Master of Science Degree in Rehabilitation Counseling

***A Guide for Students Enrolled in the Rehabilitation Counseling Program Tracks and Options***

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

DEPARTMENT OF ADMINISTRATION, REHABILITATION

& POSTSECONDARY EDUCATION (ARPE)

SAN DIEGO STATE UNIVERSITY

5500 Campanile Drive

San Diego, California, 92182-1154

[**https://interwork.sdsu.edu/rcp**](https://interwork.sdsu.edu/rcp)

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". . . 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! You are on your way to becoming an SDSU RCP alumnus, along with well over 1,000 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. 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 2025) and recognized for its focus in application of the subject matter to learners' professional lives.

**Advising**

The Department Coordinator for the Department of Administration, Rehabilitation, and Administration, will advise you on general questions of status and procedures that will enable you to progress through the program and graduate. You may contact the Department Coordinator at (619) 594-6115.

Every student will be assigned to a full-time faculty member for academic advising. If you have questions regarding a particular area of interest in the rehabilitation counseling field, questions about your career goals and direction, or need to determine the scope and sequence of your courses, please make an appointment with your faculty advisor. Your faculty advisor will help you in planning the sequence of courses necessary to complete the RCP and meet your academic and career goals.

We hope your graduate experience will be both pleasant and productive.

**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 this mission 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 https://interwork.sdsu.edu/rcp 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 645/646 (Assessment and Career Development); and ARP 685A/B (Medical and Psychological 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 710 (Seminar in Rehabilitation - Organizational Development); ARP 711 (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.

**NATIONAL CERTIFICATION**

The SDSU RCP is designed to meet the knowledge domain content and experiential requirements of the Commission on Rehabilitation Counselor Certification (CRCC). Graduating students and graduates of the program are eligible to register for and take the Certified Rehabilitation Counselor (CRC) examination. Those who pass the exam may earn the Certified Rehabilitation Counselor designation.

Graduates of the Clinical Rehabilitation Counseling degree concentration are eligible to register as an Associate Professional Clinical Counselor with the California Board of Behavioral Sciences and to pursue completion of the requirements for the Licensed Professional Clinical Counselor license in California.

 **FACULTY AND STAFF**

The Rehabilitation Counselor Program has four full-time faculty members. Faculty members have office hours listed on their course syllabi. You may set up an appointment time with a professor, or stop by their office during the specified office hours. Each of the faculty members has areas of interest and expertise. They are involved in rehabilitation on many levels, including national committees, international rehabilitation programs, and research and training. When you need assistance or advice on a particular matter, please take advantage of the diverse group of individuals, projects, cultures, and resources located at the Interwork Institute. Get to know the faculty and staff -- they are here to help you. Please review our website for more information about each of the faculty members.

#### **STUDENT RESPONSIBILITIES**

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

* Contacting the appropriate sources for questions about 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;
* Consistently monitoring your SDSU e-mail address and updating the program and university with important changes (e.g., address or name changes);
* Complying with course requirements as designed by individual instructors related to course attendance and participation, assignments, and access to email and the Internet.
* Access to a computer with access to high-speed internet will be essential for success, not only in this program, but also for professional endeavors.

**NEW STUDENT ORIENTATION**

All new students admitted to the RCP are required to attend a new student orientation during the Fall semester. A secondary orientation will be offered near the start of the Spring semester to reinforce information covered in the Fall orientation. The orientation provides students an understanding of expected professional behaviors in the RCP’s “Professional Standards for Rehabilitation Counseling Students” assessment document utilized in the staffing process (described further in the handbook). Students are also provided a copy of the Code of Ethics documents for the American Counseling Association and the Commission on Rehabilitation Counselor Certification to provide a foundation of expected professional ethics and behaviors as a rehabilitation counselor.

**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.

**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 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 purchased, 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."

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: https://sacd.sdsu.edu/student-rights

**STUDENT RETENTION POLICY**

The Rehabilitation Counseling Program’s Student Retention Policy is designed to help develop and retain students and to assist faculty in identifying students who are not meeting the behavioral and academic standards of the program. To this end, the faculty conducts at least two staffings with students, one during the first year of their program, and one in their final semester.

The staffing is a meeting between each individual student and the full-time faculty. During this meeting, faculty (a) conduct group advisement, making sure the student’s program is on track, (b) review academic performance to assure that the student’s grade point average is 3.0 or higher, (c) ask students to present a self-evaluation with the Professional Standards for Rehabilitation Counseling Students survey, and (d) provide timely and specific feedback to assist with both behavioral and academic performance.

The objectives of the staffing include: (a) orientation of each student to the ethical and professional requirements of rehabilitation counseling, (b) provision of individualized guidance to each student concerning behavioral and academic expectations, and (c) corrective action for students who are not meeting or exceeding the behavioral and academic standards of the program. Behavioral standards include the seven specific behaviors delineated in the Professional Standards for Rehabilitation Counseling Students assessment. Academic standards require that graduate students maintain at least a 3.0 grade point average.

The first student staffing is typically held during the student’s second or third semester, although it can be scheduled sooner if a faculty member has concerns about either the behavior or the academic performance of a student. If faculty determine that a student’s performance fails to meet the standards of the Rehabilitation Counseling program, they will suggest a plan of correction, including the specific behavioral objective and a due date in writing. The academic advisor will follow up with the student to assure that the standard has been met. If it has not, the faculty advisor will inform the student, and schedule a special staffing. During the special staffing, faculty will either (a) recommend that the student withdraw from the program, or (b) establish a new behavioral objective and a due date.

Students that are counseled out of the program may challenge the decision through the College of Education’s Academic Dean who will evaluate the process and make a binding decision. The student’s academic advisor will provide the Academic Dean with evidence on behalf of the faculty. Students can also appeal to the SDSU Ombudsman, whose mission is to “provide information, advice, referrals and interventions to students at SDSU.” The Ombudsman office can be contacted at: <https://sacd.sdsu.edu/student-ombudsman>.

**SDSU CATALOG**

You are asked to review the San Diego State University Catalog. The importance of the Catalog as a general resource and academic planning guide cannot be overstressed. 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 Catalog 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. If you have difficulty interpreting the policies and requirements in the Catalog, be sure to contact the ARPE Department Coordinator or your advisor for clarification. You can find the University Catalog at: https://catalog.sdsu.edu/

**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 affecting 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 by the faculty member and retained 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.

 **CHECKLIST FOR GRADUATE STUDENTS**

1. Admission to the University for Graduate Program

1. The San Diego State University application process is conducted online by submitting an application through Cal State Apply and submitting a separate application to the Rehabilitation Counseling Program. There is an application fee associated with submitting the Cal State Apply university application.

2. Classified Graduate Standing

If you were admitted to the Department with "Conditional" status, your status can be changed to "Classified" once you satisfy the conditions noted on the "Departmental Recommendation Form."

3. Regularly Review Your Program of Study using Degree Evaluation

 a. You should review your program of study using the Degree Evaluation tool in your My.SDSU account to verify that you are making expected progress toward your degree.

 b. The requirements governing the Official Program of Study will be those specified in the Graduate Bulletin at the time the program is approved by the Graduate Division.

1. If you need to make a course change in your Program after it has been approved, a "Change of Official Program for the Master's Degree" or “Plan for Adjustment of Academic Requirements” form must be filed. Your advisor and the Graduate Division must approve the change.
2. You must be classified at least a full semester before the semester of graduation.

4. Advancement to Candidacy

 a. Once you are classified and your Official Program of Study is approved by your advisor and the Graduate Division, Advancement to Candidacy follows if you have completed the specified units, and have maintained a 3.0 overall Grade Point Average (GPA). You must be Advanced to Candidacy before taking the Culminating Experience activity or registering for ARP 799A, Thesis.

5. Culminating Experience: Certified Rehabilitation Counselor Exam, Portfolio, or Master's Thesis

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 during 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: <https://crccertification.com/get-certified/>

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

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

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 a minimum of three 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 an average rating of 3.0 or 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 one opportunity to retake any questions not passed and is given feedback by the Coordinator as to what needs to be improved to pass the question.

6. The Code of Student Conduct.

Students are required to adhere to the responsibilities, including requirements for academic honesty, delineated in the “Statement of Student Rights and Responsibilities” by San Diego State University. Section 41301 of Title V of the California Code of Regulations defines academic misconduct as,"(a) Cheating or plagiarism in connection with an academic program at a campus." Examples of cheating would include using unauthorized notes or study guides during an exam, unauthorized collaboration on coursework, stealing course examinations or materials, falsifying records or data, and intentionally assisting another individual in any of the above. The use of old exams and study guides may also be considered in violation of University policy if the instructor clarifies that utilizing such material is prohibited. For further information refer to the following: Student Rights & Responsibilities, Center for Student Rights & Responsibilities: <https://sacd.sdsu.edu/student-rights/student-conduct>

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 community, and contribute positively to student and university life. Please see the Standards for Student Conduct website for more details at: <https://sacd.sdsu.edu/student-rights/student-conduct>

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: <https://sacd.sdsu.edu/student-rights/report-an-incident>

7. Leave of Absence

Effective fall 2016, SDSU no longer offers “one semester stop outs”. You must apply for a leave of absence (LOA) every semester that you are not in attendance. If you require an additional semester on a LOA, you must file a new request. Academically disqualified students are not eligible for a leave of absence and are required to reapply.

There is a maximum of four total leave of absences.

You are expected to meet with your graduate advisor (and your thesis advisor, if applicable) to develop a plan to complete your degree in a timely fashion. It is your responsibility to ensure that this LOA will not interfere with your program’s requirements for completing your degree. It is also your responsibility to be aware of all other relevant regulations that appear in the Graduate Bulletin. Importantly: All requirements for graduation must be completed within six consecutive calendar years (not academic years) after initial registration for a graduate program with < 36 units, and within 7 consecutive calendar years for a program with ≥ 36 units. This includes time spent on LOA and one semester stop outs. This does not include time spent in compulsory service. Plan A students must submit their thesis to Montezuma Publishing by the end of the 6th calendar year (for programs with < 36 units) or the end of the 7th calendar year (for programs with ≥ 36 units).

Failure to file a leave of absence every semester may lead to your disqualification. You will no longer be an active graduate student at San Diego State University, and you will be required to file an application for readmission. If you are readmitted after disqualification, you may be required to submit a new program of study that complies with the current program requirements. Program requirements are documented in the Graduate Bulletin corresponding to the academic year of readmission.

8. Graduation

The application to graduate is located in your My.SDSU account. When you apply to graduate you must pay the required graduation fee. Please note that students will not officially graduate unless you apply and the fees are paid.

The deadlines for filing are listed in the Spring/Fall SDSU academic calendars. Formal commencement ceremonies are conducted once per year during May, but degrees are also awarded in August and December.

In addition to the University commencement ceremony at the end of each Spring semester, the Rehabilitation Counselor Program conducts its own awards ceremony with reception. First year students assist with 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" form through your My.SDSU account.

**Official Program** – use the Degree Evaluation tile in My.SDSU to review your official program.

**Advancement to Candidacy** - You will be advanced to candidacy after 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

**Distance Program**

**Structure:**

Two or three courses are offered simultaneously in 12 to 15-week sessions. The duration required to complete the program is three years. While the full Master’s program is delivered on a full time basis only, there are options to participate as part-time students through the CRCC’s 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 narration, 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 are conducted using an online discussion board or other communication strategies. 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.

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# 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 strive to stay current. We appreciate your assistance in notifying the Tech Team immediately if accessibility problems are found throughout the many areas and types of content.

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# 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 knowledge of how to use a computer and have a 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.

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# 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.

**Advising:**

Rose Thomas, M.S., CRC. Rose will serve as your Student 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. Rose can also assist you in locating prospective clinical training, locating resources for assignments and projects, and provide general support and guidance throughout the program. Rose can be contacted at: rathomas@sdsu.edu.

**On-Campus Program**

**Structure:**

Students in the on-campus program can attend full or part-time and have more flexibility in the sequence of courses taken to earn the degree compared to distance program students. Also, on-campus students can earn additional certifications, while distance program students follow a generalist program of study. On-campus students take most of their classes during the Fall and Spring semesters on Mondays through Fridays, with each class meeting from 4:00 PM pm to 6:40 PM or 7:00 PM to 9:40 PM.

**Areas of Specialization:**

***Rehabilitation Counseling:*** 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.

***Clinical Rehabilitation Counseling.*** This track is designed to meet the educational needs of students who plan a career in rehabilitation counseling with clients with mental health disabilities. The concentration can lead to eligibility for California licensure, a credential that professionals may need in order to advance in mental health systems.

***Cognitive Disabilities.*** The numbers of persons with cognitive disabilities continues to rise on the caseloads of rehabilitation counselors working for the California Department of Rehabilitation, the United States Department of Veterans Affairs, college and university student disability support offices, and non-profit community rehabilitation agency providers. The Cognitive Disabilities Specialization offers an opportunity to develop enhanced skills in working with persons with brain injuries, specific learning disabilities, autism spectrum disorders, and intellectual disabilities. Upon completion of the required coursework, students are granted a Certificate in Cognitive Disabilities. For more information on this option, please contact Dr. Charles Degeneffe at cdegenef@sdsu.edu.

***Rehabilitation Technology.*** The area of Assistive Technology as it relates to the field of rehabilitation is rapidly growing. The general rehabilitation counseling program includes a course in *Applications of Rehabilitation Technology* (ARP 607) for all students. For students interested in gaining more skills and experience in this area, a 15-unit Certificate in Rehabilitation Technology is offered in collaboration with SDSU’s College of Engineering. Additional coursework is required from the College of Engineering (designed for non-engineers) as well as a 200-hour internship. For more information on this option, please contact Dr. Toni Saia at tsaia@sdsu.edu.

***Co-Occurring Disorders.*** The purpose of the Advanced Certificate in Co-occurring Disorders is to educate counseling students and practicing counselors to provide effective, evidence-based services to individuals with co-occurring substance use and mental health disorders. This certificate is designed for master's-level counseling students and practicing counselors in rehabilitation counseling, social work, marriage, and family counseling, and other counseling professions who seek to develop knowledge and skill in the area of integrated services (i.e., the provision of simultaneous substance use and mental health services in the same-service setting).

For more information on this option, please consult Dr. Chales Degeneffe at cdegenef@sdsu.edu.

***Psychiatric Rehabilitation.*** This certificate prepares rehabilitation counselors to work effectively with individuals who have psychiatric disabilities in vocational rehabilitation or other contexts. The program emphasizes the recovery model of disability, evidence-based practices, and motivational interviewing skills. Psychiatric rehabilitation is a branch of rehabilitation counseling that focuses on employment and community integration for individuals with serious mental illnesses. The psychiatric rehabilitation certificate is appropriate for generalist rehabilitation counseling students who have a special interest in this population as well as for professionals in any helping profession who need to develop additional skills in working with people with mental illness. For more information on this option, please consult Dr. Chales Degeneffe at cdegenef@sdsu.edu.

***Additional ways to “customize” the program to meet your interests***

Students may focus their assignments, projects, activities, and clinical experiences to develop knowledge and experience in a specific area of disability (e.g., seniors with disabilities, 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 their faculty advisor to propose and plan for this option.

***Course Sequence Plans***

On the following pages, a course sequence plan for students completing the Rehabilitation Counseling track in three years is presented. For students completing a specialization along with their Master’s degree, please contact the directors of the specializations to get information on specific specialization classes that would need to be taken. Students completing the psychiatric rehabilitation concentration should contact their advisor for course sequence information.

**COURSE SEQUENCE**

A full-time graduate course load is a minimum of nine units per semester. Students frequently complete the 60-unit degree in five or six semesters. The following sample shows a typical three-year course sequence.

**Distance Program**

First (Fall) Semester Units

ARP 684 Rehabilitation Foundations 3

ARP 685A Medical and Psychological Aspects of Disability 3

Second (Spring) Semester

ARP 660 Theory and Process of Counseling 3

ARP 685B Medical and Psychological Aspects of Disability 3

ARP 607 Applications of Assistive Technology 3

Third (Summer) Semester

ARP 744 Practicum in Rehabilitation (Beginning) 3

ARP 645 Assessment in Rehabilitation 3

Fourth (Fall) Semester

ARP 687 Placement Practices with Individuals with Disabilities 3

ARP 615 Seminar in Multicultural Dimensions in Counseling 3

##### Fifth (Spring) Semester

ARP 744 Practicum in Rehabilitation (Intermediate) 3

ARP 740 Case Management and Rehabilitation Services 3

ARP 646 Career Development 3

###### Sixth (Summer) Semester

ED 690 Methods of Inquiry 3

ARP 744 Advanced Practicum 3

Seventh (Fall) Semester

ARP 710 Organizational Development in Disability and Postsecondary 3

 Systems

ARP 755 Policy and Governance in Disability and Postsecondary Systems 3

Eighth (Spring) Semester

ARP 648 Group Dynamics 3

ARP 708 Human Development and Disability 3

Ninth (Summer) Semester

ARP 711 Program Development in Disability and Postsecondary Systems 3

ARP 708 Human Development and Disability 3

**Campus-Based Program, Fall 2022 and later Admissions:**

# GENERALIST REHABILITATION TYPICAL COURSE SCHEDULE

**Sample 3 year plan**

First (Fall) Semester Units

ARP 684 Rehabilitation Foundations 3

ARP 685A Medical and Psychological Aspects of Disability 3

ARP 607\* Applications of Assistive Technology 3

Second (Spring) Semester

ARP 744 Practicum in Rehabilitation (Beginning, pre-req. to 648) 3

ARP 615 Seminar in Multicultural Dimensions in Counseling 3

ARP 685B Medical and Psychological Aspects of Disability 3

Third (Summer) Semester

ARP 708 Human Development 3

Fourth (Fall) Semester

ARP 744 Practicum in Rehabilitation (Intermediate) 3

ED 690 Methods of Inquiry (pre-req. to 645A) 3

ARP 648 Group Dynamics in Rehabilitation 3

Elective\*\* 3

Fifth (Spring) Semester

ARP 645 Assessment in Rehabilitation 3

ARP 755 Seminar in Disability Systems (Prerequisite to ARP 710) 3

ARP 660 Theory & Process of Counseling (pre-req. to 648) 3

##### Sixth (Fall) Semester

ARP 687 Placement Practices with Individuals with Disabilities 3

ARP 710\* Organization Development in Disability & Postsecondary Systems 3

 (Prerequisite to ARP 711)

ARP 646 Assessment: Career Development 3

###### Seventh (Spring) Semester

ARP 711\* Program Development in Disability and Postsecondary Systems 3

ARP 745 Internship in Rehabilitation 3

Elective\*\* 3

\*These courses (ARP 607, ARP 710 and ARP 711) are offered once every two years. Students on a three-year plan should take ARP 607 during the fall semester of their first or second year depending upon when it is offered; and take the ARP 710-ARP 711 course sequence during either their second or third year depending upon when it is offered.

\*\*Students in the on-campus generalist program must take at least one (and usually two) 3-unit elective course. The electives should be in your area of interest or specialization. The elective courses must be at the graduate level (500 or above course number). Some graduate level programs are impacted and only allow student majors in their courses. Please discuss your elective (or electives) with a faculty advisor.

**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 among students, community agencies and the Rehabilitation Counseling Program. Please review the Clinical Experience Handbook for additional details

Graduate students in Rehabilitation Counseling take between 9 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).

**Fall 2021 and Prior to Fall 2021 Admissions:**

**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 (on campus) or 3 (distance)- ARP 744 Beginning Practicum**

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 (on campus) or 6 (distance)- 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 (on campus) or 7 (distance) - 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.

**Semesters 5 and 6 (on campus) or Semesters 8 and 9 (distance)—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.

**Fall 2022 Admissions and Later:**

**PRACTICUM (ARP 744):**

**Requirements:** six to twelve units of practicum between the first and last semesters (usually two or 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**

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, video-conference, 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: ARP 744 Intermediate Practicum**

Clinical experience in the field is required. Students are expected to complete approximately 15-20 hours per week of supervised fieldwork at setting approved by the student’s faculty advisor for a total of 300 hours with at least 120 direct service hours. The 300 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: 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 6 ARP 745: Internship**

**Requirements:** One three-unit course involving 300 hours in a clinical rehabilitation setting, including a minimum of 120 direct service hours. The total 600 hours of required internship is met by a) ARP 744: Intermediate Practicum and ARP 745: Internship.

During their final semester, 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 for on-campus students; the ARPE Department Coordinator 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. Please discuss your choice of a Beginning Practicum, 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.

**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.

 **CERTIFICATION AND LICENSURE**

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. 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 the RCP Program Coordinator, Dr. Mark Tucker, 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

In 2010, the Licensed Professional Clinical Counselor (LPCC) was passed into law in California. Obtaining a license may be an option specifically for students who are interested in working in mental health settings. Although our standard curriculum does not have all courses required for the LPCC, through collaboration with other academic programs at SDSU, we are able to provide a path to licensure. For students choosing this option (i.e., those in the Clinical Rehabilitation Counseling degree program), additional work beyond the MS in Rehabilitation Counseling is required, including passing examinations and completion of 3,000 supervised clinical hours after graduation in a mental health setting. The student is responsible for arranging the clinical experience.

There are a number of other certifications that may be appropriate based upon the individual's expertise and area of specialization. Students are referred to faculty advisors 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 opportunities, with follow-up surveys for grants and accreditation, and sharing career opportunities with one another and 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 remain in contact with as many alumni as possible to assist in student mentoring, network for clinical experience/internship possibilities, and to occasionally hold alumni reunions.

## PROFESSIONAL ORGANIZATIONS

It is a good practice while you are a student to connect 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 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 substance use disorders, 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. You are expected to participate in professional development activities to begin building your professional contacts.

**General Rehabilitation Counseling and Clinical Rehabilitation Counseling:**

**American Counseling Association (ACA)**

PO Box 31110
Alexandria, VA 22310-9998

https://www.counseling.org

**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.

**The Association for Rehabilitation Research, Policy, and Education**

<https://arrpe.net>

An organization of rehabilitation educators, researchers, professional rehabilitation counselors, students, advocates, members of the disability community, and others concerned with improving the lives of individuals with disabilities.

**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

562-397-2810 main

866-577-3387 fax

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.

**Hearing Loss Association of America**

7910 Woodmont Ave, Suite 1200

Bethesda, MD 20814

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

<http://www.hearingloss.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
Telephone: 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 Alliance for Mental Illness**

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/>

**Psychiatric Rehabilitation Association**

Psychiatric Rehabilitation Association (PRA) and Psychiatric Rehabilitation Foundation (PRF)

212 E. LaSalle Ave, Suite 220

South Bend, IN 46617

info@psychrehabassociation.org | certs@psychrehabassociation.org

**CALIFORNIA DEPARTMENT OF REHABILITATION**

The state-federal vocational rehabilitation agency historically has been an employment setting selected by many of the program’s 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 contacting the agency:

Department of Rehabilitation

721 Capitol Mall

Sacramento, CA 95814

<https://www.dor.ca.gov/>

(916) 324-1313

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

San Diego District Office

7575 Metropolitan Dr. Suite 107

San Diego, CA 92108

(619) 767-2100

**INTERWORK INSTITUTE**

The Interwork Institute 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.

The institute’s vision is to accomplish this mission 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 houses several initiatives, including Creative Support Alternatives, the Exceptional Family Resource Center, the Vocational Rehabilitation Technical Assistance Center for Quality Management (VRTAC-QM), the National Rehabilitation Leadership Institute, the Center for Pacific Studies, the Center for Distance Learning, the Community College Equity Assessment Lab, and the Research and Equity Scholarship Institute.

**RESOURCES**

**Financial Assistance**

Students interested in financial aid and scholarships should contact the Financial Aid Office (<https://sacd.sdsu.edu/financial-aid> or Student Services West, Room SSW-3615) to obtain information regarding loans, grants, scholarships, and other opportunities available to SDSU graduate students.

In addition, the Rehabilitation Counseling Program is sometimes able to provide stipends to a limited number of 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 about whether stipends will be available, or the number of stipends, or the amount of stipend funding available until the first few months of the fall semester (usually September or October). 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 the ARPE Department Coordinator 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 contact the SDSU Research Foundation.

**Student Disability Services (SDS)**

Student Disability Services (SDS) 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 SDS as early as possible to apply for these services. SDS is located at Calpulli Center, room 3101; (619) 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 SDS.

**Library Resources**

The SDSU Library contains numerous information sources related to rehabilitation counseling. Extensive databases are available to students and Interlibrary Loan may be used. There is usually a waiting period for receipt of materials not available in SDSU's Library collection, thus, students should plan ahead for their projects which require professional and related references. The website for the SDSU Library is <http://library.sdsu.edu/>

**Counseling and Psychological 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 are available at (619) 594-5220 during business hours or <https://sacd.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) supports and represent the needs of program students. The RCSA holds a number of extracurricular events throughout the year such as workshops on available job and internship openings, studying for the comprehensive examination, and social events.

**Job/Rehabilitation Community Services Board**

Information is shared regularly on the student e-mail communication list (coe-rcp@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.

**Rehabilitation Counseling Faculty Members**

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



**Phone**: (619) 594-6921
**E-mail**: cdegenef@sdsu.edu

Charles (Chuck) Edmund Degeneffe is a Professor of Rehabilitation Counseling at San Diego State University (SDSU) and Chair of the Department of Administration, Rehabilitation, and Postsecondary Education. He also directs the SDSU 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 service coordination. Chuck's clinical work has specialized on providing supports to persons with cognitive disabilities, including those with acquired brain injuries, intellectual disabilities, autism 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 of Rehabilitation Administration, the Journal of Rehabilitation, Disability and Rehabilitation, Rehabilitation Counseling Bulletin, and Rehabilitation Research, Policy, and Education* and is an ad hoc reviewer for several other journals. Chuck is a former Board of Directors member for the Council on Rehabilitation Education, and is a former President of the National Council on Rehabilitation Education. Chuck is also a former Board of Directors member for the Commission on Rehabilitation Counselor Certification. Chuck currently serves on the Board of Directors for the San Diego Brain Injury Foundation and is a member of the California Traumatic Brain Injury Advisory Board.

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.

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



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

Mark Tucker is a 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.

**Mari Guillermo, Ed.D., CRC**

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**Phone**: (619) 594-4054
**E-mail**: mguillermo@sdsu.edu

Mari Guillermo, Ed.D., CRC is anAssistant Professor in the Department of Administration, Rehabilitation, and Postsecondary Education. She has an extensive history of research, training and technical assistance during her 30-year work history with the Interwork Institute. Dr. Guillermo has worked in directing and coordinating grant projects at the Interwork Institute since 1990. Her research interests include career and work-based learning experiences for transition students, multicultural counseling and cultural humility, capacity building, and leadership. She was co-principal investigator on the California’s Initiative Promoting the Readiness of Minors in Supplemental Security Income (CaPROMISE) and California’s Transition Work-Based Learning Model demonstration project. Dr. Guillermo has served as project coordinator on numerous federally-funded projects including the Rehabilitation Capacity Building Projects and demonstration projects to ensure students with disabilities receive a quality higher education. Dr. Guillermo teaches ARP 615 (*Multicultural Dimensions in Counseling)*, ARP 648 *(Group Dynamics in Rehabilitation)*,and ARP 710B (*Program Development*).

Dr. Guillermo is a Certified Rehabilitation Counselor. She holds a Master of Science degree in Rehabilitation Counseling from San Diego State University and an Ed.D. in Educational Leadership from the University of San Diego. She is originally from Hawaii and enjoys walking her dogs, getting lost in a good book, and tending to her succulent plants.

**Toni Saia, Ph.D., CRC, LAC**

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**Phone**: (619) 594-3427
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Dr. Saia is an Assistant Professor and the Director of the Rehabilitation Technology Certificate at San Diego State University within the Department of Administration, Rehabilitation, and Postsecondary Education. She is a disabled woman with a deep commitment to social justice, inclusion, and equity for all. Her professional work history has involved advocating for a progressive understanding of disability within the applied fields. A shift from diagnosis to disability as a culture and identity. One worth choosing and celebrating.

In 2019, she graduated from the University of Arizona with her Ph.D. in Counselor Education and Supervision. Her dissertation focused on the role of disability cultural centers in higher education — one of the only studies on this topic from the perspective of disabled students. She is one of the originators of the American Rehabilitation Counseling Association (ARCA) Disability-Related Counseling Competencies informing the work of 55,000 counselors nationally. She also serves on the board of the Society for Disability Studies and Rehabilitation Counselors and Educators Association (RCEA).

In her free time, she enjoys traveling, riding roller coasters, and spending time with her family.