when sometimes policies or practices [seem confusing.]” More importantly, they are seeing things from the client’s viewpoint. Rather than “being on the other side of the desk, we’re in the trenches alongside the client.” “We’re looking at the whole being rather than just a work plan, and moving from case processor to clinician.”

The course work challenges students to reflect on their own practices and beliefs. Many have experienced a surge in self-esteem as they begin to apply new knowledge and resources at the office. “All in all, my attitude is improving. I’m feeling good about my work, and it’s reflected everywhere. I think the Department will have an improved RC (Rehabilitation Counselor) for their money...”

Our students stress the value of their growing technology skills on multiple levels. They now are able to comfortably search the Web and use electronic resources to find solutions for clients. They also can make informed choices when clients’ request computer systems. Students want to adapt many of the tools and content of their coursework for use in their profession. One of the many examples of how they have achieved this is demonstrated by their development of new support models for clients. After a dynamic and enthusiastic electronic discussion about peer mentoring in class, students felt strongly about creating a similar support system within the Department of Rehabilitation. A focus group met in person and worked on-line to develop a proposal to present to the Department’s executive staff. As a result of this enterprising team, the implementation of a peer mentoring system is now under serious consideration by the Department.

The Department’s distance learning Rehabilitation Counselor Master’s Degree program exhibits a dynamic and thriving learning environment in which students and faculty grow and build networks which serve the public program of vocational rehabilitation and our consumers. John Chamley indicated: “I discovered that it is indeed possible to deliver meaningful and substantive learning through technology. This experience has basically re-directed my professional career.”

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# **Appendix B: Coursework**

All courses listed are by SDSU course number and title.

6 Units - ARP 645a & ARP645b: ASSESSMENT AND VOCATIONAL DEVELOPMENT

This course is designed to provide students with an understanding of the following major areas in Assessment and Vocational Development:

 Theories of career development and vocational exploration;

 Resources of occupational information;

 Considerations and concerns of the career development of individuals with disabilities;

 Considerations and accommodations of vocational assessment and for individuals with disabilities;

 Role of assessment in guidance, exploration, and rehabilitation; and

 Contemporary trends and issues affecting assessment and vocational development.

This course will provide the students with information and experience needed to:

 Demonstrate knowledge of the major theories of vocational choice and career development;

 Demonstrate knowledge of varying types of assessment processes and instruments;

 Learn to administer, score, and interpret a variety of commercial testing products;

 Develop an approach to career counseling for persons with disabilities;

 Be able to effectively integrate assessment data with career development through case study approach.

3 Units - ARP 648 : Group Dynamics in Rehabilitation Counseling

The basic purpose of this course is to provide each student with the opportunity to enhance his/her understanding of the nature and function of group dynamics in a variety of rehabilitation settings. Group dynamics will be explored as it relates to the role and function of the rehabilitation professional. The purposes of this course will be realized by the following means:

 Presentation of information on theories relevant to the understanding of group formation, development, and structure.

 Review of and experience with aspects of groups and group dynamics found in rehabilitation settings.

 Discussion on directed readings on the role of the rehabilitation professional as a change agent in group settings.

 Discussion of ethical issues that specifically relate to groups in rehabilitation and non-rehabilitation settings.

6 Units - ARP 685A & ARP 685B: Medical & Psychosocial Aspects of Disability

The student will:

 Develop knowledge of several disability categories and specific conditions relative to the characteristics, diagnostic procedures, medical terminology, etiology, treatment options, prognosis, typical medications, and any psychosocial or vocational implications the conditions may suggest to include: traumatic brain injury, stroke, respiratory, neuromuscular functions, spinal cord injury, hand injury/cumulative trauma, chronic pain, amputation, and disfigurement;

 Explain the relationship of pathology, impairment, and disability to normal human physiology and function for effective vocational case management;

 Identify and discuss issues (e.g., managed care, technology, ethics) in the provision of comprehensive health care services and implications on rehabilitation case management;

 Describe the functions and relationship of specific medical specialists and health-related professionals (e.g., orthopedist, cardiologist, urologist, occupational therapist, physical therapist, prosthetist, audiologist) and the role and composition of a rehabilitation team;

 Analyze and describe the functional limitations imposed by a disability (ies); and

 Interpret medical information from simulated case studies to assist in rehabilitation planning and career decision making.

3 Units - ARP 687: Placement Practices of Individuals with Disabilities

This course is designed to provide students with an understanding of the issues related to employment preparation, job development, and placement practices with individuals with disabilities. The course objectives will challenge the students to develop the ability to:

 Obtain and use labor market information;

 Utilize career / occupational materials;

 Determine an individual’s need for rehabilitation engineering;

 Refer individuals to other community resources when appropriate;

 Market the benefits of rehabilitation services to employers;

 Teach appropriate job seeking and job retention skills;

 Identify and contact employers regarding job opportunities;

 Evaluate work activities through the use of job and task analysis;

 Identify the prerequisite experiences and relevant training for career goals selected;

 Determine and resolve job adjustment problems;

 Modify and restructure jobs utilizing assistive devices; and

 Assist employers in identifying, modifying, and / or eliminating architectural, procedural, or attitudinal barriers toward individuals with disabilities.

3 Units - ARP 710A: Seminar - Organizational Development

The goals of this course include the following:

 Provide students with an overview and assumptions about change in individuals and organizations;

 Expand students’ knowledge of some of the basic concepts and principles of organizational theory;

 Assist students in their application of theories and principles to organizational diagnosis and development interventions.

 Help students develop an expanded awareness of how effective problem solving and decision-making contribute to ongoing organizational development and renewal;

 Expand student understanding and knowledge of leadership and its impact on organizational effectiveness;

 Assist students in developing an understanding of the interdependent and interactive nature of organizational diagnosis and development interventions;

 Provide opportunities for students to increase their knowledge base as effective inquiry-based counselors, managers, and leaders;

 Solicit student and small group analysis, reflection, and reaction to a number of contextually-related rehabilitation, educational, social, economic, and political publications;

 Provide relevant comparisons between counseling and organizational psychology;

 Learn about and experience the social psychology of groups and their development

3 Units - ARP 710B: Seminar– Program Development

In this course, students will fully develop a plan that provides human services (education, employment, or quality of life) designed to impact community integration for individuals with disabilities. Students will develop a realistic and complete program solution from start to finish, based on a funding source, which will inform and guide the process. Students will also have the opportunity to simulate a peer review board process by reviewing classmates' proposals.

Course Objectives:

Students will:

 Research and develop a theoretically sound and realistic plan for the provision of human services, education and/or employment services designed to impact community (education and/or employment) integration;

 Identify a funding opportunity for a specific program;

 Develop an acceptable program using measurable objectives, relevant literature, actual experiences, work scope, statistics, and supporting references;

 Develop a budget and justification to fully implement this program for at least three years;

 Submit a formal written proposal for the program;

 Simulate a Peer Review Board process, rating and evaluating student submitted proposals and seeing how others rated and evaluated the same proposal.

9 Units - ARP 744: Beginning/Intermediate/Advanced Practicum in Rehabilitation Counseling

Practicum courses will focus on direct "experiential" approaches to agencies providing services to persons with disabilities (PWD). Exposure to a variety of consumers, rehabilitation issues, and professionals will occur through each student's work environment. Students will identify their strengths and areas for improvement and professional growth.

The goals of the practicum courses include:

 To provide the opportunity for the student to link the didactic and practical aspects of the role and function of the rehabilitation counselor; and

 To learn via direct consumer involvement (under university and agency supervision) about the assets and challenges of persons who are disabled.

 To provide active learning opportunities that enable each student to further develop their skills and techniques and philosophical orientations of counseling psychology as applied to rehabilitation settings;

 To have students demonstrate a commitment to sustained personal growth and development through interpersonal interaction, reflective inquiry and introspection; and

 To develop an expanded knowledge base about individual behavior and the functioning of social systems such as groups and organizations.

 Define and provide student initiated developmental goals for the practicum experience;

 Provide information on theories and techniques obtained from concurrent or prior formal/ informal learning experiences (counseling courses, practicum’s, rehabilitation fieldwork, current work settings, and other integrative and personal experiences);

 Participate in on-line discussion and demonstrations by the instructor and other students on a variety of theories and techniques during the practicum experience;

 Create experiences that demonstrate client focused individual and group problem solving techniques/behavior; further develop communication/relationship skills;

 Encourage sustained development of self and increased awareness of the social psychology of groups; and embrace the notion of becoming a "reflective practitioner".

 Provide constructive feedback using a formal rating system, including reflective analysis of applied counseling/communication skills;

 Discuss appropriate ethical behaviors as contextually-related to client interventions;

 Examine and discuss counselor values, beliefs, biases, and stereotypes related to disability, cultural diversity, gender differences, aging, and economic disparity and their relevance to the counseling relationship; and

 Participate in scheduled periodic and relevant social and personal growth experiences as provided by instructor.

Students will:

 Enhance their professional skills through practical experience with consumers and professionals;

 Understand agency policies, community resources, and procedures for service provision;

 Share resources and network with colleagues for future service needs;

 Apply general counseling/communication strategies to culturally diverse consumers;

 Identify professional strengths and areas for needed improvement;

 Evaluate their progress during the course, especially regarding areas for needed improvement; and

 Develop additional skills related to rehabilitation counseling (i.e. technology.)

6 Units- ARP 745a/b: Internship in Rehabilitation

Students will use ARP 745 to complete the internship hours needed for CRC accreditation. Students will maintain records of hours worked as rehabilitation counselors and periodically discuss issues or concerns regarding the job, and receive guidance from the instructor.

3 Units—ARP 755: Governance and Policy Development in Postsecondary and Disability Systems

This course continues the work begun in previous Special Topics course(s) in the identification of a need in the Rehabilitation profession and development of a program or solution and accompanying prototype.

The student will:

Receive an overview of the primary service delivery systems utilized by rehabilitation counselors and transition specialists to coordinate and provide an effective and comprehensive combination of services for individuals with disabilities. The purpose of investigating these disability systems is to provide students with the working knowledge needed to utilize these systems to strengthen the services accessed by adults and transitioning students as they develop and manage their own rehabilitation and/or transition plans:

 investigate contemporary public policy and service delivery issues in the

transition/rehabilitation fields;

 develop an understanding of existing perspectives of how disability systems work to

meet the needs of persons with disabilities;

 develop collaborative strategies for accessing these systems;

 identify areas that can be strengthened in public policies to increase positive outcomes.

3 Units - ARP 607: Applications of Rehabilitation Technology

The purpose of this class is to equip rehabilitation professionals with the knowledge and skills to (1) assess consumers’ need for assistive technology and (2) match those needs with opportunities. Participants will complete individual or group projects that focus on a worksite modification, individualized accommodation, or other considerations for accessibility. Course content will include accessing research on assistive technology devices, incorporating person centered planning strategies into assessment procedures, and collaborating with professionals and families in order to effectively integrate the assistive technology into the user’s lifestyle.

Course Competencies:

 To become knowledgeable and skilled in the area of assistive technologies

 To develop competencies in conducting person centered assessments in order to identify potential assistive technology applications

 To apply the use of assistive technology to enhance vocational opportunities and/or to improve performance in vocational settings

 To become familiar with the following areas of assistive technology applications: adaptations for daily living, augmentative/alternative communication, computer access, environmental control units, ergonomics, mobility, seating & positioning, switch use

 To research available assistive technologies using the World Wide Web, professional List Serves, as well as books, journals, periodicals, and information acquired through assistive technology suppliers develop partnerships among other professionals (e.g.,OT/PT, Speech/Language professionals, engineers) and to access community resources that may provide access to technical expertise

 To increase awareness and understanding about the most current and significant issues impacting the access and use of assistive technologies, including legislation, funding, advocacy, and family involvement.

3 UNITS - ARP 615: Multicultural Dimensions in Counseling

This course is designed to:

 Enable students to develop a philosophy and methods for providing counseling and related service to consumers who are culturally unique. Thus, students are expected to become “cross-cultural” counselors;

 Provide an overview and awareness of individuals and groups different than the majority in our society;

 Examine student’s personal understanding, behaviors, and attitudes relating to persons different than themselves based on culture, gender, race, disability, sexual preference, age, etc.;

 Explore how student attitudes and behaviors can impact on counseling from a cross-cultural view; and

 Explore various agencies, institutions, and related resources that are “designed to provide services to cross-cultural groups” in order to generate alternative approaches (if needed) to best meet the needs of these individuals/groups.

NOTE: Although generalizations will be made, it is expected that all students will be aware of the “individual” and his/her needs!

3 UNITS - ARP 660: Theory and Process of Counseling in Rehabilitation

This course is designed to accomplish three major purposes:

 To recognize that the person and the professional are intertwined;

 To build a personalized theory of counseling; and

 To apply it in contextually-related settings.

The assignments in the course are designed to empower the student in taking responsibility for his/her own learning. Students are encouraged to meet deadlines given on the calendar pages and pace their learning to fit their personal needs. This practice is aligned with the CADR/ARPE philosophy to assume a learner-centered approach. Therefore it is the responsibility of the learner to complete the assignments in a timely manner at a level of quality befitting a Master's degree program of study.

The purposes and assignments have been created with the intention of creating an integrative experience for the student. Students are expected to acquire knowledge about themselves, theories and theorists and how they are intertwined by developing an integrated model of delivery. This integrative model should be reflective of the three purposes of the course and personal experiences.

Guiding Principles for Theory and Process of Counseling ensure that learner needs will drive the content and presentation technology . The Theory and Process of Counseling experience will be learner focused and self-paced. Students must recognize that this is a graduate program with graduate level course content, requirements and standards. Students must be self-directed learners. This is a community of learners, including faculty and staff, where each member:

 assumes increasing amounts of responsibility for his/her own learning

 develops a supportive and challenging learning environment where risk taking, introspection and self-disclosure, theoretical knowledge acquisition, and integrative learning are valued.

 reinforces the philosophical orientation that knowledge of self and theoretical counseling models are highly intertwined and provide a foundation for counselor role and function.

 strives to reduce individual performance anxiety to a functional and productive level by completing specific integrative learning assignments and adhering to established timelines.

 creates an inclusive teamwork ethic that contributes to and enhances individual and group learning and development. Development of an interactive norm with peers and instructors to assure successful completion of assignments.

 recognizes that an expanded knowledge base of counseling theory is the foundation for developing a personalized counseling model that is congruent with one's own beliefs and values.

 accepts the "almost absolute truth" that understanding of self is a pre-requisite for a deeper understanding of others. Invest yourself in the process of self discovery and disclosure.

 believes that being an introspective and "reflective practitioner" enhances the link between conceptual and applied learning. Think about what you're learning, how it "fits" who you are and how it bridges theory and practice.

 incorporates the understanding that student initiated inquiry (question asking behavior) is a highly sought after and sanctioned behavior. (i.e.: an overt demonstration that one is assuming some degree of responsibility for his/her own learning.)

 understands that a Personalized Counseling Theory and Delivery Model should have contiguous components and is continually evolving.

3 UNITS ARP 740: Case Management and Rehabilitation Services, provides an overview of case management policies, practices, ethical considerations, and topical issues related to the delivery of rehabilitation services in such contexts as the State/Federal Vocational Rehabilitation System, non-profit organizations, private rehabilitation, disability management, and healthcare. The course presents both didactic instruction and applied experience.

3 UNITS ED 690: Procedures of Investigation and Reporting

The purpose of this course is to provide a working knowledge of the skills required to engage in inquiry about educational and human service programs. This working knowledge will focus on two perspectives: (1) as a consumer of research and evaluation information, and (2) as a practitioner conducting these investigative efforts.

The students will, at the completion of this course, have acquired these competencies:

 Ability to evaluate the quality of research and program evaluation designs as well as procedures used to conduct investigations;

 Ability to conduct organized literature reviews of a given topic;

 Ability to critically evaluate published investigations to determine the quality of design, appropriateness of analysis procedures, and soundness of conclusions;

 Ability to select appropriate strategies and designs used in program evaluation and qualitative research;

 Ability to discern the differences between program evaluation, quantitative and qualitative approaches to inquiry;

 Ability to make appropriate choices regarding sampling, research design, statistical analysis and interpretation of results in conducting studies;

 Ability to construct instruments to record and quantify expressed attitudes and opinions;

 Ability to apply techniques used to define, observe, and quantify aspects of human behavior;

 Ability to apply probability theory and statistical analysis, and their relationship to the interpretation of findings of quantitative studies;

 Ability to explain the correct use of statistical measures of relationship and measures of difference;

 Understanding of descriptive and inferential statistical measures.

# **Appendix C: Student Resources**

**Financial Assistance**

Students requiring financial aid should call the Financial Aid Office (619-594-6323) to obtain information regarding loans, grants, graduate assistantships, and other opportunities available to SDSU graduate students.

In addition, the Rehabilitation Counseling Program is often able to provide stipends to students admitted on a full-time basis (nine or more units per semester). Since the funding for these stipends is awarded periodically by the Rehabilitation Services Administration, we cannot be certain of the number of stipends or the amount of stipend funding available for a given academic year until the first few months of the fall semester (usually September or October). At that time, stipend allocations are made for the coming year. Special consideration is given to students with disabilities, members of unrepresented or underrepresented groups, and students with financial need. These awards do not require work responsibilities during graduate school. Our program has been the recipient of federal training grants which have provided these stipends since 1972 and students may be assured that the faculty will continue to aggressively pursue funding that can be used for student support.

If you wish to be considered for stipend support, please contact Kelly Sakai and she will direct you to faculty members who administer student support stipends depending upon your interests, specializations, and the availability of funding. Fellowship, scholarship or stipend payments from any source in excess of an amount equal to tuition, fees, books, and course-related expenses may be considered taxable income.

*The following information has been given to us regarding stipends from the San Diego State University Foundation:*

"From all indications, it is up to the individual to prove that the stipend was not additional income. The Foundation or the Department cannot give advice as tax experts. Students should call the IRS or a tax accountant regarding filing of the 1099. The Foundation is reporting stipends according to the law. Before the Foundation started recording stipends on 1099's, they met with IRS officials who directed them on how reporting should be done and they are following those instructions." Should you have any questions, please direct them to Bernadine Hewitt at Foundation: (619) 594-4829.

**Student Ability Success Center**

The Student Ability Success Center (SASC) provides support services for students with a wide variety of disabilities. Many students with disabilities can benefit from campus orientation, priority registration, academic accommodations, and referral to appropriate community resources. Students needing readers, note takers, sign language interpreters, tutors, attendants, and other direct assistance should contact SASC as early as possible to apply for these services. SASC is located at Calpulli Center, #3101; 594-6473 or <http://go.sdsu.edu/student_affairs/sds/>

Special parking facilities are available for persons who must park close to their classes. An electric cart is available to transport students who have difficulty walking across our large campus. Counselors are available to assist with personal, academic, and financial problems. Periodic workshops and recreation programs are also coordinated through SASC.

**Library Resources**

The SDSU Library contains numerous references on rehabilitation. Computer searches are available and Interlibrary Loan may be used. There is usually a waiting period for receipt of materials not available in SDSU's Library, thus, students should plan ahead for their projects which require professional and related references; 619-594-6730. The website for the SDSU Library is <http://library.sdsu.edu/>

**Counseling Support**

Students are eligible to receive counseling support, free of charge, from the SDSU Counseling and Psychological Services office. Their goal is to “help students benefit fully from their college experience by supporting the personal, social, and emotional well-being.” The services and programs offered through Counseling and Psychological Services is available at (619) 594-5220 during business hours or at <http://www.sa.sdsu.edu/cps/>. After hours, students can call the San Diego Access and Crisis 24-hour Hotline at (888) 724-7240. Other emergency services include: Student Health Services Nurse Advisory Line at (888) 594-5281; or University Police at (619) 594-1991.

**Computer Access**

There are computers on-campus available for Rehabilitation Counseling Program students at the SDSU Library (<http://library.sdsu.edu/>)

**Rehabilitation Counseling Student Association**

The Rehabilitation Counseling Student Association (RCSA) is designated to support and represent the needs of program students. The RCSA holds a number of out-of-class events throughout the year such as workshops on available job and internship openings, studying the comprehensive examination, and various social events.

During the orientation for new students held each August, the RCSA will give a presentation on its activities and programs. Also, information on current RCSA officers and contact information is provided then and also through the RCP student e-mail distribution list.

**Job/Rehabilitation Community Services Board**

Information is shared regularly on the student e-mail communication list at [rcp@interwork.sdsu.edu](mailto:rcp@interwork.sdsu.edu).

Students are also encouraged to learn about available practicum and internship training sites, and available job openings through the SDSU Career Services office. Information on Career Services can be found at <http://career.sdsu.edu/> or by calling (619) 594-6851.

# **Appendix D: Professional Resources**

**PROFESSIONAL ORGANIZATIONS**

It is a good practice while you are a student to begin your identification with state, regional, and national professional organizations. You are expected to join at least one of the following associations (all offer student rates), in order to begin your networking and to receive professional publications. To assist you in learning about student memberships, we have provided a partial list of organizations below. Other organizations focus on specific disabilities such as alcoholism and substance abuse, acquired brain injury, and mental health. If you are interested in specific areas, contact a faculty member for assistance. You will also have the opportunity to learn about professional conferences while you are in the program.

**General Rehabilitation:**

**American Rehabilitation Counseling Association (ARCA)**

(A division of the American Counseling Association)

5999 Stevenson Avenue

Alexandria, VA 22314

<http://www.arcaweb.org/>

An organization of professional rehabilitation counselors and others concerned with improving the lives of individuals with disabilities.

**The National Rehabilitation Association (NRA)**

633 South Washington Street

Alexandria, VA 22314-4193

(703) 836-0850

<http://www.nationalrehab.org/>

The NRA is committed to the advancement of access for persons with disabilities. It has been a leading advocate for full funding of the Rehabilitation Act and related activities.

**National Rehabilitation Counseling Association (NRCA)**

PO Box 4480   
Manassas, VA 20108   
Office: 703-361-2077 **(voice)**  
FAX: 703-361-2489 **(fax)**

<https://www.nationalrehab.org/shop/product/nrca-professional-national-rehabilitation-counseling-association-nrca-60>

An organization of professional rehabilitation counselors and others concerned with improving the lives of individuals with disabilities.

**National Council on Rehabilitation Education, Inc. (NCRE)**

<https://ncre.org>

NCRE Administrative Office

1099 E. Champlain Drive

Suite A PMB # 137

Fresno, CA 93720

Phone: (559) 906-0787

Fax: (559) 412 2550

Email: info@ncre.org

http://www.ncre.org/

An organization of rehabilitation educators and researchers primarily interested in quality rehabilitation services to persons with disabilities through education and research.

**Council for Accreditation of Counseling and Related Educational Programs (CACREP)**

https://www.cacrep.org

1001 North Fairfax Street

Suite 510

Alexandria, VA 22314

Provides accreditation for rehabilitation counseling and other counseling programs throughout the United States.

**Postsecondary Education:**

**Association on Higher Education and Disability (AHEAD)**

107 Commerce Center Drive, Suite 204,

Huntersville, NC 28078   
voice and text: (704) 947-7779

fax: (704) 948-7779

<http://www.ahead.org/>

An international, multicultural organization of professionals committed to full participation in higher education for persons with disabilities.

**CAPED**

10073 Valley View St.

#242 Cypress, CA 90630

<http://www.caped.io>

562-397-2810 main

866-577-3387 fax

[caped38@gmail.com](mailto:caped38@gmail.com)

CAPED promotes the full and effective participation of individuals with disabilities in all aspects of California postsecondary education.

**Private Rehabilitation:**

International Association of Rehabilitation Professionals

1926 Waukegan Road

Suite 1

Glenview, IL 60025-177

888-477-7722

847-657-6963 fax

<http://www.rehabpro.org/>

**Deaf, Hard-of-Hearing, and Late-Deafened:**

**American Deafness and Rehabilitation Association (ADARA)**  
PO Box 480   
Myersville, MD 21773

(501) 868-8850 V/TTY; (501) 868-8812 FAX

<http://www.adara.org/>

A non-profit incorporated association involved in promoting and participating in quality human service delivery to deaf persons through agencies and individuals.

**Self Help for the Hard-of-Hearing People, Inc. (SHHH)**

7910 Woodmont Ave, Suite 1200

Bethesda, MD 20814

(301) 657-2248 (Voice); (301) 657-2249 (TDD)

<http://www.shhh.org/>

A nationally-based, non-profit educational organization devoted to the interests of those, who although not deaf, cannot hear well.

**Association of Late-Deafened Adults (ALDA)**

8038 MacIntosh Lane  
Rockford, IL 61107

815.332.1515 (V/TTY for the Rockford, IL area)

Toll Free 866.402.ALDA

(or 866.402.2532) (V/TTY for rest of USA)

<http://www.alda.org/>

A support organization for adults who became deaf after childhood. ALDA strongly advocates self-help, and believes the only person equipped to make a decision about the “correct” approach to deafness is the deafened person

**Mental Health:**

**American Psychiatric Association**

1000 Wilson Boulevard, Suite 1825,

Arlington, Va.  22209-3901  
phone: 703-907-7300

<http://www.psych.org/>

**American Psychological Association**

750 First Street, NE,

Washington, DC 20002-4242  
Telephone: 800-374-2721; 202-336-5500.

TDD/TTY: 202-336-6123

<http://www.apa.org/>

**National Institute of Mental Health,**   
6001 Executive Boulevard, Room 8184, MSC 9663  
Bethesda, MD 20892-9663

Telephone numbers:

1-866-615-6464 (toll-free)

301-443-8431 (TTY)

1-866-415-8051 (TTY toll-free)

Fax number: 301-443-4279

http://www.nimh.nih.gov/

**National Alliance for Mentally Ill**

Colonial Place Three  
2107 Wilson Blvd., Suite 300  
Arlington, VA 22201-3042

Main: (703) 524-7600  
Fax: (703) 524-9094  
TDD: (703) 516-7227  
Member Services: (888) 999-NAMI (6264)

<http://www.nami.org/>

**California Alliance for the Mentally Ill**

1010 Hurley Way, Suite 195

Sacramento, CA 95825

Phone: 916-567-0163

Fax: 916-567-1757

<http://www.namicalifornia.org/>

**United States Psychiatric Rehabilitation Association (USPRA)**

601 Global Way Suite 106  
Linthicum, MD 21090  
410.789.7054 ph  
410.789.7675 fax

<http://www.uspra.org>

**CALIFORNIA DEPARTMENT OF REHABILITATION**

The state-federal rehabilitation agency historically has been the work setting selected by a majority of graduates. Because all state rehabilitation agencies follow the same general procedures for providing services, a rehabilitation counselor has geographical mobility and is able to move throughout the United States and its Territories with little difficulty finding employment.

It is recommended that students take the California State Department of Rehabilitation Civil Service examination to be placed on state availability lists. One list is for state openings for Rehabilitation Counselors, and the other is for Rehabilitation Counselor Trainees.

More information can be obtained by calling or writing the:

Department of Rehabilitation

2000 Evergreen St

Sacramento, CA 95815

<http://www.rehab.cahwnet.gov/>

(916) 445-6398

or by contacting one of the local offices of the Department of Rehabilitation at:

San Diego District Office

7575 Metropolitan Dr. Suite 107

San Diego, CA 92108

(619) 767-2100

Downtown Branch Office

1350 Front Street, Room 4053

San Diego, CA 92101

(619) 525-4184

East County Office

8200 La Mesa Blvd.

La Mesa, CA 91941

(619) 667-5649

Chula Vista Branch Office

678 Third Avenue, Suite 205

Chula Vista, CA 91910

(619) 426-8720 and TDD 422-3587

Escondido Branch Office

1201 E. Valley Parkway, Suite 200-B

Escondido, CA 92027

(760) 480-9692 and TDD 480-0471

**INTERWORK INSTITUTE**

The Interwork Institute (<http://interwork.sdsu.edu/main/>), under the direction of Dr. Caren Sax, is one of the largest Institutes at SDSU, housed under the Department of Administration, Rehabilitation, and Postsecondary Education. The Institute’s core mission is to enable individuals, organizations, and communities to support, appreciate, and engage diverse members in community integration through education, research, and advocacy.

Our vision is to accomplish this through the development of exceptional leaders in diverse educational and human service organizations using innovative and effective learner opportunities and cross-functional strategic alliances.

The Interwork Institute values the right of all people to fully and actively participate in all aspects of society with dignity and respect. Interwork Institute efforts focus on promoting the integration of individuals with disabilities into all aspects of school, work, family, community life, and supporting the maximum participation by individuals with disabilities. Faculty and staff associated with the Interwork Institute are uniquely and collectively prepared to promote the meaningful participation and productivity of each member of the community.

The Interwork Institute administrates the California Health Incentives Improvement Project, Creative Support Alternatives, the Center for American Indian Rehabilitation and Education, the Center for Educational Leadership, Innovation, and Policy, the National Rehabilitation Leadership Institute, the Center for Pacific Studies, the Center for Distance Learning, the National Rehabilitation Leadership Institute, the Exceptional Family Resources Center, and the Disabled Businessman’s Association.

**Outside Scholarship/Loans**

Financial AID

Sallie Mae info for distance students

 <http://www.salliemae.com/>

Fast Web:

 [www.fastweb.com](http://www.fastweb.com)

Scholarship.com

 [www.scholarships.com](http://www.scholarships.com)

Free on line application for Federal Student Aid

 <https://studentaid.ed.gov/sa/PORTALSWebApp/students/english/fafsa.jsp>

 [www.FinAid.org](http://www.FinAid.org)   
On this page, you'll find information about scholarships and fellowships for students with disabilities.

 [www.icdri.org](http://www.icdri.org)   
A cornucopia of financial resources for students with disabilities in need of financial assistance.

Scholarships for Specific Disabilities/Issues:

Blind/Visually Impaired

 Incight.org   
[www.incight.org](http://www.incight.org)

 National Federation of the Blind   
[www.nfb.org](http://www.nfb.org)

 The Council of Citizens with Low Vision International offers two scholarship programs    
[www.cclvi.org](http://www.cclvi.org)

 American Foundation for the Blind   
[www.afb.org](http://www.afb.org)

 American Council of the Blind:  
[www.acb.org](http://www.acb.org)

 Lighthouse International  
[www.lighthouse.org](http://www.lighthouse.org)

Deaf/Hard of Hearing

 Alexander Graham Bell Association for the Deaf   
[www.agbell.org](http://www.agbell.org)

 Minnie Pearl Scholarship   
[www.earfoundation.org](http://www.earfoundation.org)

 Sertoma Scholarship  
[www.sertoma.org](http://www.sertoma.org)

Learning Disabilities:

 The Center for Dyslexia has a listing of scholarships for people with  
LDs  
<http://dyslexia.mtsu.edu/areasofinterest/adults/collegescholarships>



Loans:

 Access group  
[www.accessgroup.org](http://www.accessgroup.org)   
It is a personal educational loan based on the student’s credit rating.

# **STUDENT STAFFINGS**

All students will participate in student staffings as a part of the evaluation process by the faculty. Staffings can be convened at any time by an academic advisor, faculty member or student to address questions or concerns related to the Rehabilitation Counseling program and its requirements. Typically, the student's first staffing will be held when the student has completed at least 15 semester hours (units). If a student is conditionally admitted to SDSU, staffing should occur during the term the conditions are set to expire. The second staffing will be conducted when the student has completed at least 30 semester hours.

The student will meet with RCP faculty to conduct an appraisal of the student's progress to date, prognosis for successful completion of the Master's degree program, internship experiences, and entrance into the field of rehabilitation. This staffing activity is instrumental in providing the student with as assessment of their strengths as well as identification of areas where growth and improvement is needed.

An outcome of these staffings is that many students have provided valuable input regarding the program's format and content, which have subsequently been incorporated into program through revision and refinement.

**Rehabilitation Counseling Student Association:**

The Rehabilitation Counseling Student Association (RCSA) is designated to support and represent the needs of program students. The RCSA holds a number of out of class events throughout the year such as workshops on available job and internship openings, studying the comprehensive examination, and various social events.

Information on current RCSA officers and contact information is provided then and also through the rcp student listserve. For example, students will be informed about the opportunity to run for election as an RCSA officer.

# **Rehabilitation Counseling Faculty**

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**Caren L. Sax, Ed.D., CRC**

Phone: (619) 594-7183Email: [csax@sdsu.edu](mailto:csax@sdsu.edu)

Dr. Sax is Professor and Chair of the Department of Administration, Rehabilitation, and Postsecondary Education and Co-Director of the Interwork Institute at SDSU. In addition to her teaching responsibilities in the M.S. in Rehabilitation Counseling program and the Ed.D. in Educational Leadership/Community College Leadership Concentration, she administers a graduate-level Certificate in Rehabilitation Technology, which she developed with SDSU’s College of Engineering. Dr. Sax also coordinates the *Supported Employment and Transition Specialist Certificate*. As Co-Director of the Interwork Institute, Dr. Sax directs over $5 million dollars annually in grants and contracts funded through federal and state resources that address the following areas: removing barriers to employment and increasing self-sufficiency for persons with disabilities; technical assistance and continuing education for state agency and community rehabilitation personnel; systems change efforts to improve school-to-work transition services for students with disabilities as they exit the K-12 school system; coordinating supports and services with military families who have children with developmental disabilities; and professional development activities related to assistive technology and universal design. Dr. Sax conducts training for rehabilitation counselors and administrators, community rehabilitation personnel, special educators, and disability organizations in the US and internationally and has published extensively in the disability field. She started her professional career as a special education and transition teacher in Tucson, Arizona.

**Fred R. McFarlane, Ph.D.**

Phone: (619) 594-4228Email: [fmcfarla@sdsu.edu](mailto:fmcfarla@sdsu.edu)Dr. McFarlane is Professor Emeritus at San Diego State University. His vision and leadership skills, along with those of Dr. Ian Pumpian, led in 1990 to the creation of the Interwork Institute.

Dr. McFarlane specializes in the following education content areas: leadership, organizational development, program development, communication skills, ethics, and public policy. He has over 50 publications in referred journals, monographs, and book chapters, with a current focus on public policy, personnel development, and distance education. He is much sought-after as a rehabilitation professional, academic advisor, vocational expert and personal and professional mentor.

**Marjorie F. Olney, Ph.D., CRC**

Phone: (619) 594-6883

Email**:** [molney@sdsu.edu](mailto:molney@sdsu.edu)Dr. Marjorie F. Olney’s is Professor Emeritus. Her teaching, research and service activities focus on improving employment opportunities for individuals with psychiatric and developmental disabilities. She created the Psychiatric Rehabilitation Certificate and the specialization in Psychiatric Rehabilitation. She has also served as Project Director for the Center for Emerging Leadership ([www.interwork.sdsu.edu/cel](http://www.interwork.sdsu.edu/cel)) and ProjectLEADERS, programs which provide peer-to-peer information, training and mentorship by and for individuals with developmental disabilities.

An active researcher, Dr. Olney uses multiple methodologies to explore disability issues related to identity, service utilization and employment outcomes, and barriers to employment specifically as these impact individuals with cognitive and psychiatric disabilities. She has had 27 peer reviewed articles published, and has presented her work at over 50 local, state and national conferences.

Dr. Olney teaches has taught courses in psychiatric rehabilitation, job placement, foundations of rehabilitation counseling, and counseling theories. Dr. Olney's courses combine theory and practice, demanding critical thinking skills, independence and mutual respect in the classroom.

Dr. Olney encourages lively intellectual exchange of ideas and works to provide a safe and supportive learning environment, motivating students to both apply their learning and to seek more knowledge.  In addition to classroom teaching, Dr. Olney provides training to rehabilitation counselors throughout California and its neighboring states on psychiatric disabilities, counseling methods, supported employment and related topics.

Lastly, Dr. Olney has served the community and profession on various university, local, state and national committees and boards. She is an Editorial Board Member for the journals *Rehabilitation Counseling Bulletin* and conducts *peer reviews for several other journals.* Dr. Olney is a member of the Workforce, Education and Training committee of San Diego’s *Department of Mental Health*. She is active in promoting psychiatric rehabilitation within the rehabilitation counseling community through participation in committees with the *U.S. Psychiatric Rehabilitation Association (USPRA)* and the *National Council on Rehabilitation Education (NCRE).She is chair of the Psychiatric Rehabilitation Council of NCRE.*

**Charles Edmund Degeneffe, Ph.D., MSSW, CRC**



Phone: (619) 594-6921   
E-mail: [cdegenef@sdsu.edu](mailto:cdegenef@sdsu.edu%20)

Charles (Chuck) Edmund Degeneffe is a Professor of Rehabilitation Counseling at San Diego State University (SDSU). He also directs the Certificate Program in Cognitive Disabilities.

Chuck completed his Ph.D. in Rehabilitation Psychology at the University of Wisconsin-Madison and joined SDSU and the Interwork Institute in August 2005. Chuck previously was an Assistant Professor of Rehabilitation Counseling at California State University-Fresno from 2002 to 2005. Chuck's other academic degrees include a Bachelor's degree in Social Work from the University of Wisconsin-Milwaukee and a Master's degree in Social Work from the University of Wisconsin-Madison. Chuck holds the Certified Rehabilitation Counselor credential. He has experience in direct care residential support, supported employment, and counseling and case management. Chuck's clinical work has specialized on providing supports to persons with cognitive disabilities, including those with acquired brain injuries, intellectual disabilities, autistic spectrum disorders, and learning disabilities.

Chuck's primary research interests focus on adjustment and caregiving for family members of persons with acquired brain injuries, with a secondary focus on professional issues within rehabilitation counseling education. He has published his work in rehabilitation counseling, rehabilitation psychology, social work, and brain injury journals. Chuck has also presented his research at the annual meetings of the American Psychological Association, the National Council on Rehabilitation Education, and the Brain Injury Association of California.

Chuck is on the Editorial Advisory Board for the journal, Rehabilitation Research, Policy, and Education and is an Ad Hoc reviewer for several other journals. Chuck is on the Board of Directors for the Council on Rehabilitation Education, and is a former President of the National Council on Rehabilitation Education. Chuck is also a former Commissioner for the Commission on Rehabilitation Counselor Certification. Chuck is originally from the Milwaukee area. He enjoys tennis, bike riding, and visiting the national parks, especially Yosemite. Chuck, his wife Tamara, and daughter Sophia enjoy the beauty of San Diego and love to travel whenever possible.



**Nan Zhang Hampton, Ph.D., CRC**

Phone: (619) 594-6425

E-Mail: [nhampton@sdsu.edu](mailto:nhampton@sdsu.edu)

Nan Zhang Hampton, Ph.D., C.R.C. is a Professor Emeritus in the Rehabilitation Counseling Program at San Diego State University. Before joining the RC program at SDSU, Dr. Hampton was an associate professor at University of Massachusetts at Boston and had taught rehabilitation counseling there for the past nine years. She has over 100 publications and presentations in refereed rehabilitation journals, professional conferences, seminars, and workshops, and has a consistent record of service as a consultant to a variety of public school programs, higher education programs, professional organizations, public or private community rehabilitation service agencies, and international organizations. At her leisure time, she enjoys exploring different cultures, gardening, visiting museums, and reading



**Mark Tucker, Ph.D., CRC**

**Phone:** (619) 594-3498 **Email:** [mtucker@sdsu.edu](mailto:mtucker@sdsu.edu)

Mark Tucker is an Associate Professor in the ARPE Department and coordinator of the Rehabilitation Counseling Program. He joined the faculty full-time in 2014 after spending fourteen years with the Interwork Institute and Region IX Technical Assistance and Continuing Education program at SDSU. Prior to joining the staff at the Interwork Institute, Mark worked as Program Coordinator for a Southern California-based non-profit agency providing case management, crisis counseling, and vocational planning services. His areas of research interest include examining the associations between postsecondary education or training and vocational rehabilitation outcomes as well as the relationships between individual, contextual, and case-service factors and rehabilitation outcomes of transition-age youth and adults with disabilities. Mark is a Certified Rehabilitation Counselor; he holds a Ph.D. in Human Rehabilitation, with a doctoral minor in Applied Statistics and Research Methods from the University of Northern Colorado.



**Sonia Peterson, Ph.D., CRC, LPCC**

E-Mail: [slpeterson@sdsu.edu](file:///C:\Users\cdegeneffe\Downloads\slpeterson@sdsu.edu)

Sonia Peterson has extensive knowledge and experience with the state vocational rehabilitation case-service delivery system, coding of RSA-911 data variables, teaching, supervision, collaboration with community partners, and facilitating grant projects.

Dr. Peterson has served as an adjunct lecturer since 2011, and is currently an assistant professor. Her research area is psychiatric rehabilitation, and she actively advocates for the social justice principles of self-determination, hope, and community inclusion in her research and instruction. She has served on the American Counseling Association (ACA) division of the American Rehabilitation Counseling Association (ARCA) board since 2017. She previously served over 16 years with the California Department of Rehabilitation as a counselor, supervisor, and administrator. She advocates for career opportunities in forensic vocational rehabilitation and has served as a vocational expert for the Social Security Administration since 2012. She values collaboration, education, opportunities for networking, and she presents regularly at professional conferences. She is an active member of ACA, ARCA, the National Council on Rehabilitation Education, the Psychiatric Rehabilitation Association, the California Association of Social Rehabilitation Agencies, the Consortium of Psychiatric Rehabilitation Educators, the California Association for Licensed Professional Clinical Counselors, and the International Association of Rehabilitation Professionals. She is an active member of the LGBTQ+ recovery community in her home of San Diego.