



Counseling and Rehabilitation

Floyd School of Medicine

UNIVERSITY OF SOUTH CAROLINA

Student Handbook

Master of Arts in Counseling and Rehabilitation

Specialization Practice Areas:

Clinical Rehabilitation Counseling

Clinical Addiction Counseling

Career Counseling

2026-2027

Revised July 2026

<http://rehab.med.sc.edu/>

Updated orientation scheduling; requirement that students are to sign the University's Student Attestation for Professional Licensure Program form; 1-credit hour enrollment in the semester student plans to graduate; information for when students opt to take an additional elective course and FA requirement; telehealth training as part of the Pre-Practicum Application process; clarification regarding oral comprehensives.

Welcome

The Counseling and Rehabilitation program strives to accommodate students who have disabilities in accordance with both the spirit and legal requirements of the Americans with Disabilities Act (ADA). Students needing disability-related accommodation(s) must make their special needs known to the Student Disability Resource Center and faculty beforehand to be certain that provision(s) can be made on a timely basis.





Important Information for the 2025-2026 Student Handbook

MA Degree Program: CACREP Accreditation Information

In January 2021, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) granted a full 8-year accreditation (2021-2029) to the 60-credit hour Master of Arts (M.A.) in Counseling and Rehabilitation degree, with a specialization in clinical rehabilitation counseling. More information about CACREP is available at: <http://www.cacrep.org/?ref=core>.

Two specialties, Clinical Addiction Counseling and Career Counseling, were approved by the USC Board of Trustees (2024, February 26) and the South Carolina Commission on Higher Education (CHE; 2024, April 10). The Counseling and Rehabilitation Program will seek CACREP accreditation for these two specialties prior to or during the Program's reaccreditation process in 2029.

In February 2023, the CACREP Board adopted the 2024 CACREP Standards that went into effect July 1, 2024. Counseling programs are expected to comply with new standards within two years of their effective date. To be in full compliance with the 2024 CACREP Standards, the Counseling and Rehabilitation (C&R) updated all courses offered through C&R to meet these standards prior to the July 1, 2026, deadline.

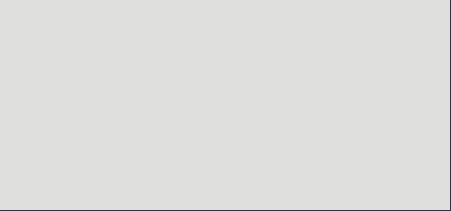
In July 2026, the C&R program submitted a self-study to CACREP to bring all specialty practice areas offered by the program under one accreditation cycle.



Certification

Because our program is CACREP accredited as a clinical rehabilitation counseling program, all students who have successfully completed 75% of their coursework in the Clinical Rehabilitation Counseling specialty and all graduates of the rehabilitation counseling program are eligible to take the exam administered by the Commission on Rehabilitation Counselor Certification (CRCC) that leads to the nationally recognized Certified Rehabilitation Counselor (CRC) credential.

In addition, current students with at least 48 credit hours successfully completed and those who graduated from the M.A. in Counseling and Rehabilitation Program with a specialization in Clinical Rehabilitation Counseling are eligible to take the exam administered by the National Board for Certified Counselors that leads to the National Certified Counselor (NCC).



Licensure

Each state has its own licensing board with its own counselor licensure requirements. The SC Board of Examiners periodically issues new regulations that update licensing and supervision requirements. Information is available at: <https://www.llr.sc.gov/cou/>. The 60-credit hour master's degree includes the coursework and field experiences required for licensure eligibility in SC. We cannot confirm that the program meets the requirements for professional licensure in another state. For students not living in South Carolina, the contact information for licensure in specific states may be found here: <https://www.counseling.org/resources/licensure-requirements>

Additional information may be found at the [Academic Programs Professional Licensure website](#): https://www.sc.edu/about/offices_and_divisions/provost/academicpriorities/academicprograms/state-authorization/professional-licensure-info.php If a current student is considering relocating to another state after being admitted into the program, the student must contact the program director to discuss how the move may impact their ability to participate in academic courses (distributed learning) and clinical practicum (experiential learning) opportunities in a different state.

All students must sign the Student Attestation for Professional Licensure Program form, which is for students who will be located in a state other than South Carolina during the time of enrollment in a program that could potentially lead to licensure or certification. Students attest that they are told to review the professional licensure and certification disclosure related to the educational requirements for the state in which they will be seeking licensure and employment.

The 60-credit hour MA in Counseling and Rehabilitation includes coursework and field experiences required by the state of South Carolina for graduates to be eligible to take the National Counselor Examination (NCE) or the National Clinical Mental Health Counselor Examination (NCMHCE) that leads to counselor licensure in South Carolina. Many states require one of these two exams for their professional counselor licensee applicants. The Clinical Addiction Counseling specialized practice area includes coursework required by the state of South Carolina for graduates to be eligible to take the National Association for Alcoholism and Drug Abuse Counselors (NAADAC) Master Addiction Counselor (MAC) Exam or the International Certification and Reciprocity Consortium (IC&RC) Advanced Alcohol and Drug Counselor (AADC) Exam. Again, these are nationally recognized.

For students and applicants not living in South Carolina, faculty work to help them understand the licensure requirements in their state of residence. If we are not able to meet that state's requirements, faculty provide advisement to assist applicants find a program that better meets their goals. For students who are admitted, because our program provides the basis for what is accepted in student's state of residence, we help to outline a Course Program of Study, so the student's elective aligns with a course requirement in another state. If a current student is considering relocating to another state after being admitted into the program, the student must contact the Program Director to discuss how the move may impact their ability to participate in academic courses (distributed learning) and clinical practicum and internship (experiential learning) opportunities as well as licensure in a different state.

In the field of professional counseling, while there is no state license portability, there is a new Counseling Compact that started issuing privileges to practice in 2025. Please see [Counseling Compact | Interstate Licensure for Counselors | ACA](#) for more information about this important move to allow counselors to work across state lines.

Counseling and Rehabilitation

Mission

To enhance the quality of life of persons who have physical or mental disabilities, including addictions, or who are disadvantaged by cultural differences and educational and economic impoverishment, through educational, scholarly, and service activities and objectives.

Counseling and Rehabilitation Program

Specialized Practice Areas: Clinical Rehabilitation Counseling, Clinical Addiction Counseling, and Career Counseling

Student Handbook

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INTRODUCTION

Purpose of the handbook

This manual contains vital information for students and faculty in the Counseling and Rehabilitation Program regarding procedures, policies, requirements, and program content. This manual is not a contract. The program reserves the right to revise statements, policies, curriculum, and schedules as necessary.

Additional information affecting students is contained in other University publications, such as the Graduate Bulletin (<https://academicbulletins.sc.edu/graduate/>) and USC Policies and Procedures Manual, maintained by the Office of the Provost (<http://www.sc.edu/policies/policiesbydivision.php>).

USC Policies and Procedures Manual, maintained by the Office of the Provost, introduces you to the University of South Carolina Student Handbook and Policy Guide, a much more detailed guide to University-wide policies and procedures. Each student is expected to visit—and encouraged to electronically bookmark—the USC Policies and Procedures Manual website and explore the many links available to you.

IT IS THE RESPONSIBILITY OF THE STUDENT TO BECOME FAMILIAR WITH ALL PERTINENT UNIVERSITY POLICIES AND PROCEDURES IN THOSE RESOURCES.

Organization of the Handbook

The Handbook is organized into easy-to-navigate sections that begin with an overview of the Counseling and Rehabilitation Program and the profession of counseling. From there, sections are arranged to coincide with the progression of the student through the program—from applying for admission and getting started, to preparing for graduation. In this Handbook, you will find information about distance education, important graduate student resources, curriculum, program advancement, and practicum and internship.

IT IS THE RESPONSIBILITY OF THE STUDENT to become familiar with the Handbook and its contents. Please read through the table of contents to understand the breadth of information in the handbook.

SECTION 1 – Overview of the Program

Program Mission Statement

In keeping with the overall purpose and function of the counseling profession, and specifically the clinical rehabilitation, clinical addiction, and career counseling specializations, the **mission** of the program is to enhance the quality of life of persons who have physical or mental disabilities, including addictions, or who are disadvantaged by cultural differences and educational and economic impoverishment, through educational, scholarly, and service activities and objectives. The **program objectives** include:

Education

To provide high quality professional education that includes classroom learning, field experiences, and other applied learning opportunities to equip students with the skills and knowledge necessary for successful, effective, and responsible participation in a changing state and national counseling and rehabilitation environment. Specifically,

Education/Program Objective # 1. Students will demonstrate current knowledge and competencies required for successful practice in the field of professional counseling.

Education/Program Objective # 2 (Clinical Rehabilitation Counseling). Students will be able to demonstrate specialized clinical and technical knowledge in working with individuals with disabilities to achieve their personal, social, psychological, and vocational goals.

Education/Program Objective # 2 (Clinical Addiction Counseling). Students will be able to demonstrate specialized clinical and technical knowledge in working with individuals with and without disabilities who experience substance-use disorders and/or addictions to achieve their personal, social, psychological, and vocational goals.

Education/Program Objective #2 (Career Counseling). Students will be able to demonstrate specialized clinical and technical knowledge in working with individuals with and without disabilities to build life skills and achieve their career goals as well as with businesses to promote workplace health and wellbeing.

Scholarship

Through research and publication activities, to advance knowledge and understanding of the effects of disability on the lives of persons with disabilities, the effectiveness of programs and services for people with disabilities, and the role of individuals with disabilities in society, the workplace, and the world.

Service Objectives

1. To provide consultation and training to agencies and programs to enhance the abilities of their personnel serving disabled and disadvantaged persons in South Carolina and throughout the southeast.
2. To provide clinical rehabilitation services while offering students the opportunity for hands-on learning under the supervision of qualified, experienced professionals.
3. To support the operations and activities of the Department of Neuropsychiatry and Behavioral Science, School of Medicine, and University.

Respect for Diversity

To actively demonstrate respect for cultural and individual diversity in areas of education, scholarship, and service.

Planning and Evaluation

The Counseling and Rehabilitation Program with specializations in Clinical Rehabilitation Counseling, Clinical Addiction Counseling, and Career Counseling engages in an active process of planning and evaluation. We have an extensive program evaluation plan that assures the overall quality and effectiveness of the M.A. program in relation to our mission and objectives. In addition, we assess specific student educational and learning objectives for our academic programs. Beginning in 2018-2019, the program's outcomes and program evaluation have been available on the Counseling and Rehabilitation website.

Master of Arts (M.A.) in Counseling and Rehabilitation Degree Description

The Program offers the Master of Arts (M.A.) in Counseling and Rehabilitation Program with three specialty practice areas: Clinical Rehabilitation Counseling, Clinical Addiction Counseling, and Career Counseling. The degree is officially awarded by the Graduate School of the University of South Carolina. The M.A. is a 60-credit hour professional degree and does not require a thesis. Twenty-four (24) credit hours address CACREP content areas; fifteen (15) consist of additional classroom-based course work directed at additional knowledge and skill development; nine (9) credit hours are specialization coursework; and three (3) credit hours of study are for an elective course selected based on student interest and relevance to career objectives.

The remaining nine (9) hours include a clinical practicum and internship that consist of field placements and University-based supervision seminars. These activities are intended to facilitate the development and enhancement of the spectrum of counseling activities within the context of real practice settings, assuring adequate competency to fulfill professional roles upon graduation.

The program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) as a clinical rehabilitation counseling program. The

Counseling and Rehabilitation program will prepare and submit its self-study report for CACREP accreditation for the two NEW specialized practice areas, clinical addiction counseling and career counseling, at the onset of students' field experiences.

Students successfully completing the degree requirements for the clinical rehabilitation counseling specialty practice area are eligible to take the National Certification Exam (NCE) for rehabilitation counselors and one of two examinations that lead to the Licensed Professional Counselor (LPC) credential in the state of South Carolina.

In addition to being eligible to take exams for the LPC, the Clinical Addiction Counseling specialty includes coursework required by the state of South Carolina for graduates to be eligible to take the National Association for Alcoholism and Drug Abuse Counselors (NAADAC) Master Addiction Counselor (MAC) Exam or the International Certification and Reciprocity Consortium (IC&RC) Advanced Alcohol and Drug Counselor (AADC) Exam that lead to the Licensed Addiction Counselor (LAC) credential in South Carolina. Students completing the Career Counseling specialty are eligible to apply for the Certified Career Counselor (CCC) credential through the National Career Development association. (Please see **Section 13** for more information about the CRC, LPC, LAC, NCC, and CCC)

Certificate of Graduate Study (CGS) in Psychiatric Rehabilitation

The Certificate of Graduate Study in Psychiatric Rehabilitation is an 18-credit hour program of specialized study. It is a cross-disciplinary program that introduces students from a wide variety of backgrounds and disciplines to the characteristics of severe long-term mental illnesses, assessment, treatment, rehabilitation methods and the recovery process. More information about the Certificate can be found by visiting the Counseling and Rehabilitation Program webpage and/or asking the Student Services Coordinator or any member of the faculty.

Directory: Faculty and Staff

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Distance Education

Distance education is a system and process that connects learners and instructors with educational resources from a variety of geographically separate sites using a variety of different media. Students and instructors are separated from each other by either distance or time. Two-way communication exists between the learner, instructor, and other learners either through print or some form of electronic media.

Because the program is committed to strengthening the rehabilitation workforce across the primarily rural state of South Carolina, coursework for the Master of Arts (M.A.) Counseling and Rehabilitation can be completed via Distance Education. This creates exciting opportunities for students who do not live near USC-Columbia. **Students should be aware that the M.A. degree includes a substantial in-person component to complement distance learning.**

More detailed information about Distance Education is located in **Section 5** of the Handbook.

Floyd School of Medicine Office of Student and Career Services

Most student questions can be answered by the Counseling and Rehabilitation faculty and support staff. Because the program is part of the USC Floyd School of Medicine, graduate students should also be aware of the School of Medicine Office of Student and Career Services. One of the main goals of the Office of Student Services is to promote the development of outstanding future physicians, but the office is also available to other students in the Floyd School of Medicine. The Office is dedicated to providing student programs and services to encourage the emergence of student confidence, camaraderie, leadership, and self-discovery. The office supports students throughout their medical school education. The [Office of Student and Career Services](#) is in Building 3 at the School of Medicine main campus on Garners Ferry Road. Office hours are 8:00 a.m. until 5:00 p.m. Monday through Friday. The telephone number is (803) 216-3632 and the website is https://sc.edu/study/colleges_schools/medicine/education/student_career_services/index.php

SECTION 2 – The Counseling Profession

The Counseling Profession

Professional counseling is a diverse and dynamic field that includes several specializations. The profession was born of a desire to use the science of human behavior to interact with individuals, couples and families, and groups in ways designed to help these individuals and groups of people to achieve their goals.

Because the field is so diverse and there are many different specialties in the field, the American Counseling Association (ACA), the flagship organization for Professional Counseling, put together a delegation of leaders in the field to develop a consensus definition for counseling. Over the course of years, these leaders labored, debated and detailed the multifaceted nature of the field and eventually agreed to a basic Consensus Definition of Counseling:

Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.

Counseling specialty areas, such as Clinical Rehabilitation Counseling, Clinical Addiction Counseling, and Career Counseling, go on to further define the scope of their practice with more detailed descriptions of the work within that specialty.

Scope of Practice

Professional Counseling

The American Counseling Association (ACA) endorses the following scope of practice statement for professional counseling:

The independent practice of counseling encompasses the provision of professional counseling services to individuals, groups, families, couples and organizations through the application of accepted and established mental health counseling principles, methods, procedures and ethics.

Counseling promotes mental health wellness, which includes the achievement of social, career, and emotional development across the lifespan, as well as preventing and treating mental disorders and providing crisis intervention.

Counseling includes, but is not limited to, psychotherapy, diagnosis, evaluation; administration of assessments, tests and appraisals; referral; and the establishment of counseling plans for the treatment of individuals, couples, groups and families with emotional, mental, addiction and physical disorders.

Counseling encompasses consultation and program evaluation, program administration within and to schools and organizations, and training and supervision of interns, trainees, and pre-licensed professional counselors through accepted and established principles, methods, procedures, and ethics of counselor supervision.

The practice of counseling does not include functions or practices that are not within the professional's training or education. (Source: <https://ctarchive.counseling.org/2014/10/2020-organizations-endorse-licensure-title-scope-of-practice-for-counseling-profession/>, scroll down)

Clinical Rehabilitation Counseling

Description

Clinical rehabilitation counseling is a systematic process that assists persons with physical, mental, developmental, cognitive, and addiction-based disabilities in achieving their personal, career, and independent living goals through counseling activities. Clinical rehabilitation counselors help individuals deal with personal, interpersonal, and societal problems, plan careers, and find and maintain desired employment. Clinical Rehabilitation Counselors work with individuals, family members, organizations, and advocacy groups that address the environmental and social barriers that create obstacles for people with disabilities. They also collaborate with physicians, psychologists, therapists, educators, employers, and others in assisting individuals with disabilities in pursuing their vocational and independent living goals.

The clinical rehabilitation counseling process involves communication, goal setting, and facilitating personal growth or beneficial change through advocacy, psychological, vocational, social, and behavioral interventions. Because obtaining and maintaining employment can present unique individual, societal, and environmental challenges for persons with disabilities, rehabilitation counselors work closely with employers and representatives of the business community to identify job opportunities and to make the work environment more accommodating. In effect, clinical rehabilitation counselors build bridges between persons with disabilities, their families, communities, and workplaces. Clinical rehabilitation counselors are uniquely qualified to provide vocational guidance and adjustment counseling to individuals with disabilities and their families. Rehabilitation counselors are committed to supporting persons with disabilities in advocacy activities that empower them and allow them to achieve full citizenship.

Clinical rehabilitation counseling facilitates independence, integration, and inclusion of people with disabilities in the community by respecting the dignity and worth of all people. Rehabilitation counseling is dedicated to promoting equal justice based on a model of accommodation. This includes providing and equalizing the opportunity of individuals with disabilities to enjoy the rights and privileges that should be afforded to them.

Training

Clinical rehabilitation counselors must have knowledge of the skills and techniques of professional counseling as well as the rehabilitation process. Interdisciplinary teamwork is emphasized in training, as is a holistic view of the individual and of the impact of disability. Counseling skills and competencies are learned within a systems framework that considers individuals in the context of their family and communities.

To counsel persons with disabilities, the clinical rehabilitation counseling profession draws on knowledge from several fields, including psychology, medicine, psychiatry, social work, sociology, education, law, and business. This broad knowledge base is a key to developing and implementing counseling and rehabilitation plans that enable persons with disabilities/disabled individuals to successfully cope with their disabilities.

Clinical Rehabilitation Counseling Scope of Practice

As a specialty area in Professional Counseling, the scope of practice for rehabilitation counseling, put forth by the Commission on Rehabilitation Counselor Certification (CRCC) and by the American Rehabilitation Counseling Association (ARCA), is as follows:

Rehabilitation counseling is a systematic process which assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated setting possible through the application of the counseling process. The counseling process involves communication, goal setting, and beneficial growth or change through self-advocacy, psychological, vocational, social, and behavioral interventions. The specific techniques and modalities utilized within this rehabilitation counseling process may include, but are not limited to:

- Assessment and appraisal;
- Diagnosis and treatment planning;
- Career (vocational) counseling;
- Individual and group counseling treatment interventions focused on facilitating adjustments to the medical and psychosocial impact of disability;
- Case management, referral, and service coordination;
- Program evaluation and research;
- Interventions to remove environmental, employment, and attitudinal barriers;
- Consultation services among multiple parties and regulatory systems;
- Job analysis, job development, and placement services, including assistance with employment and job accommodations; and,
- Provision of consultation about and access to rehabilitation technology.

Further information about the scope of practice and Codes of Professional Ethics can be found at the following sites:

Scope of practice as established by the Commission on Rehabilitation Counselor Certification (CRCC): <https://crccertification.com/?s=scope+of+practice>

Employment: Clinical Rehabilitation Counselors

Major employers of clinical rehabilitation counselors in South Carolina include both public and private agencies, hospitals, and behavioral care settings such as the South Carolina Department of Mental Health, the South Carolina Vocational Rehabilitation Department, and the South Carolina Commission for the Blind. Other employers include a variety of addictions treatment agencies, local hospitals, private practices, and other care settings. Clinical rehabilitation counselors also serve as consultants to educational institutions, insurance companies, and industry. The profession of clinical rehabilitation counseling also has an important role in providing rehabilitation and transition services

for school-aged children and adolescents, with focuses on transitioning from high school to college, or from education to employment. Also, geriatric services are provided to older persons who are experiencing changing lifestyles and health problems. Increasingly, workers injured on the job receive rehabilitation counseling services through private rehabilitation companies and employers' in-house disability management and employee assistance programs. Persons who have severe disabilities that limit opportunities for full-time competitive employment may also be assisted through independent-living service programs and supported employment arrangements developed and provided by rehabilitation counselors.

Clinical Addiction Counseling

Description

Addiction counseling is a therapeutic process designed to help individuals manage and overcome substance use disorders and addictive behaviors. It begins with a comprehensive assessment to understand the substance use disorder and/or addiction and any co-occurring disorders. Counseling typically includes individual and group therapy sessions, family counseling, and behavioral therapies. These approaches aim to build coping strategies and to enhance motivation for change.

The process also involves education on addiction, life skills training, and relapse prevention techniques. Addictions counselors help individuals to learn to identify triggers, develop coping mechanisms, and create plans for managing harm reduction strategies or potential relapses. By integrating various services and continuously monitoring progress, addiction counseling promotes long-term recovery and improves overall well-being.

Training

Clinical addiction counselors must know the skills and techniques of professional counseling and the recovery process and must be able to deploy those skills intentionally and effectively. Interdisciplinary teamwork is emphasized in training, as is a holistic view of the individual and of the impact of their addiction. Counseling skills and competencies are learned within a systems framework that considers individuals in the context of their family and communities.

To counsel people facing addiction and/or substance use disorders, the clinical addiction counseling profession, much like in rehabilitation, draws on knowledge from several fields, including psychology, medicine, psychiatry, social work, sociology, education, law, and business. Clinical addiction counseling incorporates psychoeducation, life skills training, harm reduction and relapse prevention strategies into individual and group counseling, as well as family therapy. By addressing the physical, psychological, and social aspects of addiction, counselors work to promote sustainable recovery and overall well-being.

Addiction Counseling Scope of Practice

The scope of practice for addiction counseling, while focused on substance use disorders and addictive behaviors, varies across states. The following is the scope of practice put forth by the State of South Carolina as follows:

Practice of addiction counseling "means providing professional services that are delivered by a licensed addiction professional, designed to change substance use or addictive behavior, and involve specialized knowledge and skill related to addictions and addictive behaviors, including understanding addiction, knowledge of the treatment process, application to practice and professional readiness. The term includes:

- (a) gathering information through structured interview screens using routine protocols;
- (b) reviewing assessment findings to assist in the development of a plan individualized for treatment services and to coordinate services;
- (c) referring for further assessment, diagnosis, evaluation and mental health therapy;
- (d) providing client and family education related to addictions;
- (e) providing information on social networks and community systems for referrals and discharge planning;
- (f) participating in multidisciplinary treatment team meetings or consulting with clinical addiction professionals;
- (g) counseling, through individual and group counseling, as well as group and family education, to treat addiction and substance use disorders in a variety of settings; and
- (h) maintaining the highest level of professionalism and ethical responsibility.

Employment: Clinical Addiction Counselors

According to [NAADAC](#), the addiction profession workforce is estimated at more than 100,000 individuals that include counselors, educators, and other addiction-focused health care professionals who specialize in addiction prevention, intervention, treatment, recovery support, and education.

These addiction counselors are employed in a number of industries that include but are not limited to outpatient care centers; residential, mental health and substance abuse facilities; individual and family services; local government; general medical and surgical hospitals; psychiatric and substance abuse hospitals; and private practice. For other clinical addiction counselors, they prefer to work in prisons, probation or parole agencies, juvenile detention facilities, halfway houses, detox centers, and employee assistance programs (<https://www.naadac.org/what-is-an-addiction-professional>).

Major employers of clinical addiction counselors in South Carolina include both public and private agencies, hospitals, and behavioral care settings and state services such as

the South Carolina Department of Alcohol and Other Drug Abuse Services (DAODAS), the South Carolina Department of Mental Health, as well as the South Carolina Vocational Rehabilitation Department.

Career Counseling

Description

Career counseling supports individuals in better understanding themselves and the world of work with the intention to help those individuals to make career, educational, and life decisions. Career development is a lifelong process influenced by factors such as interests, abilities, and values, as well as an individual's personality, background, and circumstances. Through strategic exploration and intervention, career counseling aims to develop knowledge and skills needed to help one to navigate career and life decisions, transitions, understand options, and to develop career opportunities and goals.

The process also involves education to enhance knowledge, skills, and abilities, improve decision-making, and boost motivation and self-esteem. Understanding labor market changes and workplace complexity is integral to this counseling. Career counseling provides services aimed at increasing employment marketability and opportunities, promoting effective job placement, and strengthening employer relations.

Training

Career counselors must know, and be able to intentionally and effectively deploy, the skills and techniques of professional counseling and understand organizational behavior within businesses and organizations. Interdisciplinary teamwork, in schools, workplaces, and in communities, is emphasized in training, as is a holistic view of the individual and their career development. Counseling skills and competencies are learned within a developmental framework that considers individuals in the context of their family and communities across their lifespan.

Career counselors need to be competent in administering personality and interest inventories and understand the world of work. Career counselors attend to the social, cultural, and political issues and trends that impact individuals and communities and understand the connection between organizational behavior and individual career development and quality of work and career.

Career Counseling Scope of Practice

The scope of practice is defined by a professional's education, training, credentials, and competencies. As a specialty area in Professional Counseling, career counselors' scope of practice is tailored to the specific needs and cultural/diversity considerations of the individual seeking assistance. Career counselors:

- Conduct individual and group personal counseling sessions addressing the connection between personal and career issues as related to

career/life goals and the importance of understanding the overlap between work and other life roles.

- Create a supportive environment to promote self-advocacy and determination.
- Administer and interpret assessments and inventories to evaluate interests, values, abilities, skills, personality traits, and other factors to increase self knowledge and identify career options.
- Facilitate exploratory activities using customized approaches to gather information and increase level of knowledge.
- Introduce, educate, and apply decision-making skills to promote making informed education and career decisions.
- Demonstrate and advise on the use of computer-based systems and internet services as a tool to assist individuals in career planning and understanding the world of work.
- Collaboratively develop short and/or long-term individualized career plans.
- Teach job search strategies and skills to assist in areas such as networking, resume critiques, interview techniques, labor market trends, and salary negotiation.
- Guide through exploration of graduate and professional school options, timeline, preparation, testing requirements and the application process.
- Provide support for individuals experiencing job conflicts, job stress, job loss, and career transition.
- Provide assistance in the selection of a graduate or professional school.
- Make appropriate referrals to other professionals, organizations, and community resources based upon individual's unique needs or as a result of counselor's limitations.
- Present and consult with the general public on career development information and resources.
- Engage in local, state and/or national career development issues affecting social policies and legislation.

https://www.ncda.org/aws/NCDA/pt/sp/career_help

Employment: Career Counselors

In addition to school counselors trained in career counseling in their work with students in K-12, Professional Counselors trained in career counseling work in other settings. Some major employers of career counselors include community colleges, technical institutes, universities, career resource centers, correctional facilities, community-based organizations, human services agencies, community and business organizations, employment and placement services, and private practice.

Codes of Ethics

Students in the Counseling and Rehabilitation Program are working toward their degree as Professional Counselors and find that attention to ethical practice and ethical

decision-making are integral parts of all their classes, including those within their specific specialty practice area(s).

- American Counseling Association Code of Ethics: <https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf>
- Rehabilitation Counseling Code of Ethics: <https://crccertification.com/wp-content/uploads/2023/04/2023-Code-of-Ethics.pdf>
- National Association for Alcoholism and Drug Abuse Counselors (NAADAC): <https://www.naadac.org/code-of-ethics>
- National Career Development Association (NCDA): https://www.ncda.org/aws/NCDA/asset_manager/get_file/3395

Credentials for Clinical Rehabilitation Counselors, Clinical Addiction Counselors, and Career Counselors

The most commonly acquired credentials for clinical rehabilitation counselors include the Certified Rehabilitation Counselor (CRC) credential and the Licensed Professional Counselor (LPC) credential. Some rehabilitation counselors also seek credentialing in areas such as life care planning, vocational expert, addictions, and others.

Clinical Addiction Counselors often seek the Licensed Addiction Counselor (LAC) credential or the Licensed Professional Counselor (LPC) credential. They may also obtain their certification as National Certified Addiction Counselor, Level I (NCAC I) or Master Addiction Counselor (MAC) through the NAADAC.

Career Counselors may acquire their Licensed Professional Counselor (LPC) credential and the Certified Career Counselor (CCC) credential.

See **Section 13** of the Handbook for a list of licenses and certifications.

SECTION 3 – Applying for Admission to the Program

Recruitment

Consistent with the program's mission and objectives, the Counseling and Rehabilitation Program seeks to recruit, admit, and retain a diverse student body, the members of which are committed to providing the highest quality services to their clients and contributing to the profession of counseling. Recruitment activities are done by the program director and faculty on state-wide and national levels, with the help of the Advisory Board and through maintenance of an up-to-date program website.

Application and Admissions Process

Applications for the Master of Arts in Counseling and Rehabilitation degree program are accepted throughout the year, and eligible students may begin their study in Fall and Spring semesters. Prospective students interested in applying to the program should apply through the USC Graduate School.

Assistance throughout the application process is provided, as needed, by the program. Information about financial aid, resources for students with disabilities, and international student services are examples of guidance an applicant may receive upon request. We also assist in facilitating communications with the Graduate School and other USC offices.

The Graduate School

Graduate students are admitted through a cooperative effort between the Graduate School and the University's colleges, schools, and departments. Admission requirements for the Master of Arts in Counseling and Rehabilitation degree program are consistent with the general standards of other programs in the Graduate School. Application is made to The Graduate School online (<http://gradschool.sc.edu/apply.htm>) and admission is granted by The Graduate School on the recommendation of colleges, schools, and departments. All required materials must be received by the Graduate School Office before interviews are scheduled for eligible applicants.

Application Requirements

Applicants must possess a baccalaureate or higher degree from a college or university accredited by a regional accrediting agency. Applicants must also submit a complete application packet including official transcripts of college academic work, letters of recommendation, personal statement and CV or resume.

As part of the Graduate School application, applicants must submit a personal statement of intent. The letter should address the reason(s) for pursuing a career in clinical rehabilitation, clinical addiction, or career counseling, relevant experience, career goals, and plans for completing the program requirements, if accepted. Relevant experience refers to volunteer and paid work experience in community services or

involving providing services to persons with disabilities/disabled individuals, people who face addiction, or other who experience forms of disadvantage.

Admissions Criteria

Several criteria are used in determining one's qualification for admission. Factors include undergraduate grade point average (GPA) and relevant experience, letters of recommendation, and personal attributes ascertained through an interview.

The desired GPA for program applicants is 3.0 or above. An applicant whose native language is not English is required to submit a satisfactory score on the TOEFL or the IELTS Intl. Academic Course Type 2 exam. The minimum acceptable score on the TOEFL is 80 Internet-based, or 570 paper-based.

Applicants are ranked according to academic potential and experience. Only those with indications of a strong academic and career potential are invited for interviews. Faculty further rate interviewees according to personal potential as a professional counselor, as demonstrated by interpersonal skills, philosophy, compatibility of personal career goals to professional counseling, evidence of desire to help, and interest in enhancing the lives of people with disabilities.

Those with the highest combined scores and ratings are admitted. Because the number of students who can be accommodated is limited, admission is competitive. Therefore, invitation to the interview session is not an indication of acceptance. Applicants are notified of the admission review outcome in writing 2-4 weeks following the interviews.

Applicants who are not admitted may apply for reconsideration. Applicants who are being reconsidered must compete with current applicants.

Non-Degree Admissions

The program will consider the following applicants for non-degree admission:

- Qualified employees of supporting agencies, e.g., Vocational Rehabilitation and Department of Mental Health, who are upgrading their skills under agency sponsorship or recommendation.
- Persons who are licensed and/or certified counselors or related professionals pursuing continuing education credits to maintain their credentials.
- Master's program applicants whose academic qualifications fall below the expected level but possess outstanding qualifications that indicate potential to make a unique contribution to the field. Eligibility will be determined only after the application review process has been completed. Students in this category may take course work approved by the faculty. If the student obtains a "B" grade or higher in all courses, they will be recommended for degree program admission. Only 6 credit hours taken on a non-degree basis can be applied to a USC graduate program. A separate application is available for non-degree applicants.

- Other students that desire to take a course with permission of the course instructor.
- Experiential coursework, including practicums and internships courses, are not available to non-degree seeking students and are reserved only for Counseling and Rehabilitation degree seeking students.

Consideration

Applications are considered on a first-come, first-served basis.

Notification from the Graduate School

Upon recommendation of the program, The Graduate School will review your credentials and make a formal recommendation. Official notice of an admission decision can only come from The Graduate School.

Financial Aid

There are various fellowships and scholarships available to qualifying students at the University of South Carolina. Other sources of financial aid include graduate assistantships, work-study programs, and loans. Additional information can be obtained from the [Financial Aid Office](#) and the [Student Employment](#) or the [Graduate Student Resources Hub](#) offices on the Columbia campus.

Program faculty can provide guidance for students in need of financial aid. Notices of available assistantships are posted in the C&R program office and faculty can direct students to other departments and programs that seek out C&R students to fill assistantships that involve counseling and disability-related duties.

RSA Scholarships

The C&R program offers scholarship programs for students pursuing an MA in Counseling and Rehabilitation degree *when funding is available*. Starting in 1999, the Program has been awarded several long-term training grants by the Rehabilitation Services Administration (RSA). These grants then made scholarships available to students interested in working in public vocational rehabilitation and job placement venues. The C&R program will continue to seek out RSA funding and other grants.

When available, scholarships are accessible for both full and part-time students. This financial aid component covers tuition (usually **not** fees or books) and, upon availability of sufficient funds, provides an additional annual stipend for full-time students to assist with other expenses. The stipend amount is adjusted for part-time students, proportionate to the number of courses in which they are enrolled each semester.

RSA scholarship recipients are *required to fulfill a post-graduation employment obligation or pay back the support received*. The employment obligation entails working in a government or other not-for-profit program serving individuals with severe disabilities two years for each academic year support was received. A detailed RSA

Scholars' Manual is available to all students that provides additional information about the terms of the scholarship and the employment obligation. Before a scholar receives funds, they must read the Manual and agree to the RSA terms and guidelines.

Student Loans

All students, including those receiving RSA scholarships, should be mindful of the cost of graduate school education. University and Health Profession fees, which can be substantial if you are unprepared, are generally NOT covered by the RSA or other scholarships. Other non-tuition expenses (textbooks, practicum student liability insurance, etc.) are not covered by RSA and some other scholarships. RSA funding can sometimes be delayed. Accordingly, the C&R program *encourages students to consider applying for loans and other forms of financial aid, as appropriate to their individual circumstances*, as a potential backup in the event that RSA scholarship funding is unavailable or insufficient.

Course Program of Study (CPoS) Information

Students who receive federal financial aid need to be aware of the regulations that govern how federal aid money can be used to pay for courses. Course Program of Study (CPoS) identifies courses that are required to complete your degree and can be paid for with federal financial aid. Students and advisors will use the DegreeWorks audit to determine if courses count toward the program of study.

Electives

Students remain eligible for financial aid during major semesters as long as they are enrolled in at least 9 credit hours that apply to their program of study. Students may take up to two elective courses; however, at least one elective must be taken during a semester in which they are also enrolled in at least 9 credit hours that count toward their degree.

SECTION 4 – Getting Started in the C&R Program

Communication between Students and Faculty

The Counseling and Rehabilitation program values ongoing and clear communication between students and faculty. We utilize several mechanisms to ensure that such communication occurs.

Phone, Email, and In-person Appointments

Faculty members and staff are available to you by telephone, email, and in-person through scheduled appointments. It is our policy to respond to student telephone calls and emails **within two working days** (Monday-Friday). Should you have difficulty reaching faculty or staff, you are encouraged to inform the Program Director.

Listserv Information

The USC C&R LISTSERV is designed to provide a way for students, graduates of the Counseling and Rehabilitation program, practicing rehabilitation counselors, and friends of the program and profession, to keep up to date on the latest developments in the field, events of the program and the profession, and new job opportunities.

The Student Services Program Coordinator coordinates the LISTSERV announcements. **To receive program announcements, be sure that the Student Services Program Coordinator always has your most current email address!** Also, if you want to post an announcement, address your email to the Student Services Program Coordinator. The Student Services Program Coordinator will then select those messages which seem to be of interest to everyone on the list and are germane to the purpose of the LIST.

Annual Program Meeting

Each August, preceding the beginning of Fall classes, the Counseling and Rehabilitation program holds a day-long New Student Orientation & Continuing Student Meeting. This meeting is mandatory and serves as an important mechanism for communication between students, faculty, and staff. Program updates, advisement, and other sessions are held during this meeting. Students are informed of this meeting at the time of their interview and are reminded through LISTSERV messages. It is each student's responsibility to arrange to attend this meeting.

The Student Handbook

The Student Handbook is an important mechanism of communication. It is updated annually and available on the program website for new and continuing students and for prospective students. We strive to ensure the Handbook is consistent with Graduate School policies and procedures and provides up-to-date information about professional

counseling organizations, certification, licensure, and other areas of importance to students.

The Student Handbook is also an important communication tool for matters related to curriculum, technology, policies, and procedures related to advancement in the program. The Student Handbook directs you to relevant sections of the Graduate School bulletin and other important offices in the University (e.g., Financial Aid, Student Disability Services, Registrar, etc.).

Course Evaluations

Students can provide anonymous feedback to faculty by completing course evaluations at the end of each semester. We value your feedback and encourage you to take the time to complete these evaluations. (Note: Later, before graduation, students will complete an Exit Interview; and then after graduation, students will be asked to provide additional feedback about the entire program experience by completing the Survey of Program Graduates.)

Computer/technical requirements

All students admitted to the master's degree program are required to have their own personal computer, printer, and Internet service provider before they begin classes. Students who attend class remotely must also have a webcam and working microphone. Reliable high-speed Internet access (through cable or a phone company) is essential. **Use of a smart phone, tablet, or similar handheld device as a sole means of accessing the Internet is insufficient**, especially if you are a Distance Education student.

The C&R program does not endorse any specific equipment or software or minimum processing speeds, hard drive space, or other specifications. However, it is safe to say that your computer should be “relatively new” and be able to run several programs simultaneously (e.g., be on the Internet and have Word documents open). You should also be able to view videos clips while running other programs. New and improved hardware and software are rapidly becoming available, which is why no specific recommendations can be made.

With regard to computer literacy, students must be comfortable using major programs, such as Microsoft Word, PowerPoint, and Excel. As a USC student, a good working knowledge of Self-Service Carolina (my.sc.edu) and Blackboard are required. Additionally, students should be proficient using e-mail (including attachments), Internet search engines, and saving documents on portable storage devices (such as “flash” or “thumb” drives). Being able to install/uninstall and download software is necessary to participate in distance education activities.

The counseling-related classes require that you have access to **password-protected** digital recording equipment. If you can borrow from someone, there is no need to invest in equipment. Early in the program, most ordinary digital cameras are sufficient (if they have a video-audio recording function). In later classes, a recording camera (such as

you would use in making home movies or recording sporting events) will be more useful. Also, the program has built-in recording equipment in its counseling rooms. Students are welcome to use this equipment. Graduate assistants are available to provide assistance in scheduling the rooms and using the equipment.

Academic Advisement

Each student is assigned a program faculty member who serves as his, her, or their advisor following admission. All matters pertaining to an individual student's progress and program of study are pursued through official advisement with the assigned advisor. Matters pertaining to *individual courses* must be pursued with the instructor of the course. Matters pertaining to registration, tuition, and university procedures must be pursued in accordance with USC policies and procedures. Students should meet at least one time each semester with their advisor to discuss progress, plan schedules, review the program of study, review professional development requirements, and to review required courses covered later in this Handbook. It is the graduate student's responsibility to set up these appointments with their advisor. Additional meetings can be scheduled, as needed.

Course Program of Study

Every degree-seeking student must, in cooperation with their advisor, develop a written Course Program of Study (CPoS) that describes the courses the student will take and the projected timetable for taking the courses. After signing the CPoS, the student and advisor submit the CPoS to the program director for review and approval. The CPoS is then submitted to the Graduate School Office for approval by the Graduate Dean.

For students seeking the master's degree, a Program of Study (POS) should be filed in the second semester of study. A POS worksheet is included in the Appendices of the Handbook. Additional copies are available from the Counseling and Rehabilitation Program office.

IT IS THE STUDENT'S RESPONSIBILITY to contact their advisor and set up an appointment time to develop the Program of Study.

Making Adjustments in Approved Course Programs of Study

A need to revise an approved Course Program of Study may arise due to:

- A change in the student's focus or career objectives.
- Scheduling problems with one or more listed courses.
- A deletion of a listed course or addition of a pertinent new course.

A change in a student's program requires the agreement of all those who approved the original program. The Program of Study Adjustment Form (Form-POSA) should be completed. The request should specify the change being proposed (addition, deletion, substitution) and the course(s) involved. The reason for the request should be clearly stated. The modified program must still satisfy all degree requirements. The form must

be signed by the student and the approval of the advisor, the program director, and the Graduate Dean are necessary for the change to be enacted.

Changes in the Program of Study should be made as soon as the need is realized, ***not at the time of clearance for degree.***

Professional Organizations

Professional development is an ongoing process. The student's graduate studies are only the beginning of a career-long learning experience. Professional development activities include participating in in-service training programs, attending professional conferences, and reading professional publications.

To lay a foundation for professional development, **the C&R program now requires that students join at least one of the main professional organizations that align with their specialty practice area(s)**

For all specialty areas, the flagship counseling professional association, the American Counseling Association (ACA) is an option.

For those students in the Clinical Rehabilitation Counseling track, ACA's rehabilitation counseling division (ARCA) may be a consideration. Other options include the National Rehabilitation Counseling Association (NRCA) or the National Rehabilitation Association (NRA) and its division Rehabilitation Counselors and Educators Association (RCEA).

Students in the Clinical Addiction specialty area might choose to explore ACA's Division, the International Association of Addictions and Offender Counselors (IAAOC). Other options for students to research include the National Association for Alcoholism and Drug Abuse Counselors (NAADAC) and, at the SC state level, Addiction Professionals of South Carolina (APSC).

In the Career Counseling specialty area, ACA's Division is National Career Development Association (NCDA). Students interested in working in Career Counseling in colleges and universities may opt to explore the American College Counseling Association (ACCA).

Student membership is often available at nominal rates. In addition to providing newsletters, journals and other benefits, membership makes students eligible for organizational sponsored professional liability insurance, which is required before engaging in practicum and internship clinical field experiences. Membership applications are available online.

A description of several counseling organizations related to the C&R program's specialty practice areas are included below:

American Counseling Association (ACA)

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

As the flagship organization for professional counselors, the American Counseling Association (ACA) is the world's largest non-profit organization for professional counselors. Student membership is available to those enrolled in a graduate counseling program. Dedicated to growth and enhancement of the counseling profession, the ACA offers many benefits and services, including the following:

- Continuing education opportunities (workshops, home study program, annual convention),
- Quality publications like the *Journal of Counseling & Development*; the monthly magazine, *Counseling Today*; and the electronic newsletter *ACAeNews*,
- Resources that bridge the gap between theory and practice (books, journals, videotapes, audiotapes, and software programs), all at special discounted prices,
- From Capitol Hill to agencies to state legislatures, ACA advocates for public policy and legislative issues that affect both counselors and clients,
- Nineteen (19) divisions representing specialized areas in counseling, four (4) regions within the U.S., and 56 state and international branches providing an opportunity to become professionally involved at the state and local level, and
- Support through interactions with professionals who share similar activities and concerns.

American College Counseling Association (ACCA)

<https://www.collegecounseling.org/>

ACCA is one of the newest divisions of the American Counseling Association. Chartered in 1991, the focus of ACCA is to foster student development in colleges, universities, and community colleges.

American Rehabilitation Counseling Association (ARCA)

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

The American Rehabilitation Counseling Association (ARCA) is a division of the American Counseling Association (ACA). You can join ARCA without joining the ACA. The association promotes the advancement of the rehabilitation counseling profession through its publications, conferences, and other development activities. It also serves as an advocate for persons with disabilities. The major publication of the ARCA is the *Rehabilitation Counseling Bulletin*.

International Association of Addictions and Offender Counselors (IAAOC)

<https://www.iaaoc.org/>

Originally the Public Offender Counselor Association, IAAOC was chartered in 1972. Members of IAAOC advocate the development of effective counseling and rehabilitation programs for people with substance abuse problems, other addictions, and adult and/or juvenile public offenders.

International Association of Rehabilitation Professionals (IARP)

<https://rehabpro.org/>

IARP is the premier association for professionals involved in private rehabilitation. Originally founded in 1981, IARP has more than 2,500 members representing diverse areas of private rehabilitation.

National Association for Alcoholism and Drug Abuse Counselors (NAADAC)

<https://www.naadac.org/>

NAADAC, the Association for Addiction Professionals, represents the professional interests of more than 100,000 addiction counselors, educators and other addiction-focused health care professionals in the United States, Canada and abroad. NAADAC's members are addiction counselors, educators and other addiction-focused health care professionals, who specialize in addiction prevention, treatment, recovery support and education. An important part of the healthcare continuum, NAADAC members and its 53 state and international affiliates work to create healthier individuals, families and communities through prevention, intervention, quality treatment and recovery support.

National Career Development Association (NCDA)

<http://ncda.org/>

Originally the National Vocational Guidance Association, NCDA was one of the founding associations of ACA in 1952. NCDA provides professional development, connection, publications, standards, and advocacy to career development professionals who inspire and empower individuals to achieve their career and life goals.

National Rehabilitation Association (NRA)

<https://www.nationalrehab.org>

Founded in 1925, the National Rehabilitation Association (NRA) is dedicated to improving the quality of life for persons with disabilities in the United States. Membership is comprised of rehabilitation professionals, including administrators, counselors, job placement specialists, support staff, vocational evaluators, instructors, and independent living providers, business and industry representatives. Also represented are psychiatrists and other physicians, nurses, physical and occupational therapists, social workers, psychologists, speech pathologists, specialists serving blind and deaf persons, hospital administrators, workshop and rehabilitation facility personnel, nursing home personnel, persons with disabilities, family members of persons with disabilities, and other interested citizens. NRA is the oldest, largest, and strongest advocate for persons with disabilities. It is proud to be called the "Voice of Rehabilitation." The *Journal of Rehabilitation* is the organization's major publication.

National Rehabilitation Counseling Association (NRCA)

<https://nationalrehabcounselingassociation.wildapricot.org/>

The National Rehabilitation Counseling Association (NRCA) is a former division of the NRA and is now an independent professional association for rehabilitation counselors.

Rehabilitation counselors work in a variety of counseling and rehabilitative settings and assume a variety of different job titles. NRCA strives to accommodate the professional interests and needs of all rehabilitation counselors regardless of their work setting or job title. NRCA also dedicates itself to the pursuit of self-fulfillment of all persons with disabilities. NRCA provides opportunities for students to participate in professional activities and to interface with experienced practitioners in the field of rehabilitation counseling. NRCA provides its members with professional opportunities on the local, regional, and national levels through their Annual Professional Development Symposia, legislative information advocacy, and by having a Certification Maintenance Plan (CRC, CIRS, NCC). NRCA publishes the Journal of Applied Rehabilitation Counseling.

Psychiatric Rehabilitation Association (formerly USPRA)

<https://www.psychrehabassociation.org/>

The Psychiatric Rehabilitation Association works to help advance the role, scope, and quality of services designed to facilitate the community readjustment of people with psychiatric disabilities. PRA continually seeks to improve the quality of psychiatric rehabilitation and recovery-oriented services and to strengthen the role of community-based psychiatric rehabilitation within the mental health service delivery systems. PRA is an association that brings together agencies, practitioners, families, and persons with psychiatric disabilities.

Student Associations

USC Counseling and Rehabilitation Student Association (CRSA)

The Program faculty sponsors the Counseling and Rehabilitation Student Association (CRSA). The association's purpose is to support the academic, professional, and personal growth of its student members. The student members promote networking, training, and consumer advocacy for individuals with physical and psychiatric disabilities. They also participate in community projects. The association facilitates the development of collegiality with faculty, in addition to serving as a peer support group.

Chi Sigma Iota

Chi Sigma Iota (CSI) is the international honor society for counselors-in-training, counselor educators, and professional counselors. Its mission is to promote scholarship, research, professionalism, leadership, excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling. Membership in CSI is open to both students and graduates of counselor education programs. To be eligible for membership, students must complete at least one semester of full-time graduate level coursework in a counseling program, earn a grade point average of at least 3.5 or better on a 4.0 system, and be recommended by the University of South Carolina chapter of CSI, which is Upsilon Sigma Chi.

For more information, go to the USC Chapter website: https://www.csi-net.org/group/upsilon_sigma_chi

Student Awards

Each year, the **Distinguished Rehabilitation Counseling Student Award** is presented to an outstanding graduate by the Program faculty. The award is given to the graduate who has excelled in their academic work and has demonstrated strong leadership qualities through involvement in activities supporting the rehabilitation counseling profession, the Counseling and Rehabilitation Program, and community agencies.

The **Award for Clinical Excellence** is presented by the Counseling and Rehabilitation Program Faculty to a student who has demonstrated exceptional interest and skill development in clinical work performed in their field experiences or in the assessment laboratory.

The **Dr. Kerry Lachance Outstanding Contribution to the Counseling and Rehabilitation Program** award is presented to a graduate who has contributed to the growth of the Counseling and Rehabilitation Program by promoting a sense of community and adding to the value of both the program and the Learning Community. This award was named after a former faculty and Program Director who selflessly supported students and mentored them and worked to promote the program and the profession.

All August, December, and May graduates are considered by the faculty during the Spring semester review process. The awards are presented at the School of Medicine's Spring hooding ceremony or other appropriate University awards ceremony.

SECTION 5 – Distributed Learning

Introduction

Distributed Learning, also referred to as Distance Education, is a system and process that connects learners and instructors with educational resources from a variety of geographically separate sites using a variety of different media. Students and instructors are separated from each other by either distance or time. Two-way communication exists between the learner, instructor, and other learners either through print or some form of electronic media.

Because the program is committed to strengthening the counseling workforce across the primarily rural state of South Carolina, coursework for the master's degree can be completed via Distributed Learning. This creates exciting opportunities for students who do not live near USC-Columbia. Students should be aware that the master's degree program *includes a substantial in-person component to complement distributed learning*.

With a few exceptions, the courses in the distributed learning component of the program are “real time” courses. Students meet at a weekly designated class time and participate in real-time class with the instructor and with in-person students. Students are required to have working computer systems with webcams and microphones to participate in the classes.

IMPORTANT NOTE: Students attending at a distance are expected to maintain the same professional level of courtesy and mutual respect during classes and program activities as the people who attend in-person. Virtual etiquette, often referred to as netiquette, ensures that audio, visual, or attention distractions do not interfere with the learning environment. An information sheet of expected virtual classroom etiquette is listed in the Appendices.

In-person Attendance Requirements

All students are required to attend the New Student Orientation & Continuing Student Meeting held each August before classes begin as well as Learning Community Development weekends in Fall and Spring semesters (October and February). These in-person meetings are held at the Columbia campus. Also, certain courses require additional in-person time during the semester. Your instructor will inform you of required dates of in-person attendance at the beginning of each semester.

In-person attendance requirements are essential and integral to the program and to students' development as professional counselors. In many cases, they cannot be “made-up” or substituted. Missing one or more of the in-person attendance requirements may result in the delay of the student's progress in the program until the next time the missed requirement is offered. When any two (2) required events are missed (e.g., Learning Community Saturday or the Orientation), this may result in a

need for a Profession Development Plan (PDP; See **Section 8**) to be developed with the student and/or delay progress with the student's program of study.

Technology

As mentioned in the previous section addressing computer and technical requirements, all students must have their own personal computer, printer, and Internet service provider before they begin classes. Students who attend class from remote locations are also required to have a webcam and a working microphone. A high-speed Internet access (through cable or a phone company) is preferred instead of dial-up service.

Smartphones and most tablets are inadequate for success in this program. While these devices work well for consuming information, they do not allow for production of graduate level interaction and coursework.

The program does not endorse any specific equipment or software or minimum processing speeds, hard drive space, or other specifications. However, it is safe to say that your computer should be "relatively new" and be able to run several programs simultaneously (e.g., be on the Internet, in a meeting platform, and have Word documents open) and allow you to view videos clips. New and improved hardware and software are rapidly becoming available, which is why no specific recommendations can be made.

Technology Support

Students should be aware of and utilize the many resources available through **Student Technology Resources** at USC. Resources include special computer purchase offers, technical assistance with your personal computer, free antivirus software, tips about your student email account, and more. Please visit and bookmark

https://sc.edu/about/offices_and_divisions/division_of_information_technology/end_user_services/available_technology_resources/carolina_tech_zone/index.php

Class Formats

Distributed Learning class formats vary and are continually evolving. Some classes use a combination of real-time webinars and Blackboard postings, and a few classes are conducted asynchronously (i.e., no formal class meeting time; students work on a weekly unit-by-unit basis and interact with other students through Blackboard postings). Occasionally, an instructor may have pre-recorded lectures for you to view as an adjunct to your weekly work.

SECTION 6 – Important Graduate Student Resources

Graduate Studies Bulletin – Electronic

The Graduate Studies Bulletin is the official document of record concerning graduate academic programs and regulations. The Bulletin is available online, and all students are responsible for familiarizing themselves with it. The link to the main page for the Graduate Studies Bulletin is <https://academicbulletins.sc.edu/graduate/>.

USC School of Medicine Library – online access

The USC School of Medicine (SOM) Library (<https://uscmed.sc.libguides.com/>) is available to all SOM students, including students in the Counseling and Rehabilitation Program. Current students will receive up-to-date information about how to get a USC SOM ID and account from the Student Services Coordinator or faculty.

Here are some links that will get you started:

1. http://uscmed.sc.libguides.com/rehabilitation_counseling

The Rehabilitation Counseling “LibGuide” was created by librarians for students and faculty at the USC School of Medicine. The guide leads you to journals, databases, books, evidence-based resources specific to rehabilitation counseling, psychiatric rehabilitation, addiction, and career.

2. <http://uscmed.sc.edu/tutorials.asp>

This website includes tutorials that introduce you to the basics of SOM library research.

USC Libraries – additional information

Many graduate students in the Counseling and Rehabilitation Program live outside the Columbia area and cannot easily visit the School of Medicine Library or the Thomas Cooper Library. A resource all students should be aware of is that the USC library system, including the Thomas Cooper Library, can be accessed remotely by USC students and faculty members. You will write a number of research papers during your graduate studies, virtually all of which require you to locate professional journal articles from the fields of counseling, rehabilitation, disability studies, psychiatry, addictions, career, organizations, and more. Knowing how to access the USC library system remotely means that you will be able to search current professional journals and locate full-text articles (many in PDF format). While it takes some practice to learn to search the library from your computer, it is well worth the time. Here are some links that will get you started:

1. <http://www.sc.edu/library/>

Under the heading “Research Tools,” select either “Articles, Databases & Indexes” or “Online Journal Collection.”

https://sc.edu/about/offices_and_divisions/university_libraries/get_research_help/index.php

This website is a research tutorial that introduces you to the basics of library research.

The USC Writing Center

The USC Writing Center is a valuable resource to students and faculty who may need assistance on a particular writing project. You will write many papers in graduate school; all will require proper grammar, spelling, and organization. Several will require special formatting (e.g., APA-style formatting). Many resources are available at the USC Writing Center's website, including an online tutorial that shows you how to search the USC libraries from your own computer. The staff of the USC Writing Center are also available to meet with you in-person and help you with specific projects or other writing needs.

The USC Writing Center's homepage can be found at <http://artsandsciences.sc.edu/write/students>.

Please take the time to familiarize yourself with this important resource. (Note: Web addresses change periodically, but from the USC Home Page, you can always search for **USC Writing Center**.)

Student Health Services – including Counseling and Psychiatry

Student Health Services, located on the main campus, offers counseling, support groups, and other resources to USC students and faculty. Services are confidential and usually provided at no cost. For more information about student health services, please visit <http://www.sa.sc.edu/shs/cp/>.

USC Student Disability Resource Center

The USC Student Disability Resource Center (SDRC) is located on the main USC campus. Any student with a documented disability should contact the SDRC to make arrangements for accommodations. Prospective, new, and continuing students may also learn more about SDRC by visiting <http://www.sa.sc.edu/sds/> or https://sc.edu/about/offices_and_divisions/student_disability_resource_center/

Office of Civil Rights & Title IX

The Office of Civil Rights & Title IX is on a mission to create an environment where all people are treated with dignity and respect and have an equal opportunity to learn and work at a university free from discrimination, harassment, and sexual misconduct. The Office of Civil Rights and Title IX website, https://www.sc.edu/about/offices_and_divisions/civil_rights_title_ix/index.php, provides links to policies and procedures for understanding student rights and how to report an incident. Please note, "All University of South Carolina employees are required to report incidents of prohibited conduct (i.e., discrimination, harassment, sexual misconduct, relationship violence, stalking, sexual exploitation/harassment, retaliation) to the Office of Civil Rights & Title IX, which is the office with the authority to institute corrective

measures on behalf of the university."

https://sc.edu/about/offices_and_divisions/civil_rights_title_ix/reporting/mandated_reporting/index.php. The reporting form can be found:
<https://cm.maxient.com/reporting.php?UnivofSouthCarolina>

Office of Student Financial Aid and Scholarships

The Office of Student Financial Aid and Scholarships (SFAS) is located on the main USC campus. The SFAS website, <http://www.sc.edu/financialaid/> , includes Financial Aid Checklists for Graduate Students and helpful information about loans, scholarships, and student employment.

Graduate Student Resources Hub

The Graduate Student Resources Hub is located on the main USC campus in the Close-Hipp Building. The Grad Hub provides information about academic training and professional development for graduate students at USC
(https://sc.edu/study/colleges_schools/graduate_school/opportunities_support/the_grad_hub/index.php).

SECTION 7 - Curriculum

Degree

Master of Arts (M.A.) in Counseling and Rehabilitation, with a specialization in Clinical Rehabilitation Counseling

Master of Arts (M.A.) in Counseling and Rehabilitation, with a specialization in Clinical Addiction Counseling

Master of Arts (M.A.) in Counseling and Rehabilitation, with a specialization in Career Counseling

Curriculum

An overview of the curriculum appears in the table below. Course descriptions begin on the following page.

CURRICULUM	
The 60 credit-hour curriculum includes thirteen (13) required courses, three (3) clinical rehabilitation specialization courses, a practicum, an internship, and one (1) elective.	
Required Courses (39 Hours)	
EDCE 510	Introduction to Counseling
RCON 605	Multiculturalism in Helping Professions
RCON 680/ EDPY 705	Human Development and Disability Across the Lifespan/Human Growth and Development
RCON 725	Career Theories and the World of Work
RCON 601	Helping relationships: Fundamentals of Counseling Practice
RCON 711	Theories and Techniques of Counseling
RCON 720	Group Counseling
RCON 714	Assessment in Counseling and Clinical Rehabilitation
RCON 702	Research and Program Evaluation in Counseling
RCON 704	Issues and Ethics in Clinical Rehab Counseling
NPSY 757	Psychopathology for Counselors
NPSY 758	Classification & Assessment of Mental Disorders
NPSY 760	Addictions Counseling and Rehabilitation
Specialization Courses (9 credit hours)	
Clinical Rehabilitation Counseling	
RCON 700	Foundations of Clinical Rehabilitation Counseling
RCON 733	Psychosocial and Medical Aspects of Clinical Rehabilitation
RCON 734	Professional Issues in Clinical Rehabilitation
Clinical Addiction Counseling	
RCON 701	Foundations in Addictions and Treatment in Counseling
RCON 712	Addiction and the Family

NPSY 761	Dual Diagnosis
Career Counseling	
RCON 703	Foundations in Career Counseling
RCON 735	Leadership in Rehabilitation and the Helping and Healthcare Professions
RCON 780	Advanced Career Counseling and the World of Work
Field Experiences (9 credit hours)	
RCON 880	Counseling Practicum (3 credits, 150 hours)
RCON 883	Internship in Clinical Rehabilitation Counseling (6 credits, 600 hours)
RCON 884	Internship in Clinical Addiction Counseling (6 credits, 600 hours)
RCON 885	Internship in Career Counseling (6 credits, 600 hours)
Electives (3 credit hours)	
<i>A partial listing of electives includes:</i>	
RHAB 540	Assistive and Adaptive Technology
RCON 610	LGBT Issues in Counseling and Rehabilitation
RHAB 754	Counseling and Death Education

Course Descriptions

Required courses, 39 credit hours (listed alphabetically):

EDCE 510: Introduction to Counseling

Orientation to the profession of counseling including its historical, social, and cultural foundations.

EDPY 705: Human Growth & Development

Overview of the contributions of the biological and social sciences to an understanding of the mental, emotional, social, and physical development from infancy through adulthood. Study of behavior problems.

NPSY 757: Psychopathology for Counselors

Theoretical background for understanding causes, symptomatology, and preferred treatment approaches for disorders identified in the most current publication of the Diagnostic and Statistical Manual of Mental Disorders (DSM), the standard reference of the American Psychiatric Association. Prepares students to diagnose and treat mental health conditions.

NPSY 758: Classification & Assessment of Mental Disorders

Classification of mental disorders using the most current publication of the Diagnostic and Statistical Manual of Mental Disorders (DSM), standard reference of the American Psychiatric Association, and the interpretation of formalized evaluations and appraisal techniques in achieving differential diagnoses.

NPSY 760: Addictions Counseling and Rehabilitation

Theory, treatment, and psychological aspects of addictions to alcohol and other drugs.

RCO 601: Helping relationships: Fundamentals of Counseling Practice

Development of communication skills necessary to foster and develop effective counseling relationships.

RCO 605: Multiculturalism in Helping Professions

Concepts and procedures relating to disability and culture, covering relevant issues affecting racially and culturally diverse individuals with disabilities, as well as promoting sensitivity and competence. Includes implications for an array of helping professions.

RCO 680: Human Development and Disability Across the Lifespan

Theories and principles of human development as applied to working with people with disabilities and disadvantage across the lifespan. Focus on evaluation of the effects of service delivery systems and principal contexts (e.g., the family, peer groups, and culture) on individuals. Application of developmental assessment strategies and interventions that helping professionals can utilize to address clients' needs and enhance positive potentials.

RCO 702: Research and Program Evaluation in Counseling

Foundations underlying research and assessment methodologies and their application to counseling. Research design, program evaluation, ethical principles in research, the scholarly research process, and statistical software packages.

RCO 704: Ethics in Rehabilitation Counseling and Helping Relationships

Examines contemporary ethical concerns, issues, decision-making models, and best practices in rehabilitation counseling and the helping professions. Knowledge and awareness appropriate for master's-level professionals with a particular focus on working with people with disabilities or disadvantage. Application of knowledge across a range of helping relationships.

RCO 711: Theories and Techniques of Counseling

Individual counseling theories and techniques applied to a wide range of persons, including persons with a disability (emotional, psychosocial, mental, and physical) and disadvantaged persons.

RCO 714: Assessment in Counseling and Clinical Rehabilitation

Assessment in clinical rehabilitation, including assessment instruments, methods, materials, and interpretation as applied to a variety of rehabilitation clients. Concepts, skill development, and application of clinical rehabilitation assessment.

RCO 720: Group Counseling

Principles and practice of group counseling techniques applied to a wide range of persons, including persons with a disability (emotional, psychosocial, mental, and physical) or disadvantaged persons.

RCO 725: Career Theories and the World of Work

Career counseling theories, processes, and techniques, with emphasis on persons with disabilities and vocational placement. Identification of values, interests, abilities, and

methods for obtaining, organizing, and utilizing career information to enable career success of persons with disabilities and disadvantage.

Clinical Rehabilitation Counseling Specialization courses (9 credit hours)

RCON 700: Foundations of Clinical Rehabilitation Counseling

Origin, evolution, and future of the rehabilitation counseling profession. Role and functions, scope of practice, and practice settings of rehabilitation counselors.

RCON 733: Psychosocial and Medical Aspects of Clinical Rehabilitation

Medical and psychosocial aspects of chronic illness and disability, including physical, psychological, social, and educational impacts of disability. Functional limitations and impact on employment, family/social life, and daily living. Approaches to treatment, prevention, and an overview of adaptive measures to enhance functioning and overall quality of life.

RCON 734: Professional Issues in Clinical Rehabilitation

Professional issues and functions within the clinical rehabilitation process. Includes a detailed exploration of the case management process, independent provider status, expert witness status, forensic rehabilitation, life care planning, and managed care systems. Addresses emerging professional issues.

Clinical Addiction Counseling Specialization courses (9 credit hours)

NPSY 761: Dual Diagnosis

Current research and models for rehabilitation of individuals with a substance abuse/dependency and other mental illness is the basis of this course. This course utilizes analyses of case studies.

Note: Other elective courses may be selected, but approval of the student's advisor must be obtained.

RCON 701: Foundations in Addictions and Treatment in Counseling

Examines the structure and application of theories of addiction, techniques, strategies, and resources for dealing with a broad range of addictive behavior, including substance related and process, or behavioral, focused, and the environmental, social, and cultural contexts related to addiction.

RCON 712: Addiction and the Family

Examines theories and principles of family systems and systems-based approaches as applied to working with people with substance use disorders and/or addictive behaviors and their families.

Career Counseling Specialization courses (9 credit hours)

RCON 703: Foundations in Career Counseling

Introduction to the origin and evolution of career counseling as well as the social, cultural, and political issues, trends, and organizational variables that impact the field.

Presents the role and functions, scope of practice, and practice settings of career counselors.

RCON 735: Leadership in Rehabilitation and the Helping and Healthcare Professions

Explores leadership skills, traits, and theories, and their relevance in helping and health professions and rehabilitation.

RCON 780: Advanced Career Counseling and the World of Work

Examines career development, theory, and strategies for advanced career counseling practice. Focus on employment trends and labor market information and resources to address the unique needs of individuals across the lifespan. Explores organizational behavior to understand the role individuals and groups have on behavior within organizations and its application in career counseling. **Prerequisites:** B or better in **RCON 725**

Field Experiences (9 credit hours)

RCON 880: Counseling Practicum in Clinical Rehabilitation (3 credits, 150 hours)

Supervised counseling experience in an approved institution or agency.

- Prerequisites: Consent of instructor. Official application must be submitted no later than the semester preceding enrollment.

RCON 883: Internship in Clinical Rehabilitation Counseling (6 credits, 600 hours)

Supervised counseling experience in a work setting suitable for a clinical rehabilitation counselor.

RCON 884: Internship in Clinical Addiction Counseling (6 credits, 600 hours)

Supervised counseling experience in a work setting suitable for an addiction counselor.

Prerequisites: B or better in **RCON 880**.

RCON 885: Internship in Career Counseling (6 credits, 600 hours)

Supervised counseling experience in a work setting suitable for a career counselor.

Prerequisites: B or better in **RCON 880**.

Elective (3 credit hours) - In addition to any specialty course not required by the student's Program of Study:

RHAB 540: Assistive and Adaptive Technology

The use of Assistive technology as it relates to employment, education, communication, recreation, and mobility for individuals with disabilities. Explores types of assistive technologies, functional assessments, and resources through hands-on application, lectures, and discussions.

RCON 610: LGBT Issues in Counseling and Rehabilitation

This course examines contemporary issues related to the provision of effective counseling and rehabilitation services with the lesbian, gay, bisexual, transgendered (LGBT) population.

NPSY 755: Fundamentals of Psychiatric Rehabilitation

This course highlights severe mental illnesses and methods that facilitate recovery. A foundation for understanding psychiatric disability, the cultural and bio-psycho-social nature of mental disorders, treatment and rehabilitation is provided.

NPSY 756: Vocational Implications of Psychiatric Disability (Prerequisite - NPSY 755)

This course is directed at addressing employment-related needs of persons with severe long-term mental illness. The purpose is to make students knowledgeable of the unique vocational assessment needs of this population, as well as measures needed to assist them in obtaining and maintaining employment.

Coursework Sequencing and Annual Schedule of Counseling and Rehabilitation Courses

Course sequencing schedules are available for the following options:

- Full-time students who begin in Fall semester
- Full-time students who begin in Spring semester
- Part-time students who begin in Fall semester
- Part-time students who begin in Spring semester

While most courses are offered at least 2 times per year, a number of classes are offered ONE time per year. Students are strongly encouraged to select and follow a Coursework Sequence and to be aware of those classes that meet one time per year. Students should also meet with their advisor when circumstances result in a change of pace for planned coursework.

Full-time students can complete the program in just under three (3) years, 8 semesters including summers semesters. Part-time students generally complete the program in 3½ to 4 years. Course sequencing options are listed in the Appendices.

Transfer Courses

Consistent with Graduate School policy, the program may accept up to 18 credit hours of course work from other accredited universities, if determined to conform to curriculum requirements, if the courses were not part of a completed degree program, and if the grade was B or better. .

If the course in question was used toward a previously earned/awarded degree it cannot be used again. If a student was working toward a degree at another institution, but it was never completed, that coursework could potentially be transferred toward the same or different degree at USC.

There are situations where a student at USC is concurrently enrolled in two programs together where a course(s) could be counted toward two degrees. This also could be the case when a student is enrolled in a dual degree program i.e., Biomedical Science / MD program.

<https://academicbulletins.sc.edu/graduate/policies-regulations/graduate-academic-regulations/#text>

Written requests to use transfer credits should be directed to the student's faculty advisor along with the course syllabus or other detailed description. Only faculty-approved courses can be used in the student's Program of Study. Note that a transferred course cannot be revalidated or considered for substitution if that course will be more than six years old at the student's graduation date. Please see also the Graduate Studies Bulletin (<https://academicbulletins.sc.edu/graduate/>)

Revalidation of Outdated Courses

Outdated USC graduate courses (i.e., courses taken more than 6 years prior to completion of master's program) may be revalidated if the department concerned accepts revalidation for the particular course. Revalidation of a course requires that the student demonstrate a contemporary knowledge of the course content by passing an examination administered by a faculty member who currently teaches the course. Outdated *transfer* courses cannot be revalidated.

Permission to take a revalidation examination is secured on a Permit for Revalidation (GS-04) form by obtaining the approval of the head of the college or department concerned and the Graduate Dean. The prevailing fee must be paid to the Treasurer's Office before the exam is administered. Please see also the Graduate Studies Bulletin:

<https://academicbulletins.sc.edu/graduate/policies-regulations/graduate-academic-regulations/>

If the student fails the revalidation examination, they will be allowed one additional attempt to revalidate the course. The second examination, which is a different version of the first exam, can be taken no less than 30 days after the first examination. The student must re-apply for permission to revalidate (see previous paragraph) and pay the fee again. If the student does not pass the examination on the second attempt, they must enroll in and complete the course again for the class to be considered current.

Revalidation of Counseling Skills

After an extended leave of absence (e.g., 2 or more major semesters) or not taking classes for two or more semesters (includes summer) before practicum or internship, students will be required to revalidate counseling skills under the supervision of a faculty member. To revalidate their counseling skills, students must be enrolled in 1-credit hour of Independent Study. The student will need to demonstrate adequate ability to use basic counseling skills as determined by the faculty member and earn a grade of S to

proceed to the subsequent counseling skills class in their program of study (e.g., RCON 711 or RCON 720) or practicum or internship.

Sustained Enrollment

After beginning coursework, a student who does not enroll in courses in a major semester (fall/spring) is dropped from the University rolls and must apply for re-admission to the program.

SECTION 8 – Personal and Professional Development and Progression through the C&R Program

The Code of Ethics and Standards of Practice of the American Counseling Association (2014) requires, in Section F.9.a (p. 15), that counselor educators evaluate students prior to, and throughout, the counselor training program. Counselor educators are also required to provide formative and evaluative feedback throughout a student's program of study.

The Code of Ethics also requires, in Section F.9.b., that counselor educators:

1. assist students and supervisees in securing remedial assistance when needed,
2. seek professional consultation and document their decision to dismiss or refer students for assistance, and
3. ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures. (p. 15)

This section addresses necessary dispositions and conduct expected of professional rehabilitation counselors, how dispositions and professional conduct is assessed, and the program's policies and procedures for students' retention, remediation, and dismissal from the program. (This section applies to non-academic dispositions and conduct; please see [Section 11](#) for policies related to **academic standards**.)

Rationale

Counselors must be able to establish collaborative relationships with a wide range of professionals and clients. Counselors must follow ethical standards that hold them to a high level of integrity, empathy, and concern for the welfare of others. Competent rehabilitation counselors must possess the emotional health required for sound judgment and clinical decision-making, and effective problem resolution, the prompt completion of all responsibilities associated with the assessment and counseling of clients, and the development of caring sensitive, and effective relationships with clients, their families, and significant others.

Counselors must be able to tolerate a full-time workload and to function effectively under stress. They must be able to adapt to changing environments and to function in the face of ambiguities inherent in clinical practice. Counselors must be able to communicate effectively both verbally and in writing. They need to have the capacity to engage clients in order to elicit information and be able to observe clients, perceive nonverbal communications, and describe changes in affect and behavior.

Professional counselors must further be able to communicate effectively with other members of the helping community and effectively negotiate their way around typical clinical environments. They must routinely make logical diagnostic and treatment

decisions, conduct assessments, analyze, integrate, and synthesize, and problem solve quickly, accurately, and consistently. They must be proactively aware of their own limitations and strengths, seeking help and support when necessary and removing themselves from situations in which their own issues may negatively impact the lives of clients.

Standards for Professional Conduct and Behavior

In light of these responsibilities, students admitted to the master's degree program must possess sufficient intellectual capacity, physical stamina, emotional stability, interpersonal stability, and communication skills to acquire the scientific knowledge, interpersonal and technical competencies, and clinical abilities required to provide services effectively and competently to clients. They must consistently demonstrate a level of personal and professional maturity that is in keeping with the minimum reasonable expectations for students in the early phases of their professional training and/or commensurate with the overall number of years of overall work in counseling-related employment. Students are expected to exhibit professional behaviors including integrity, accountability, empathy, respect for diversity, and collaboration. These behaviors are fundamental to the counseling profession and program values. In addition, they are expected to demonstrate a level of self-awareness and personal insight that will allow them to receive feedback, internalize criticism, and continue on a path of personal and professional development.

Students enrolled in the program should conduct themselves in a professional manner. Conduct should be in conformity with the high moral and ethical standards of the profession as well as within the legal constraints of any law-abiding community. In addition to abiding by the *USC Code of Conduct and the Carolinian Creed*, the School of Medicine has a designated Academic and Professional Honor System https://sc.edu/study/colleges_schools/medicine/internal/forms_documents/index.php. This program operates under the Floyd School of Medicine Academic and Professional Honor System. The Honor Code is accessible at: https://sc.edu/study/colleges_schools/medicine/internal/documents/honor_code_december_2022.pdf. The Honor System document serves to inform the University of South Carolina School of Medicine Columbia student body about:

1. their responsibilities outlined in the written Honor Code, Code of Conduct, and Professional Code of Conduct;
2. the expectancy that they participate in investigations into alleged violations of the written codes;
3. the process of honor and conduct reviews regarding reported violations of the codes; and
4. the process for conferring with the School of Medicine Columbia administration regarding such violations.

Faculty Conduct

The Code of Ethics for Counselors applies to faculty as well as students. All program faculty members are expected to demonstrate respect and practice integrity in their professional relationships with students similar to that which is required of students who pursue certification as professional counselors. Should a student have concerns about faculty conduct that cannot be resolved with the faculty member directly, the student should speak with the supervisor of the faculty member. According to university policy, if a student has good reason not to attempt a resolution with the faculty, mechanisms are in place for students to address their concerns confidentially.

Students in need of support or advocacy should contact the Office of Student Advocacy, which offers resources and guidance for academic and personal challenges. Visit: https://sc.edu/study/colleges_schools/medicine/somc_student_resources/student_success_wellness/

Students may also refer to Policy STAF 6.27: Student Grievance Policy – Non-academic which can be located from the USC Policies and Procedures Manual, maintained by the Office of the Provost (<http://www.sc.edu/policies/policiesbydivision.php>). In addition, the School of Medicine is committed to a safe and equitable environment for all of our learners. For reporting mistreatment within the School of Medicine, students may complete the SAFE (Supporting A Fair Environment) Form (https://docs.google.com/forms/d/1b0px-7yEA3auY95H_sFwsTizUOphSWtJ7slsmXPASds/viewform?edit_requested=true).

Evaluation Process

Regular faculty review

Each spring, faculty conducts a formal annual review of each student's progress in academic performance, dispositions, and professional growth and provides the student with a written evaluation. Student progress is also reviewed by all faculty members at regular faculty meetings and at the mid-point of each major semester (Spring and Fall). Faculty members may utilize a variety of tools to assess these characteristics. Faculty members also assess performance and professional development throughout the practicum and internship experiences with the feedback of site supervisors.

These reviews serve as a foundation for advising, remediation, and overall student support. Faculty use the evaluation results to provide individualized academic and professional guidance, helping students identify strengths and areas for growth. If concerns arise, faculty may implement remediation plans tailored to address specific challenges, ensuring students receive the necessary resources, mentorship, or skill development opportunities. Additionally, feedback from reviews informs discussions about students' readiness for professional practice, supporting their long-term career success.

Students may face academic warnings, probation, remediation, suspension, or dismissal depending on the severity and persistence of performance issues. Decisions are guided by program policy and Promotion and Professional Responsibility Committee review.

Guidelines for evaluative review

Counseling and Rehabilitation Program students demonstrate their level of professional maturity through their regular interactions with students, faculty, colleagues, and clients encountered throughout the program. It is expected that students will demonstrate high levels of personal and professional integrity in their interactions, show compassion for others, and demonstrate respect for themselves, colleagues, faculty, staff, and clients. Personal coping styles, problem resolution skills, communication patterns, ability to receive feedback or criticism, willingness to seek assistance and guidance when needed, attitudes towards authority, motivation and capacity for self-direction, flexibility, and propensity for creative and analytical thinking are among the many characteristics important to counseling that can be observed through formal and informal interactions. Students are expected to exhibit professional behaviors including integrity, accountability, empathy, respect for diversity, and collaboration. These behaviors are fundamental to the counseling profession and program values.

Evaluation of the personal and professional conduct of students may include, but are not limited to, the following general and specific considerations:

1. Concern for the welfare of others
 - a. Demonstrate a professional attitude and demeanor in all academic and experiential activities associated with the Program.
 - b. Respectful behavior in all verbal and nonverbal interactions with other students, faculty, and staff.
 - c. Respect for, understanding of, and adherence to standards of confidentiality in all academic and clinical activities.
 - d. Willingness to defer on matters pertaining to personal convenience when the good of the group is impacted.
2. Concern for the rights of others
 - a. Demonstrate a considerate and cooperative spirit in interactions with faculty staff colleagues, and members of the rehabilitation community.
 - b. Respect for the process of scholarly debate in which individuals have a right to express opinions and ideas without fear of personal reprisals.
 - c. Treat faculty, staff, and other students with equality regardless of race, religion, gender, sexual identity, disability, or socioeconomic status.
 - d. Assume an equitable share of academic or program related duties.
3. Responsibility to duty
 - a. Necessary duties effectively and promptly, follow through their completion, and notify designated individuals of questions or concerns.

- b. Utilize chains of command in clarifying expectations, dealing with grievances or resolving problems.
 - c. Be punctual and present at classes, meetings, conferences, and off-site academic and clinical obligations.
 - d. Notify faculty and field supervisors (or other designated alternate field supervisor) of absence or inability to attend to duties.
 - e. See assigned clients as scheduled and, under the supervision of your field and faculty supervisors, assume responsibility to their treatment.
 - f. Ensure the ability to be promptly located at all times when involved in clinical activities.
4. Trustworthiness
- a. Demonstrate truthfulness and intellectual honesty in communications with faculty, staff, other students, and clients.
 - b. Demonstrate an ability to accept responsibility for and establishment of priorities for meeting multiple demands and for completing necessary work.
 - c. Discern when supervision or advice is needed.
 - d. Maintain confidentiality of client information.
5. Professional Demeanor
- a. Maintain agency and industry standards of personal appearance, attire, and hygiene for academic, clinical, or field placement activity.
 - b. Maintain emotional stability and equilibrium under the pressures of emergencies, fatigue, professional or academic stress, and personal problems.
 - c. Demonstrate personal responsibility in the use of alcohol and prescription drugs, taking purposeful actions to avoid impairment while being engaged in academic and clinical activities.
6. Demonstration of individual characteristics required for the practice of professional counseling.
- a. Ability to make logical, diagnostic, and therapeutic judgments.
 - b. Ability to identify areas in which personal issues may intrude upon the practice of counseling.
 - c. Ability to communicate effectively with clients, supervisors, faculty members, and peers.
 - d. Ability to establish professional relationships.
 - e. Ability to be perceptive, introspective, and insightful in professional and academic relationships.
7. Adherence to professional ethics and practice guidelines set forth by the American Counseling Association (ACA) and/or specialty areas (CRCC, NCDA, NAADAC).

Student Participation in Evaluation Process

At designated points throughout a student's program of study, each student conducts a self-evaluation of professional dispositions and behaviors. Students then meet with a designated faculty member to discuss the student's self-evaluation and the faculty evaluation. Faculty work with students to identify areas in which professional development may be further strengthened and/or areas in which growth is needed.

Personal and Professional Development and Progression

In addition to the academic progression standards required by the University, students must meet professional development standards as described in this section. Faculty members bring areas of concern to a student's attention at the earliest possible time and assist the student in developing a strategy to improve. Concerns and strategies may be documented through memos, Professional Development Plans (PDP), or other written formats.

Remediation

Students who display dispositional difficulties and/or academic difficulties that interfere with professional development and professional practice may be referred to remediation. In addition, a corrective action plan will be initiated when a student fails to meet academic or professional expectations. The plan will detail required improvements, a timeline, and criteria for successful completion. Remediation is a collaborative process between faculty and the student. Concerns and strategies will be documented in a Professional Development Plan or comparable format. Completion of prescribed remedial measures to correct deficiencies will be followed by reassessment by faculty. Remediation may include, but will not be limited to additional course work, independent study, and/or considerations for personal counseling, depending on the nature of the deficiencies. Students will not be permitted to continue with regular program course work until correction of the deficiencies has been satisfactorily demonstrated.

Cancellation of Registration Privileges

Non-academic reasons for cancellation of a student's registration privilege (formerly referred to as dismissal) may occur if a student:

1. fails to demonstrate one or more professional characteristics after receiving feedback from faculty and having the opportunity to correct the problem behavior;
2. fails to demonstrate the ability to practice counseling competently and safely;
3. demonstrates unprofessional behaviors that disrupt other students or the functioning of the program;
4. demonstrates unprofessional behaviors during practicum and internship; and/or
5. refuses to engage productively with faculty to correct deficiencies.

Procedures (including appeals)

Procedures for cancellation of registration privileges for matters related to professional development are as follows:

1. The recommendation of cancellation of registration privileges for matters related to professional development may be initiated only after due consideration by the Counseling and Rehabilitation Program faculty as a whole, with the program director remaining neutral while the faculty considers the student's situation.
2. The faculty will make a recommendation to the program director. The recommendation will include details of the nature of the deficiencies, how and when the concerns were brought to the attention of the student, and efforts to remediate the difficulty.
3. If the program director concurs with faculty, the program director will inform the student, in writing, of all specifics pertaining to the nature of the pending action.
4. The program director will then review the specifics of the pending action with the program's Promotion and Professional Responsibility Committee. The Committee may conduct a hearing with the student if deemed necessary.
5. The Committee will inform the student, in writing, of its decision.
6. Students may appeal the decision to the Dean of the USC Graduate School.
7. Should cancellation of registration privileges be recommended, the faculty will work with the student to explore alternate professional options that may be suitable to the student.

Promotion and Professional Responsibilities Committee

The Counseling and Rehabilitation Program is a graduate program within the USC School of Medicine's Department of Neuropsychiatry and Behavioral Science. Therefore, the Program's Promotion and Professional Responsibility Committee will consist of the School of Medicine Associate Dean for Medical Education and Academic Affairs *or their designated representative*, the Chair from the Department of Psychiatry *or their designated representative*, and the Counseling and Rehabilitation Program Faculty.

The Committee will handle issues pertaining to professional conduct and/or promotion to Counselor-in-training status. The Committee will adjudicate all charges pertaining to noncompliance with the Program's standards for personal and professional conduct and behavior.

Appeals

Students have the right to appeal program decisions following this sequence: Program Director, Department Chair, and/or the Assistant Dean for Clinical Graduate Programs in the Floyd School of Medicine, and then the Dean of the Floyd School of Medicine.

If a satisfactory resolution is not made within the student's academic unit, appeal of academic decisions should be made, in writing, to the Dean of the Graduate School. Information about this process can be found in the USC Policies and Regulations under the Graduate Academic Regulations (Appeal of Academic Decisions). Students should file appeals with the dean of The Graduate School only after the internal processes for appeals and grievances within the academic program, school and/or college have been exhausted. <https://academicbulletins.sc.edu/graduate/policies-regulations/graduate-academic-regulations/#text>

The student is solely responsible for presenting their case during the appeals process, an advisor may confer with and advise the student but may not advocate for the student. If an advisor is directly related to a case or if the advisor's presence poses a conflict of interest, they may be dismissed from the appeal conference or hearing. Advisors may be dismissed from any meeting or proceedings if they disrupt the process (also see the role of Advisor as outlined in USC Code of Conduct STAF 6.26, 2021).

SECTION 9 – Advancement to Practicum and Internship

Professional Development Portfolio

Over the course of their academic program, students will develop a professional portfolio with the guidance of faculty. The development of this portfolio will assist students in their personal career planning through looking at each student's unique career development, their own professional strengths and weaknesses, their career interests, and the student's developing professional interests as reflected in their past employment, academic work, and field placement experiences. **This process is mandatory.** The steps in the process lead to readiness for practicum and internship. Failure to participate as required in Portfolio development can result in delay or failure to advance to Practicum and Internship. A *Portfolio Process* document, located in the **Rehabilitation Counseling Learning Community (RCLC)** Blackboard site, was developed to outline the portfolio expectations.

Promotion from Student to Counselor-in-Training Status

Faculty Review

Faculty routinely reviews the progress of students at the end of each semester and concerns are brought to the attention of students at the earliest possible time. (The process of ongoing review is addressed in more detail in Section 8 – Personal and Professional Development and Progression through the Program.)

In addition to the routine review, upon completion of all prerequisite course work and prior to enrollment in RCON 880 (practicum) students' academic standing and professional development will undergo an in-depth review to determine if the student has made sufficient progress in the mastery of their counseling skills and other coursework to continue to the next level of training. Minimally, students should have demonstrated mastery (a grade of "B" or higher) of all required courses taken to date and displayed conduct consistent with the expectations set forth in Section 8.

At the time of faculty review, the student's faculty advisor will present a progress report at a faculty meeting or meeting of the Promotion and Professional Responsibility Committee, in special cases. Supporting documentation may include, but is not limited to, academic transcripts, disposition assessments, and letters of commendation or complaint. All faculty members will have the opportunity to exchange additional information regarding the student's performance.

Faculty Decision

After the faculty has met to evaluate a student's request to move to counselor-in-training status, the faculty may make the following recommendations:

- Proceed with Pre-Practicum Assessment (see next sub-section).

- Recommend completion of prescribed remedial measures to correct deficiencies, which will be followed by reassessment by faculty. (Please see Section 8 for procedures related to remediation.)
- Recommendation of cancellation of registration privileges (formerly referred to as dismissal from the program). (Please see **Section 8** for procedures related to cancellation of registration privileges for non-academic reasons.)

Students not recommended for advancement may request an opportunity to meet with the Promotion and Professional Responsibility Committee and present additional information for consideration. The student will be informed of the outcome in writing. The outcome at this time will be the final outcome at the level of the student's academic unit and the School of Medicine.

Further appeal of academic decisions should be made, in writing, to the Dean of the Graduate School. Information about this process can be found in the USC Policies and Regulations under the Graduate Academic Regulations (Appeal of Academic Decisions). <https://academicbulletins.sc.edu/graduate/policies-regulations/graduate-academic-regulations/#text>

Student Preparation

By mid-point of the semester preceding the practicum, students should prepare a Practicum Application Form and submit the form to the Practicum and Internship Coordinator. The application form is available from the Practicum and Internship Coordinator and is included in the Practicum Information Packet. All pre-requisite courses listed on the form should be taken prior to the Practicum semester. In some instances, an exception may be granted, for example, if a student can provide evidence of course knowledge acquired during work or other experience.

When completed applications are received, copies will be provided to the applicant's advisor and Program Director. At that time, the student and their advisor will work cooperatively in exploring possible placement sites. This process should include a discussion of the student's professional objectives, strengths, and challenges. This exploration phase should coincide with the Portfolio process.

In addition, students must complete a telehealth training as part of their Pre-Practicum Application. Students will be provided options for this training or may select one of their own choosing with the approval of the Practicum and Internship Coordinator. Periodically, there are free options.

Pre-Practicum Assessment

The Pre-Practicum Assessment will include an assessment of the student's clinical skills, knowledge of counseling theories, and overall academic preparation. As part of this process, students may be asked to submit an audio or video recording of a counseling session prior to the Pre-Practicum Faculty Meeting (PPFM). If required, the recording is to be submitted to the Practicum and Internship Coordinator.

Pre-Practicum Faculty Meeting (PPFM)

Students will meet with the full faculty the semester before entering Practicum. The purpose of this meeting is to discuss the student's readiness to advance to Practicum. At the meeting, the student will discuss their career plans, identify a field placement that best matches the student's learning needs and interests, and verbalize any concerns that the student may have about progress. Faculty members will also provide the student with feedback and share any concerns about progress.

SECTION 10 – Practicum and Internship

Students must successfully complete a 150-hour Practicum and a 600-hour Internship as part of the Master of Arts in Counseling and Rehabilitation degree program. The Student Handbook provides basic information and policies and procedures related to the Practicum and Internship. In addition, a detailed handbook for both Practicum and Internship is available to students and site supervisors. The *Practicum and Internship Handbook* is in the Rehabilitation Counseling Learning Community (RCLC) Blackboard site.

Student Professional Liability Insurance

Prior to enrolling in Practicum (RCON 880) or Internship (RCON 883, RCON 884, RCON 885), students must obtain professional liability insurance. Insurance must be maintained during both field experiences. Liability insurance can be purchased through professional counseling associations which offer insurance to students at nominal rates. To qualify for the insurance, the student must be a member of the sponsoring professional organization. Students not providing evidence of insurance will not be permitted to enroll in RCON 880 (Practicum) and/or 883 (Internship).

Student Workers Compensation Insurance

Workers Compensation Insurance and Treatment for Workplace Injuries All USC Floyd School of Medicine medical students are covered by Workers Compensation Insurance through Compendium for any injuries sustained during the course of those clinical activities that are a part of their medical educations. The premium for this insurance is paid by USC Floyd School of Medicine. A prompt and complete report on appropriate forms [the University of South Carolina Worker's Compensation Supervisor Report completed by the faculty member and the University of South Carolina Employee Injury Report completed by the student] must be made to the Workers Compensation coordinator in the Benefits Office of the University of South Carolina [900 Assembly Street, (803) 777-5674] in order to ensure that Workers Compensation insurance benefits are available to the injured student. These forms are available online or from the USC SOM Employee/Student Health Office. Completed forms must be returned within five working days of any injury to the Director of Student Health Services, USC Floyd School of Medicine Department of Family and Preventive Medicine. Students who experience a workplace injury while rotating in Columbia should notify the USC Floyd School of Medicine Employee/Student Health Office (803-216-3374).

RCON 880 – PRACTICUM IN COUNSELING AND REHABILITATION (3 Credit Hours)

Overview

The practicum in counseling and rehabilitation provides students with a supervised counseling experience in a human service, rehabilitation, or educational setting in order to develop skills, knowledge, and behaviors appropriate for professional counselors.

Student Eligibility

In addition to meeting the requirements outlined in the preceding section of the Handbook (Advancement to Practicum and Internship), students are eligible to participate in the practicum when they have completed all required coursework necessary for performing a variety of counseling activities including, but not limited to, intake interviewing, administration, scoring, and interpretation of select functional and vocational assessment instruments, assisting clients in establishing and implementing goals, assessing client progress, providing supportive counseling, conducting psycho-educational sessions, client follow-up activities, and serving as a disability community service information resource. Practicum courses are not available to non-degree seeking students or students outside of the Counseling and Rehabilitation Program.

Field Experience Procedures

In accordance with CACREP accreditation standards, students must participate in a minimum of 100 clock hours of Practicum activities during the semester-long experience. However, because of previous counseling licensure laws in SC, students are required to attain 150 hours of Practicum experience. (This law changed in 2018; however, the program continues to require 150 clock hours of practicum experience.) Students are also required to maintain a detailed log of their field experience to serve as a basis for seminar discussion and to verify practicum time accrued. The time must be documented in the student's log. Field experience time must be verified by the field site supervisor.

Field experiences are carried out under the direction of a qualified field site supervisor in collaboration with designated C&R program faculty. Students are familiarized with the field site facilities, mission, programs, policies, and clients. They observe service activities and interact with staff. Following orientation, students will work with select clients, providing services assigned by the supervisor. Activities may include, but are not limited to, assessment, individual counseling, group counseling, psychoeducational activities, and consultation. Students may have the opportunity to participate in staff conferences, in-service training, research, and other activities. Students are required to meet at least 1 hour per week with the field supervisor.

At mid-term and semester end, the field supervisor (who must hold at least a master's level counseling degree) and the student will each complete a student evaluation form to be returned to the faculty supervisor. Following completion of the Practicum experience, students must complete an Agency Placement Evaluation form. (Note: All forms and additional information are available in the Practicum and Internship Information Packet for Students and Site Supervisors; the Packet is available electronically and provided to each student.)

Field experiences are augmented by weekly supervision seminars conducted by faculty. Experiences are shared, problems explored, and consultation and guidance provided. Recordings of student-client sessions are used to facilitate learning. In class, students also complete additional training and practice on topics including ethics, case presentations, multicultural counseling, and other clinical issues.

Remediation, suspension of placement, or removal from placement

A field placement can be suspended or terminated at the request of the field/site supervisor or based on the assessment of the faculty supervisor. Ultimately, it is the responsibility of the faculty supervisor to determine if students are making satisfactory progress in the development of their clinical skills and personal and professional development.

Students not making satisfactory progress in the development of practicum/internship counseling skills and/or professional development will be notified at the earliest possible time by the faculty supervisor. Interventions will be individualized to the student's situation and may include remedial plans, temporary suspension of the field placement, or removal from the placement.

Suspension of and/or removal from the field placement may also occur when students fail to display appropriate personal and professional conduct as described in the Student Handbook, the Carolina Creed, the ACA Code of Ethics, and/or their specialty code of ethics. The nature and severity of the conduct will determine a subsequent course of action.

Student Learning Outcomes

During Practicum, the student will:

- Discuss specific human service agencies and the client services process as it exists in these agencies.
- Demonstrate, through the use of acquired counseling skills, an understanding of client problems and approaches for addressing these.
- Identify and describe the differences in values, beliefs, and behaviors of individuals who are different from themselves.
- Demonstrate skill in:
 - Promoting open communication in order to identify client strengths, needs, and problems.
 - Facilitation of client awareness, client involvement and client action within and beyond the counseling session.
- Demonstrate problem solving behaviors as they relate to:
- Identifying barriers to personal adjustment and other client needs.
- Identifying assets, needs, and preferences.
- Formulating goals and sub-goals throughout the counseling process.
- Implementing preferred alternatives, and evaluation of progress toward the accomplishment of goals.
- Demonstrate familiarity with a variety of community resources.

- Engage in a variety of professional activities.

Expectations of Students, University Faculty, Site Supervisors, and Sites

The following expectations apply to both Practicum and Internship

Student Expectations

- Students should carry themselves as professionals throughout the clinical training experience.
- Students are expected to dress and act professionally and in a manner that meets or exceeds the expectations of the site.
- Students should call their site if they will be late or absent for any reason.

Faculty Supervisor Expectations

- Faculty supervisors send prepared students to practicum sites.
- Faculty supervisors are responsible for assisting and monitoring the professional development and growth of the student.
- Faculty supervisors meet with the student and site supervisor to discuss student progress and to provide feedback that will aid in the student's professional growth.
- Faculty supervisors guide the student in using the supervision process effectively and constructively.
- Faculty supervisors provide the student with an opportunity to discuss client cases, issues, and relevant professional concerns as a part of the supervisory process.

Site Supervisor Expectations

- Site supervisors are responsible for selecting and supervising individualized learning activities for practicum students.
- The majority of the student's time should be spent providing direct services consistent with the above examples for clients.
- Site supervisors regularly provide students with feedback about their performance and consult with the Practicum/Internship Coordinator when problems emerge.
- Supervisors complete student evaluation forms at the mid-point of the practicum/internship experience and at the end of the semester.
- Site supervisors are responsible for providing thorough training tailored to the agency, ensuring students become proficient in job tasks, organizational norms, and software/technology used in their practice setting.
- Site supervisors meet regularly with faculty supervisors and attend annual trainings.

Site Expectations

- Opportunities to learn about the site and its philosophy, history, rules, and guidelines.
- Opportunities to learn about, observe, and practice professional skills, such as:
 - Individual and group counseling
 - Administrative procedures

- Review and evaluation of case files and documentation
- Interaction with and utilization of community resources
- Assessment and testing
- Job development and placement
- Availability of site supervisors to supervise students (including day-to-day supervision as well as at least one hour per week of individual supervision by the site supervisor).
- Adequate resources to enable students to function on a professional level.
- Opportunities for students to benefit from the knowledge and experience of, as well as the opportunity to work with, staff members.

Site Supervisor Qualifications

For both Practicum and Internship, site supervisors must have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.

Additionally, site supervisors must be able to provide evidence of possessing effective communication and other interpersonal skills, knowledge of disability/rehabilitation concepts, leadership skills, and an understanding of the supervision process. Evidence may be presented through records of experience and education, and recommendations of persons familiar with their performance and who are qualified to evaluate required competencies.

(Reminder: Practicum policies and procedure, all forms, and additional information are available in the Practicum and Internship Information Packet for Students and Site Supervisors; the Packet is available electronically and provided to each student and to each site supervisor.)

[RCON 883, RCON 884, RCON 885 - INTERNSHIP \(6 Semester Credit Hours\)](#)

Overview

All candidates for the Master of Arts in Counseling and Rehabilitation degree program are required to complete a supervised internship within the student's specialty practice area: Clinical Rehabilitation Counseling, Clinical Addiction Counseling, Career Counseling. In general, internships are designed to provide students the opportunity to demonstrate and improve both foundational knowledge and skills developed in the classroom and practicum. Student internships should incorporate advanced competencies representative of the role and functions of professional counselors specific to their specialty practice area(s).

The internship course adheres to the requirements of the national accrediting body, the Council on the Accreditation of Counseling and Related Educational Programs

(CACREP). Briefly, the standards require a minimum of six hundred (600) clock hours of supervised field experience, with at least 240 hours direct service. Students may meet this minimum within the full semester time frame (15 weeks at 40 hours per week) or over two full semesters (20 hours per week for 80 hours). Variations from these schedules can be arranged with the Internship Coordinator when special situations arise.

Student Eligibility

Students enroll in RCON 883, RCON 884, or RCON 885 for six (6) credit hours upon completing all other required courses, including their practicum. Faculty will review student progress during practicum to determine the student's readiness to move to internship. Internship courses are not available to non-degree seeking students or students outside of the Counseling and Rehabilitation Program.

Course Enrollment Load for Internship

For students who elect to take their internship across two semesters (3-credit hours per semester) and do not meet enrollment credit hour requirements for graduate studies (6-credit hours), the student may be eligible for a special enrollment provision. This is known as Z-Status. Students seeking an exception to minimum enrollment requirements (Z-Status) should submit a written request to the dean of The Graduate School with acceptable justification from the student's academic advisor or the graduate director of the academic program. (See Course Enrollment Load in [Graduate Academic Regulations](https://academicbulletins.sc.edu/graduate/policies-regulations/graduate-academic-regulations/) at <https://academicbulletins.sc.edu/graduate/policies-regulations/graduate-academic-regulations/>)

Internship Policies/Procedures

Some students may continue their internships at the site where their practicum experience was completed. Other students may choose different sites for the practicum and the internship. In either case, students need the approval of the faculty Internship Coordinator to start logging internship hours.

Students are required to meet at least 1 hour per week with the field site supervisor. At mid-term and semester end, the field supervisor (who must hold at least a master's level counseling degree) and the student will each complete a student evaluation form to be returned to the faculty supervisor. Following completion of the Internship experience, students must complete an Agency Placement Evaluation form. (Note: All forms and additional information are available in the Internship Information Packet for Students and Site Supervisors; the Packet is available electronically and provided to each student.)

The student will also:

1. Attend group supervision every week and other scheduled appointments throughout the semester with the faculty internship supervisor.

2. Maintain a daily log of your activities including time spent on the various assigned tasks. Copies of logs must be provided to faculty supervisors on a weekly basis.
3. Prepare and send to the Program faculty supervisor all periodic reports requested.
4. Complete an Agency Placement Evaluation form at the end of the semester and return it to the faculty supervisor. (This is the same form used in Practicum.)

Students not making satisfactory progress in the development of internship knowledge or clinical skills will be notified at the earliest possible time by the Internship Coordinator. Interventions will be individualized to the student's situation and may include remedial plans, temporary suspension of the field placement, or removal from the placement. In any of these cases, the student will be informed in writing.

At the end of the internship, the student, faculty member, and field supervisor will meet to review the internship and the student's performance. A final grade will not be reported until all internship evaluation forms have been received by the faculty supervisor.

Remediation, suspension of placement, or removal from placement

A field placement can be suspended or terminated at the request of the field/site supervisor or based on the assessment of the faculty supervisor. Ultimately, it is the responsibility of the faculty supervisor to determine if students are making satisfactory progress in the development of their clinical skills and personal and professional development.

Students not making satisfactory progress in the development of practicum/internship counseling skills and/or professional development will be notified at the earliest possible time by the faculty supervisor. Interventions will be individualized to the student's situation and may include remedial plans, temporary suspension of the field placement, or removal from the placement.

Suspension of and/or removal from the field placement may also occur when students fail to display appropriate personal and professional conduct as described in the Student Handbook, the Carolina Creed, the ACA Code of Ethics, and/or the CRCC Code of Ethics, the NAADAC Code of Ethics, or the NCDA Code of Ethics, depending on the student's specialty. The nature and severity of the conduct will determine a subsequent course of action.

Student Learning Outcomes

In Internship, students will engage in all of the Practicum Learning Outcomes, in addition to those outlined in:

- Internship in Clinical Rehabilitation Counseling,
- Internship in Clinical Addiction Counseling, or
- Internship in Career Counseling

Students electing to complete more than one specialty must complete an internship in each specialty practice area in their program of study.

NOTE: Internship policies and procedures, all forms, and additional information are available in the Practicum and Internship Information Packet for Students and Site Supervisors; the Packet is available electronically and provided to each student and to each site supervisor.

SECTION 11 – Policies Addressing Academics

Student Academic Responsibilities

Rule of Academic Responsibility (including Academic Honesty)

All students enrolled in the Counseling and Rehabilitation Program are members of the student body of the University of South Carolina and are, therefore, subject to the regulations found in the USC Policies and Procedures Manual, maintained by the Office of the Provost a publication of the University's Division of Student Affairs. The USC Policies and Procedures Manual contains a description of the procedures for administration of the Rule of Academic Responsibility and other important University policies.

<http://www.sc.edu/policies/policiesbydivision.php>

Students enrolled in all School of Medicine programs adhere to the University Rule of Academic Responsibility, in its entirety. The following excerpt highlights its importance: It is the responsibility of every student at the University of South Carolina to adhere steadfastly to truthfulness and to avoid dishonesty, fraud, or deceit of any type in connection with any academic program. Any student who violates this rule or who knowingly assists another to violate this rule shall be subject to discipline. A violation of the Rule of Academic Responsibility or other USC policies may result in suspension or dismissal from the University.

In addition, the Floyd School of Medicine has a designated Academic and Professional Honor System https://sc.edu/study/colleges_schools/medicine/internal/forms_documents/index.php.

This program operates under the Floyd School of Medicine Academic and Professional Honor System. The Honor Code is accessible at:

https://sc.edu/study/colleges_schools/medicine/internal/documents/honor_code_december_2022.pdf.

The Honor System document serves to inform the University of South Carolina School of Medicine Columbia student body about:

5. their responsibilities outlined in the written Honor Code, Code of Conduct, and Professional Code of Conduct;
6. the expectancy that they participate in investigations into alleged violations of the written codes;
7. the process of honor and conduct reviews regarding reported violations of the codes; and
8. the process for conferring with the School of Medicine Columbia administration regarding such violations.

Artificial Intelligence

Artificial Intelligence (AI) is an evolving technology with a variety of applications in education and practice. As AI evolves, so too does the University's understanding of its impact on students' Academic Integrity. Information about AI and its application is available on the Student Conduct and Academic Integrity webpage:

https://sc.edu/about/offices_and_divisions/student_conduct_and_academic_integrity/ac

academic_integrity/artificial_intelligence/index.php. Students are encouraged to speak with their instructors before using AI tools to complete coursework and/or assignments.

Incomplete Grade Policy

Incomplete grades will be issued in accordance with the University of South Carolina Policy (a portion of which is included below):

The grade of I (incomplete) is assigned at the discretion of the instructor when, in the instructor's judgment, a student is prevented from completing a portion of the assigned work in a course because of an illness, accident, verified disability, family emergency, or some other unforeseen circumstance. The student should notify the instructor without delay and request an extension of time to complete the course work, but the request for a grade of incomplete must be made to the instructor before the end of the term. The instructor will determine, according to the nature of the circumstance and the uncompleted requirements, how much additional time, up to 12 months, will be allowed for completing the work before a permanent grade is assigned. ... After 12 months an I (incomplete) grade that has not been replaced with a letter grade is changed permanently to a grade of F or to the backup grade indicated by the faculty member on the Assignment of Incomplete Grade form.

As allowed by the Graduate School, the USC policy is supplemented with the following by the Counseling and Rehabilitation Program:

1. It is the responsibility of each student to be familiar with the full grading and incomplete policy (available in the online Graduate Studies Bulletin).
2. Students who have **two or more** incomplete grades will not be permitted to enroll in additional courses until all are satisfactorily completed.
3. Students carrying incompletes in coursework may not advance to Practicum until permanent grades are assigned.

Class Attendance

Student attendance is considered an essential part of all coursework whether the course is offered in person or through distance education. Instructors must ensure that students have attended enough classes to gain mastery of subject matter. In graduate-level courses, instructors have the prerogative to determine attendance policies and to assign a lowered grade or a failing grade in the event of excessive absences. Some instructors follow the undergraduate guideline that absence from more than 10% of classes, whether excused or un-excused, is excessive. Your instructor will inform you of the attendance policies for each class. Be sure to be knowledgeable about the expectations.

Academic Standards for Graduation

Academic Standards for Graduation are those of the USC Graduate School:

At the time of graduation, the student's graduate cumulative grade point average (GPA) must be at least 3.00 (B) on a 4.00 scale. Additionally, the student's average on all grades recorded on the program of study for courses numbered 700 or above must be at least 3.00 and all courses listed on the program of study must be at least 3.00.

Academic Standards for Progression

The Academic Standards for Progression are those of the USC Graduate School:

Graduate courses may be passed for degree credit with a grade as low as C, but a degree-seeking student must maintain at least a B (3.00 on a 4.00 scale) cumulative grade point average. Some programs stipulate that no grade below B can be applied to a core course. Programs may cancel a student's registration privilege if the student fails to make adequate progress toward degree as defined by the program's academic policies. A student's registration privileges may also be cancelled for failure to meet academic standards as defined by The Graduate School.

In addition to the above policy and as allowed by Graduate School policy, the Counseling and Rehabilitation Program stipulates that:

1. Students whose GPA falls below 3.0 are placed, by the Graduate School, on academic probation. The program follows the Graduate School policy that students are allowed **two** semesters to bring the GPA up to 3.0. If the GPA is not at 3.0 or above at the end of the two additional semesters, the student's registration privileges will be cancelled. The exception to the two-semester allowance is that, per USC Graduate School policies, when the GPA falls below 3.0 as a result of a conversion of an Incomplete grade, the student will have **one** semester to bring the GPA to 3.0 or above before cancellation of registration privileges.

Students should refer to the full text of the USC Graduate Bulletin policy regarding academic standards for progression.

2. If the student earns a grade below B in a required course, the student must repeat the course before they are allowed to graduate. Students should be aware that the new grade will be listed on the student's transcript along with the old. Below B grades cannot be removed from the transcript.
3. If the student earns a grade below B or an Incomplete in a **counseling** course (RCON 601, 711, 720) or in a **specialization** course, they will not be permitted to enroll in the practicum (RCON 880) or internship (RCON 883, 884, or 885) courses until the course is repeated and a grade of B or better is earned.
4. The C&R program may cancel the registration privileges of a student who fails to master any required course in a second attempt.

5. Students must demonstrate mastery of clinical competencies in practicum as evidenced by earning a grade of B or better. If a grade of less than B is earned in the practicum course, the student will be required to repeat the practicum course and will not be permitted to enroll in the internship course.
6. Students must have earned B's or better in **all** required classes *before they will be permitted to take the Program's comprehensive assessment*. This policy is based on the fact that it is unlikely the student would be able to satisfactorily complete the examination without having mastered the course material.
7. Students must have a GPA of 3.0 or higher to take the comprehensive examination.
8. The C&R program may cancel the registration privileges of a student who fails to satisfactorily complete the comprehensive assessment in accordance with the prevailing program policies.
9. The C&R program may cancel the registration privileges of degree-seeking or non-degree seeking students who meet the "4 C's Rule." The 4 C's Rule means that when a student earns any combination of grades that are the equivalent of 4 C's, registration privileged will be canceled. Grade equivalents are as follows:
 - C or C+ = 1 C
 - D or D+ = 2 C's
 - F = 4 C's
10. Students whose registration privileges have been cancelled due to the "4 C's Rule" may re-apply to the program after one full calendar year. Re-applying means the student will be considered for admission but does not mean that the student will be accepted into the program.
11. The C&R program may cancel registration privileges if a student does not complete the required courses within a six (6) year time limit established by the Graduate School and is not able to successfully revalidate courses.

Inactive Status

After beginning coursework, a student who does not enroll in courses for a major semester (fall/spring) is dropped from the University rolls and must apply for re-admission to the program.

SECTION 12 – Preparing for Graduation

Comprehensive Assessment

A comprehensive assessment must be successfully completed by candidates for a master's degree. In the Counseling and Rehabilitation Program, the assessment can be completed any time after students have completed their practicum and no later than the semester in which the student plans to graduate.

The program's comprehensive assessment is typically an essay examination that taps major content areas from various aspects of your master's program. An alternate format for the comprehensive assessment involves a case presentation by the student during which the student addresses major content areas including counseling, disability studies, addiction issues, career, vocational issues, and clinical rehabilitation, addiction, or career counseling practice.

Signing up for the Assessment

Students must sign up to complete the comprehensive assessment. Contact the Student Services Coordinator to sign up during your last semester of enrollment. If you have any further questions regarding the comprehensive assessment, please contact your advisor.

Comprehensive Assessment Review Guide

A Comprehensive Assessment Review Guide is available to students electronically and synchronous review is offered early in the semester in which the comprehensive assessment is offered.

Comprehensive Assessment Process: Essay Examination

The student must complete the written essay comprehensive assessment during the scheduled test day. A student who does not achieve a passing score on the initial written assessment is permitted one additional written attempt for any section(s) not passed within 2-3 weeks from the results being reported to the student. A student who does not achieve a passing score on the second written attempt may be eligible to complete an oral comprehensive assessment. The oral comprehensive assessment is the student's final opportunity to demonstrate competency and achieve a passing outcome. A student who does not pass the oral comprehensive assessment will be dismissed from the C&R program.

Application for Degree

All candidates for degrees and certificates must file formal applications with the Dean of the Graduate School during the academic term in which graduation is anticipated. Applications must be filed by the due date specified by the Graduate School. Applications submitted after the announced deadline require a supporting letter from the

student's Graduate Director along with a special processing fee. Deadlines are indicated in the Master Schedule for each term. Any application received after the deadline which lacks the supporting letter or processing fee will be regarded automatically as having been submitted for the following term. The Application for Degree or Certificate at the Graduate School is completed online through Self Service Carolina.

Enrollment Load

Students must be enrolled in at least 1 graduate credit during the term of graduation. See Master's Degree Requirements (<https://academicbulletins.sc.edu/graduate/degree-requirements/masters-degree-requirements/>)

Endorsement policy

After graduation, students often request recommendations for credentialing and employment from faculty. The Counseling and Rehabilitation Program is specifically and carefully designed to prepare graduates to enter work and professional settings. Further specialized preparation is essential for graduates to become effective and fully functioning professionals. Therefore, any faculty endorsements can be given only for professional positions and position levels appropriate to the respective counseling program completed by the graduate.

SECTION 13 – Credentials for Counseling and Rehabilitation

Practice Specialty Areas

Licensed Professional Counselor (LPC) Credential

After graduation, students interested in obtaining the LPC licensure credential may submit an application and documentation of educational experience to the Center for Credentialing & Education (CCE). CCE is an affiliate of the National Board for Certified Counselors (NBCC) and has been contracted by the SC Board of Examiners to approve an applicant's eligibility to register for one of the national counselor examinations. The Board accepts either the National Counselor Examination (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE) for the licensure examination.

Upon successful mastery of the examination verified by notification by the SC Department of Labor Licensing, and Regulation (LLR), Division of Professional and Occupational Licensing, Board of Examiners for Licensure of Professional Counselors, the student will receive their license to be a Licensed Professional Associate (LPC-A).

LPC-A's must complete two calendar years of post-master's degree work experience in which they accrue 1,350 hours of client contact (approx. 20 hours per week) and 150 hours of clinical supervision. During this time, the student will be working under the supervision of a Licensed Professional Counselor-Supervisor (LPC/S) or supervisor candidate. After two years and successful completion of direct contact hours and clinical supervision, LPC-A's are eligible for LPC status.

Application packets are now available at the Center for Credentialing & Education's (CCE) website. [https://www.cce-global.org/Assets/StateLicensure/SC Application and Education Review for LPC or LPCA.pdf](https://www.cce-global.org/Assets/StateLicensure/SC_Application_and_Education_Review_for_LPC_or_LPCA.pdf)

For additional information about the LPC, examination dates, and other details about this license, please visit the website of the SC Board of Examiners for Licensure of Professional Counselors, Marriage and Family Therapists and Psycho-Educational Specialists:

<https://llr.sc.gov/cou/>

Required Coursework

As of 08/02/2021, the SC Licensing Provisions (Article 3, 36-04) state, in part, the following:

All applicants must:

- Submit evidence of successful completion of a master's degree, specialist's degree or doctoral degree with a minimum of sixty (60) graduate semester hours

primarily in counseling from a program accredited by a national educational accrediting body such as CACREP or one that follows similar educational standards and from a [SACS-accredited] college or university.

- On one's graduate transcript the applicant must demonstrate successful completion of one (1) three-hour graduate level course in each of the following areas:
 - (a) Human Growth and Development
 - (b) Social and Cultural Foundations
 - (c) Helping Relationships
 - (d) Groups
 - (e) Lifestyle and Career Development
 - (f) Appraisal
 - (g) Research and Evaluation
 - (h) Professional Orientation
 - (i) Psychopathology and/or Diagnostics, and
 - (j) Practicum – a minimum of one (1) one hundred (100) hour counseling practicum;
 - (k) Internship – of at least six hundred (600) hours under the supervision of a qualified licensed mental health practitioner that included experience assessing and treating clients with more serious problems as categorized in standard diagnostic nomenclature

The LPC content areas and corresponding MA (and former MRC) degree courses are in the table below.

LPC Content Area	MA Corresponding Course
Human Growth and Development	EDPY 705 Human Growth and Development
Social and Cultural Foundations	RCON 605 Culture and Disability or RHAB 705 Culture and Disability
The Helping Relationship	RCON 711 Counseling Theories and Practice or RHAB 711 Counseling Theories and Practice
Groups	RCON 720 Group Counseling or RHAB 720 Group Counseling
Lifestyle and Career Development	RCON 725 Career Theories and the World of Work or RHAB 713 Career Counseling and Development
Appraisal	RCON 714 Rehabilitation Assessment or RHAB 714 Rehabilitation Assessment
Research and Evaluation	RCON 702 Introduction to Research & Program Evaluation or RHAB 702 Introduction to Rehabilitation Research
Professional Orientation	RCON 700 Introduction to Rehabilitation Counseling or RHAB 700 Foundations of Rehabilitation Counseling
Psychopathology and/or Diagnostics	NPSY 757 Psychopathology for Counselors and/or NPSY 758 Class. & Assessment of Mental Disorders

IMPORTANT NOTES FOR ALL STUDENTS REGARDING COUNSELOR LICENSURE

State licensing regulations change and vary from state to state. As a program, we do our best to stay up to date with SC's requirements. When we learn of changes, students are alerted via the Rehabilitation Program Listserv.

Please be aware that the Student Handbook is **not** an official representation of the SC Licensing Board or the boards of any other state. If you are interested in professional licensure, please engage in ongoing research about educational and experiential requirements for eligibility.

Also, be aware that successful completion of the MA/MRC degree program is only the first step in becoming licensed. Other requirements, such as supervised work experience as described above, commonly exist and may vary with each licensing organization.

Licensed Addiction Counselor (LAC) Credential

After graduation, post-master's students interested in obtaining the LAC licensure credential may submit an application and documentation of educational experience to the SC Department of Labor Licensing, and Regulation (LLR), Division of Professional and Occupational Licensing, Board of Examiners for Licensure of Professional Counselors. The Board accepts either the National Association for Alcoholism and Drug Abuse Counselors (NAADAC) Master Addiction Counselor (MAC) Exam <https://www.naadac.org/mac> or the International Certification and Reciprocity Consortium (IC&RC) Advanced Alcohol and Drug Counselor (AADC) Exam <https://www.internationalcredentialing.org> for the licensure examination.

Upon successful mastery of the examination verified by notification by the SC Department of Labor Licensing, and Regulation (LLR), Division of Professional and Occupational Licensing, Board of Examiners for Licensure of Professional Counselors, the student will receive their license to be a Licensed Addiction Counselor Associate (LAC-A).

LAC-A's must complete at least 1,120 hours of post-master's clinical experience and post-master's clinical supervision in the practice of addiction counseling performed over at least two (2) years, which must be submitted to the Board. Of the 1,120 hours, there must be a minimum of 1,000 hours of documented direct client contact with clients presenting with addiction issues, and a minimum of one hundred twenty (120) hours of documented supervision.

Application packets are now available at the Center for Credentialing & Education's (CCE) website. https://llr.sc.gov/cou/pdfs/Addiction_Counselor_Associate_App_pkg.pdf

Required Coursework

All applicants must:

CACREP ACCREDITED PROGRAM To meet education requirements for licensure, an applicant can either show evidence of graduation from an addiction counseling program accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) at the time of graduation; OR

NON-CACREP ACCREDITED PROGRAM Submit evidence of successful completion of a master's degree, specialist's degree or doctoral degree with a minimum of forty-eight (48) graduate semester hours primarily in counseling or related field from a program accredited by the National Addiction Studies Accreditation Commission (NASAC), CACREP, or one that follows similar educational standards, and from a college or university accredited by the Commission on the Colleges of the Southern Association of Colleges and Schools, one of its transferring regional associations, the Association of Theological Schools in the United States and Canada, or a regionally-accredited institution of higher learning subsequent to receiving the graduate degree.

On their graduate transcript(s) the applicant must demonstrate successful completion of 27 of the 48 hours consisting of courses in the following areas:

- (a) Human growth and development course; and/or
- (b) Social and cultural foundations course; and/or
- (c) Counseling Theory Course; and/or
- (d) Family System Theory Course; and/or
- (e) Career Theory; and/or
- (f) Group Dynamics; and/or
- (g) Screening, Assessment and Clinical Diagnosis within behavioral health; and/or
- (h) Research and evaluation; and/or
- (i) Professional orientation: coursework content providing an understanding of professional roles and functions, professional goals and objectives, professional organizations and associations, professional history and trends, ethical and legal standards, professional preparation standards, and professional credentialing; and
- (j) 6 hours of Substance Use Disorder/Addiction Specific Coursework; and
- (k) Practicum: a minimum of one (1) supervised one hundred (100) hour counseling practicum; and
- (l) Applicant must have completed an internship, as part of a degree program, of at least six hundred (600) hours, of which three hundred (300) hours must be working primarily with the substance use disordered population with a minimum of one hundred twenty (120) hours of direct client contact; however, if the 300/120 specific hours requirement is not met within the 600 hour internship, a post-graduate experience may be served to meet this requirement.

For additional information about the LAC, examination dates, and other details about this license, please visit the website of the SC Board of Examiners for Licensure of Professional Counselors, Marriage and Family Therapists and Psycho-Educational Specialists: <https://llr.sc.gov/cou/>

Certified Rehabilitation Counselor (CRC) Credential

The CRC is the national credential for rehabilitation counselors and the application and testing process is administered by The Commission on Rehabilitation Counselor Certification (CRCC). Students in our program are eligible to take the CRC exam the final year of their graduate studies. Category 1 is the eligibility category open to students enrolled in eligible Master's degree programs, including Clinical Rehabilitation Counseling that is fully accredited by the Council on Accreditation of Counseling and Related Programs (CACREP).

Category 1 – Student in or Graduate of a CACREP-Accredited Program

Student in or Graduate of a master's level rehabilitation counseling (RC) or clinical rehabilitation counseling (CLRC) program accredited by CACREP. If graduation occurred prior to July 1, 2017, the program must have been accredited by CORE.

Additional Requirements:

1. **Students and graduates** must submit evidence of an internship of 600 clock hours supervised by an on-site CRC or by a faculty member who is a CRC. The internship must have been in rehabilitation counseling and the intern must have a minimum of 240 clock hours providing direct rehabilitation counseling services to individuals with disabilities.
2. **Students** must submit evidence of enrollment in a master's degree program in rehabilitation counseling or clinical rehabilitation counseling program. The **Student Enrolled in a CACREP-Accredited Master's Program Verification Form** must be completed and submitted with the application; this form is available on the CRCC website (see the Application, Forms & Fees page in the Applicants section).
 - a. Students must have completed 75% of the course work toward the master's degree by February 1 (for the March test), June 1 (for the July test), or September 1 (for the October test) in order to be deemed eligible to take the CRC exam.

Students must graduate within 12 months of their examination date and must submit their official transcript reflecting the granting of the degree and successful completion of the internship. Those who achieved a passing score on the exam will be eligible to use the CRC designation only after the applicant's receipt of the official CRC certificate. Official, digital transcripts can be submitted via email directly to CRCC at **transcripts@crccertification.com**

Applications

The application process for the CRC is managed online. To get started: **<https://crccertification.com/get-certified/>**

Addiction Counselor Certifications

National Certified Addiction Counselor, Level II (NCAC II)

A voluntary national and international certification intended for professionals working within Substance Use Disorders/Addiction-related disciplines wishing to demonstrate their skills gained through years of supervised work experience and specific course work.

- Bachelor's degree or higher in Substance Use Disorders/Addiction and/or related counseling subjects (social work, mental health counseling, marriage & family, psychology) from a regionally accredited institution of higher learning.
- Current credential or license as a Substance Use Disorders/Addiction Counselor or Professional Counselor (social worker, mental health, marriage & family or LAP-C) issued by a state or credentialing authority.
- At least three years full-time or 6,000 hours of supervised experience as a Substance Use Disorders/Addiction counselor.
- At least 450 contact hours of education and training in Substance Use Disorders/Addiction.
 - Must include at least six hours of ethics education and training within the last six years.
 - Must include at least six hours of HIV/other pathogens education and training within the last six years.
- A passing score on one of the following exams:
 - National Certified Addiction Counselor Level Two exam through NCC AP.
 - eMAC exam through the National Board of Certified Counselors (NBCC).
 - AADC exam through the International Certification & Reciprocity Consortium (IC & RC).

Master Addiction Counselor (MAC)

A voluntary national and international certification intended for professionals working within Substance Use Disorders/Addiction-related disciplines wishing to demonstrate their skills gained through supervised work experience and specific graduate course work.

- Master's degree or higher in Substance Use Disorders/Addiction and/or related counseling subjects (social work, mental health counseling, marriage & family, psychology, medical doctor) from a regionally accredited institution of higher learning.
- Current credential or license as a Substance Use Disorders/Addiction counselor or Professional Counselor (social worker, mental health, marriage & family therapist, psychologist, medical doctor, LAP-C) issued by a state or credentialing authority.
- At least three years full-time or 6,000 hours of supervised experience as a Substance Use Disorders/Addiction counselor.

- At least 500 contact hours of education and training in Substance Use Disorders/Addiction.
 - Must include at least six hours of ethics training within the last six years.
 - Must include at least six hours of HIV/other pathogens training within the last six years.
- A passing score on one of the following exams:
 - Master Addiction Counselor (MAC) exam through NCC AP.
 - eMAC exam through the National Board of Certified Counselors (NBCC).
 - AADC exam through the International Certification & Reciprocity Consortium (IC & RC).

Information about certifications and examination may be found at:
<https://www.naadac.org/>

Certified Career Counselor (CCC)

What is the Certified Career Counselor (CCC) credential?

This credential is intended for career counselors with an advanced degree (master's or higher) in counselor education, counseling psychology, rehabilitation counseling or closely related counseling degree, engaged primarily in a career counseling practice or other career counseling-related services. The Certified Career Counselor credential is a recognition of two important factors in training and experience including both counseling and a specialization in career development, theory and practice.

The most important aspect of this credential that differentiates it from other recognized practitioners is that it recognizes the intersection of counseling and career development. As other counseling specializations include substance abuse counseling, mental health counseling, family counseling and others, career counseling involves a core set of competencies that bring together counseling and career expertise. Whether applicants consider themselves counselors with a specialization in career or career service professionals who provide counseling, this credential is designed to recognize this important combination.

Who is eligible for the CCC?

There are three core elements to becoming a Certified Career Counselor through NCDAC including an advanced degree in counseling, subsequent training in the career specialization, and a demonstration of competencies required of career counselors. We accept U.S. degrees and international degrees as well. International candidates will have to get approval through a transcript evaluation service. The credentialing home page explains the options on getting your international transcript evaluated.

The Certified Career Counselor application, therefore, requires the following:

Counseling Education: Successful completion of advanced degree in counselor education, counseling psychology, or closely related degree, with the following options and requirements:

- Option One: Candidate graduated from a CACREP, CORE, or APA Accredited Graduate Program. Must submit the Title of Degree Program, Institution, and Date (month/year).
- Option Two: Candidate earned a master's degree or higher in a counseling program NOT accredited by CACREP, CORE, or APA. Must download and complete a coursework form and then upload for verification.
- Option Three: International candidates have earned a master's degree or higher in a counseling program that has been approved through a transcription evaluation service.

Accepted advanced degree programs must include the following core coursework or close equivalent:

- Ethics and Standards in Professional Counseling
- Social and Cultural Diversity; Social Justice; or Multicultural Counseling
- Theories of Human Growth & Development over the Lifespan
- Career Counseling Theory & Practice
- Counseling Theory
- Group Counseling
- Assessment & Testing in Counseling
- Research & Program Evaluation

Career Specialization:

Minimum of 600 hours of clinical experience in career counseling, pre or post degree, under the supervision of a career counselor or experienced career professional

OR

Minimum of 60 hours of approved continuing education units in career development research, theory, or practice through NCDA, NCDA State Associations, or NBCC Approved.

OR

Successful completion of the U.S. NCDA Facilitating Career Development course.

Career Counseling Competencies

Successful completion of the online competency assessment and reference check.

More information available at https://www.ncda.org/aws/NCDA/pt/sp/credentialing_ccc

National Certified Counselor (NCC) Credential

Education

You must hold a master's, education specialist/educational specialist certificate of advanced study (CAS), or doctoral degree in counseling from one of the following options:

A CACREP-accredited degree program: The program must have held CACREP accreditation the month you graduated.

OR

A counseling program administered by an institutionally accredited educational institution: The program must include at least 48 semester hours or 72 quarter hours of graduate-level coursework AND at least six semester or 10 quarter hours of graduate degree–related supervised field experience in counseling.

Coursework

Graduate-level coursework must cover the following nine content areas:

- Human Growth and Development Theories in Counseling
- Social and Cultural Foundations in Counseling
- Helping Relationships in Counseling
- Group Counseling Theories and Processes
- Career Counseling and Lifestyle Development
- Assessment in Counseling
- Research and Program Evaluation
- Professional Orientation to Counseling
- Counseling Field Experience

Supervision

Documentation of at least 100 hours of postgraduate counseling supervision over a minimum 24-month period. This requirement may be waived in certain circumstances: for graduates of CACREP-accredited programs; for fully state-licensed professional counselors; for those who have had a degree conferred from a regionally accredited doctoral program in counseling.

Professional Endorsement

You must obtain endorsement from a professional colleague who holds a graduate degree in a mental health field. The individual providing endorsement cannot be related to the applicant and cannot be the same individual verifying supervision.

Work Experience

You must document having completed at least 3,000 hours of postgraduate counseling work experience over a minimum 24-month period. This requirement may be waived in certain circumstances: for graduates from CACREP-accredited programs; for fully state-

licensed professional counselors; for those who have had a degree conferred from an institutionally accredited doctoral program in counseling.

Ethics

You are required to adhere to NBCC's ethical policies, including the NBCC Code of Ethics, the Certification Eligibility Policy - Ethics, the Ethics Case Procedures, and the Policy Regarding the Provision of Distance Professional Services. These important policies are available at: nbcc.org/ethics/certification.

Examination Requirement

You must obtain a passing score on the National Counselor Examination (NCE) or the National Clinical Mental Health Counseling Examinations (NCMHCE).

Application information is available on <https://www.nbcc.org/certification/ncc>

APPENDICES

Professional References

ACA Code of Ethics – Preamble
CRCC Code of Ethics – Preamble
NAADAC/NCC AP Code of Ethics – Introduction
NCDA Code of Ethics – Introduction
Online Etiquette

Selected Program Documents

Course Program of Study
Course Sequencing
Student Learning Outcomes

ACA CODE OF ETHICS

The most current ACA Code of Ethics was approved by the ACA Governing Council in 2014. This was the first addition of the code to cover the use of social media with clients. The full document is 24 pages in length and only the preamble is included here in your Student Handbook. All students will read and discuss the Code of Ethics, in its entirety, in the Introduction to Rehabilitation class, in the Ethics course, and again in Practicum. Students will also find that references to ethical practice and various elements of the ACA Code of Ethics are addressed in each course in the curriculum.

Students can locate the ACA Code of Ethics at the following website:

https://www.counseling.org/docs/default-source/ethics/2014-code-of-ethics.pdf?sfvrsn=2d58522c_4

ACA Code of Ethics – Preamble

The American Counseling Association (ACA) is an educational, scientific, and professional organization whose members work in a variety of settings and serve in multiple capacities. Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.

Professional values are an important way of living out an ethical commitment. The following are core professional values of the counseling profession:

1. enhancing human development throughout the life span;
2. honoring diversity and embracing a multicultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts;
3. promoting social justice;
4. safeguarding the integrity of the counselor–client relationship; and
5. practicing in a competent and ethical manner.

These professional values provide a conceptual basis for the ethical principles enumerated below. These principles are the foundation for ethical behavior and decision making. The fundamental principles of professional ethical behavior are

- **autonomy**, or fostering the right to control the direction of one's life;
- **nonmaleficence**, or avoiding actions that cause harm;
- **beneficence**, or working for the good of the individual and society by promoting mental health and well-being;
- **justice**, or treating individuals equitably and fostering fairness and equality;
- **fidelity**, or honoring commitments and keeping promises, including fulfilling one's responsibilities of trust in professional relationships; and
- **veracity**, or dealing truthfully with individuals with whom counselors come into professional contact.

CODE OF PROFESSIONAL ETHICS FOR REHABILITATION COUNSELORS

The most current Code of Ethics for Rehabilitation Counselors was adopted in September 2022 by the Commission on Rehabilitation Counselor Certification and applies to all Certified Rehabilitation Counselors. The Code became effective on January 1, 2023.

The full document is 50 pages in length and only part of the preamble is included here in your Student Handbook. All Clinical Rehabilitation Counseling students will read and discuss the Code of Ethics in the Foundations of Clinical Rehabilitation Counseling class, the Ethics course, and again in Practicum. Students will also find that references to ethical practice and various elements of the Code of Ethics are addressed in each course in the curriculum.

Students can locate the Code of Ethics for Rehabilitation Counselors at the following website: <https://crccertification.com/wp-content/uploads/2023/04/2023-Code-of-Ethics.pdf>.

PREAMBLE

PURPOSE

The Code of Professional Ethics for Certified Rehabilitation Counselors, henceforth referred to as the Code, is designed to provide standards of practice for practitioners, trainees, recipients of services, and society on the ethical practice of certified rehabilitation counselors, henceforth referred to as CRCs/CCRCs. The Commission on Rehabilitation Counselor Certification (CRCC) provides an accredited national certification for individuals meeting rigorous educational requirements for the purpose of providing specialized supports for individuals with disabilities. CRCs/CCRCs credentialed by CRCC may identify with various professional associations and practice settings. CRCs/CCRCs may also be licensed in fields that require specific standards of professional behavior. This Code is enforceable for all CRCs/CCRCs. The basic objectives of the Code are to:

- promote public welfare by specifying ethical behavior;
- establish principles that guide ethical behaviors;
- serve as an ethical guide designed to assist in constructing a professional course of action; and
- serve as the basis for the processing of alleged Code violations.

VALUES AND PRINCIPLES

CRCs/CCRCs are committed to facilitating the personal, economic, and social independence of individuals with disabilities. CRCs/CCRCs recognize diversity and embrace a culturally relevant and responsive approach to support of the worth, dignity, potential, and uniqueness of individuals with disabilities within their social and cultural context and bracket their personal values and beliefs when working with clients. They look to professional values as an important way of living out an ethical commitment. The values that serve as a foundation for this Code include a commitment to

- respecting human rights and dignity of all people;
- ensuring the integrity of all professional relationships;
- acting to alleviate personal distress and suffering;
- enhancing the quality of professional knowledge and its application to increase professional and personal effectiveness;
- promoting empowerment through self-advocacy and self-determination;
- respecting and understanding the diversity of human experience and appreciating culture;
- emphasizing client strengths versus deficits;

- serving individuals holistically; and
- advocating for equitable and appropriate provision of services.

These values inform principles and represent one important way of expressing a general ethical commitment that becomes more precisely defined and action-oriented when expressed as a principle. The fundamental spirit of caring and respect with which the Code is written is based upon six principles of ethical behavior:

Autonomy: To respect the rights of clients to be self-governing within their social and cultural framework

Beneficence: To do good to others; to promote the well-being of clients

Fidelity: To be faithful; to keep promises and honor the trust placed in CRCs/CCRCs

Justice: To be fair in the treatment of all clients; to provide appropriate services to all

Nonmaleficence: To do no harm to others

Veracity: To be honest and truthful

COMMITMENT TO CULTURAL DIVERSITY

CRCs/CCRCs are aware that all individuals exist in a variety of social contexts and strive to understand the influence of these contexts on an individual. CRCs/CCRCs are aware of the continuing evolution of the field, changes in society at large, and the different needs of individuals in social, political, religious, historical, environmental, economic, and other contexts. CRCs/CCRCs are committed to providing respectful and timely communication, taking appropriate action when diversity issues occur, and being accountable for the outcomes as they affect people of all races, ethnicities, genders, national origins, religions, sexual orientations, and other cultural group identities.

CLIENTS/EVALUEES

The primary obligation of CRCs/CCRCs is to their clients, defined as persons who receive services from CRCs/CCRCs. In some settings, clients may be referred to by other terms such as, but not limited to, consumers, participants, or customers. When employed to render an opinion for a forensic purpose, CRCs/CCRCs do not have clients. Instead, the person being evaluated is deemed an evaluatee. Additionally, if a section or standard in the Code does not seem to be relevant to CRCs/CCRCs in specific practice setting (e.g., state vocational rehabilitation agency, mental health setting, forensic practice), CRCs/CCRCs adhere to the principles of the Code.

CODE OF PROFESSIONAL ETHICS FOR ADDICTION COUNSELORS

The most current NAADAC/NCC AP Code of Ethics became effective on January 1, 2021.

The full document layout is a table positioned within 22 pages. The Introduction is offered here. All Clinical Addiction Counseling students will read and discuss the Code of Ethics in the Foundations of Clinical Addiction Counseling class, the Ethics course, and again in Practicum. Students will also find that references to ethical practice and various elements of the Code of Ethics are addressed in each course in the curriculum.

Students can locate this code of ethics at <https://www.naadac.org/code-of-ethics>.

INTRODUCTION

NAADAC and NCC AP recognize that their members, certified counselors, and other service providers live and work in many diverse communities. NAADAC shall have the responsibility to create a Code of Ethics that shall be relevant for ethical deliberation and guidance. The terms “addiction professionals” and “providers” shall include and refer to NAADAC Members, certified or licensed counselors offering addiction-specific services, and other service providers along the continuum of care from prevention through recovery. “Client” shall include and refer to individuals, couples, partners, families, or groups, depending on the setting.

The NAADAC Code of Ethics was written to reflect the ideals and govern the conduct of NAADAC and its members, and shall be the accepted standard of conduct for NAADAC members and addiction professionals certified by the National Certification Commission for Addiction Professionals. The NAADAC Code of Ethics shall be a statement of the values of the addictions profession, and the guide for making ethical clinical decisions. When an ethics complaint is filed with NAADAC, the complaint shall be evaluated by consulting the NAADAC Code of Ethics. This Code shall also be utilized by state certification boards and educational institutions to evaluate the behaviors of addiction professionals and to guide the certification process.

In addition to identifying specific ethical standards, NAADAC shall recommend consideration of the following when making ethical decisions:

1. Autonomy: To allow each person the freedom to choose their own destiny.
2. Obedience: The responsibility to observe and obey legal and ethical directives.
3. Conscientious Refusal: The responsibility to refuse to carry out directives that are illegal and/or unethical.
4. Beneficence: To help others.
5. Gratitude: To pass along the good that we receive to others.
6. Competence: To possess the necessary skills and knowledge to treat the clientele in a chosen discipline and to remain current with treatment modalities, theories and techniques.
7. Justice: Fair and equal treatment, to treat others in a just and fair manner.
8. Stewardship: To use available resources in a judicious and conscientious manner; to give back.
9. Honesty and Candor: To tell the truth in all dealing with clients, colleagues, business associates and the community.
10. Fidelity: To be true to your word, keeping promises and commitments
11. Loyalty: The responsibility to not abandon those with whom you work

12. Diligence: To work hard in the chosen profession, to be mindful, careful and thorough in the services delivered
13. Discretion: Use of good judgment, honoring confidentiality and the privacy of others
14. Self-improvement: To work on professional and personal growth to be the best you can be
15. Non-maleficence: Do no harm to the interests of the client
16. Restitution: When necessary, make amends to those who have been harmed or injured
17. Self-interest: To protect yourself and your personal interests.

CODE OF PROFESSIONAL ETHICS FOR CAREER COUNSELORS

The most current Code of Ethics for Career Counselors was put into effect in 2024 by the National Career Development Center, a Division of ACA.

The full document is 36 pages in length and only the introduction is included here in your Student Handbook. All Career Counseling students will read and discuss the Code of Ethics in the Foundations of Career Counseling class, the Ethics course, and again in Practicum. Students will also find that references to ethical practice and various elements of the Code of Ethics are addressed in each course in the curriculum.

Students can locate the Code of Ethics for Career Counselors at the following website:
https://www.ncda.org/aws/NCDA/asset_manager/get_file/3395

INTRODUCTION

A code of ethics helps to define professional behavior and serves to protect the public, the profession, and those who practice within the profession. Ethical behavior involves incorporating the principles espoused in the code of ethics into your personal and professional life and using the code to help determine a course of action. At the same time, ethical behavior is about transparency. Can your behavior withstand the scrutiny of others? Will you be embarrassed, ashamed, or concerned if someone else knew that you did or said something?

The NCDA Code of Ethics (Code) has been designed as a guide and resource for career development professionals. While it offers a set of principles that can be applied to a wide range of settings and situations, it is not (nor can it be) comprehensive. If you are concerned about whether or not a particular practice is ethical, then you should not engage in that behavior without getting competent advice. More succinctly, when in doubt—don't; at least not without professional consultation. Peer review isn't always going to give you perfect advice; but you can take comfort in knowing that you questioned your behavior before proceeding and allowed others to comment before taking action. There is safety and strength in the depth and breadth of opinions you seek before engaging in activity that may be untried or questionable.

PROFESSIONAL VALUES & PRINCIPLES

Professional values are one way of demonstrating a commitment to ethical behavior. Career development professionals acknowledge the following professional values:

1. Enhancing career development throughout the lifespan;
2. Safeguarding the integrity of the professional working relationship;
3. Practicing in a competent and ethical manner;
4. Supporting the worth, dignity, potential, and uniqueness of everyone; and
5. Honoring diversity and promoting social justice.
6. These professional values provide a conceptual basis for the ethical principles outlined below. These principles are the foundation for ethical behavior and decision-making. The fundamental principles of professional ethical behavior include:
 - Autonomy, or fostering the right to control the direction of one's life;
 - Nonmaleficence, or avoiding actions that cause harm;
 - Beneficence, or working for the good of the individual and society by promoting mental health and well-being;
 - Objectivity, or treating individuals equitably;
 - Accountability, or honoring commitments and keeping promises, including fulfilling one's responsibilities of trust in professional relationships; and

- Veracity, or dealing truthfully with individuals with whom career development professionals come into contact.

ONLINE ETIQUETTE

Etiquette for the Virtual Classroom

We are committed to your success as a student, whether you are in the physical or virtual classroom. Just as in face-to-face courses, faculty and fellow classmates expect you to portray yourself in a positive manner while in class. Here are some tips to making the best virtual impression!

Preparation is Key:

- **Your Surroundings.** You want to create a secure learning environment. Select a location that is minimally disruptive from noise and other people. Make sure to be at a table or desk, not lying down or in a moving car. Consider your background. Your surroundings say a lot about you—let's make sure that they give the right impression about you as a professional.
- **Your Connections.** Do yourself a favor, give yourself plenty of time to get settled before logging in so you create minimal disruptions to your classmates and professor. Make sure you are using a stable internet connection. When preparing to log in, you'll need to check that your camera and microphone are working correctly before connecting to the class link. Position your camera properly to frame yourself in a well-lit area. Mute yourself before entering and when you aren't sharing with the class.

The Be's:

- **Be Present.** Active engagement is the best way to learn. Avoid multitasking so you can focus on the class and being an engaged member of the learning community. Limit distractions just as you would in a physical classroom.
- **Be Mindful.** You are on camera and everyone can see you. Don't engage in unacceptable classroom behaviors (i.e., dress inappropriately, lie down, use insensitive language, or invite non-students to class).
- **Be Engaged.** You will get out of the learning community what you put into it. Actively engage in discussions. Your classmates want to hear your contributions from life experiences. Let's work to create a productive learning experience for all.

Disruptions and inappropriate behavior affect you, your professor, and your classmates. Keep in mind that you are still subject to the USC [Code of Conduct](#), the [School of Medicine Academic and Professional Honor System](#), and the [Carolinian Creed](#) in the virtual classroom.

CORE AI COMPETENCIES FOR COUNSELING AND REHABILITATION



1) Foundations of AI & Data Literacy

- Understand AI & ML basics
- Evaluate accessibility and limitations of AI tools
- Recognize disability data gaps and representation bias
- Assess AI limits in functional and psychosocial assessment

What does this tool do?

2) Application & Decision Support

- Integrate AI into person-centered rehabilitation planning and evidence-based practice
- Maintain professional judgment when using AI recommendations
- Assess whether AI aligns with client values and autonomy
- Recognize limitations of AI in predicting rehabilitation outcomes
- Collaborate with interdisciplinary teams when implementing AI-supported rehabilitation services

How should AI inform my judgment?

3) Bias, Equity, & Ethical Use

- Recognize ableism and disability bias in AI systems
- Promote accessibility, inclusion, and disability justice
- Evaluate fairness in predictive analytics and risk scoring
- Apply culturally responsive AI practices

Who could be excluded or harmed by this AI?

4) Privacy, Security, & Professionalism

- Protect sensitive disability and accommodation information
- Maintain informed consent in AI-assisted services
- Use AI responsibly in vocational and educational settings
- Recognize risks of surveillance and monitoring technologies
- Differentiate between open and closed AI systems and their implications for privacy and ethical practice

Is this AI use safe and respectful?

5) Regulation & Oversight

- Understand ADA, accessibility, and AI-related regulations
- Evaluate accessibility compliance of AI systems
- Monitor AI impact on rehabilitation and employment outcomes
- Ensure accommodations in AI-mediated environments

Is this AI accessible, compliant, and appropriate?

6) Client-Centered Use

- Explain and document AI use in accessible, plain language
- Adapt communication for cognitive, sensory, and language needs
- Support shared and supported decision-making with client
- Address client mistrust, fear, or overreliance on AI
- Explain the role of AI in counseling decisions using accessible language

How do I discuss AI accessibly and collaboratively?

7) Human-AI Teaming & Judgement

- Critically evaluate AI outputs before implementation
- Avoid automation bias and over-pathologizing disability
- Recognize when AI conflicts with client goals or autonomy
- Use AI to support—not replace—clinical reasoning, professional judgment, and ethical decision making.

When should I trust AI?

8) Lifelong Learning & Adaptability

- Stay current on accessible and assistive AI technologies
- Evaluate research on emerging AI tools
- Learn from disability communities and lived-experience experts
- Adapt practice to evolving accessibility standards and technologies

How will I stay current?

9) Advocacy, Accessibility & Empowerment

- Promote equitable access to AI-supported services
- Advocate for accessible and inclusive technology design
- Support client autonomy in technology use
- Identify barriers created by inaccessible AI systems

Who has access—and who is left behind?

Selected Program Documents and Forms

Course Program of Study
Course Sequencing
Student Learning Outcomes

PROGRAM OF STUDY

MASTER'S DEGREE IN COUNSELING AND REHABILITATION

Clinical Rehabilitation Counseling

PROGRAM OF COURSES

In the spaces provided below, list all courses for which you request approval in your master's degree (including thesis, if required) program. Do not list courses not specifically required for the master's program. Note that any course on this program which exceeds the **6 year limit** (before the degree is awarded) must be revalidated or replaced with another course.

Department	Course number	Abbreviated Course Title		Date completed	Credit hours	Grade	Where Taken (if not USC)
KEY: Core = CACREP core area; Couns. = Counseling Continuum; Spec. = Clinical Rehab Specialization							
Required Coursework (48 cr. hrs.)							
EDCE	510	Intro to Counseling	Core		3		
RCON	601	Helping Relationships	Core/Couns		3		
RCON	700	Foundations Clinical Rehab Couns	Spec.		3		
RCON	733	Med/Psychosocial Aspects of Rehab.	Spec.		3		
RCON	605	Culture and Disability	Core		3		
RCON (EDPY)	680 (705)	Human Growth & Development	Core		3		
RCON	725	Career Theories World of Work	Core		3		
RCON	704	Ethics in Rehab & Helping Relationships			3		
RCON	711	Theories & Techniques of Counseling	Couns		3		
RCON	714	Assessment in Cslg & Clinical Rehab	Core		3		
NPSY	757	Psychopathology for Counselors			3		
RCON	720	Group Counseling	Core/Couns		3		
RCON	734	Professional Issues in Clinical Rehab	Spec.		3		
NPSY	760	Addictions Counseling & Rehab.			3		
NPSY	758	Classification & Assessment			3		
RCON	702	Research & Program Evaluation	Core		3		
Field Experiences (9 cr. hrs.)							
RCON	880	Counseling Practicum			3		
RCON	883	Internship in Clinical Rehab Couns.			6		
Electives (3 cr. hrs.) Select ONE; list no more than one below							
					3		
					60		

MASTER'S DEGREE IN COUNSELING AND REHABILITATION

Clinical Addiction Counseling

PROGRAM OF COURSES

In the spaces provided below, list all courses for which you request approval in your master's degree (including thesis, if required) program. Do not list courses not specifically required for the master's program. Note that any course on this program which exceeds the **6 year limit** (before the degree is awarded) must be revalidated or replaced with another course.

Department	Course number	Abbreviated Course Title		Date completed	Credit hours	Grade	Where Taken (if not USC)
KEY: Core = CACREP core area; Couns. = Counseling Continuum; Spec. = Clinical Addiction Specialization							
Required Coursework (48 cr. hrs.)							
EDCE	510	Intro to Counseling	Core		3		
RCON	601	Helping Relationships	Core/Couns		3		
RCON	701	Foundations in Add. and Tx Couns	Spec.		3		
RCON	712	Addiction and the Family	Spec.		3		
RCON	605	Culture and Disability	Core		3		
RCON (EDPY)	680 (705)	Human Growth & Development	Core		3		
RCON	725	Career Theories World of Work	Core		3		
RCON	704	Ethics in Rehab & Helping Relationships			3		
RCON	711	Theories & Techniques of Counseling	Couns		3		
RCON	714	Assessment in Cslg & Clinical Rehab	Core		3		
NPSY	757	Psychopathology for Counselors			3		
RCON	720	Group Counseling	Core/Couns		3		
NPSY	761	Dual Diagnosis	Spec.		3		
NPSY	760	Addictions Counseling & Rehab.			3		
NPSY	758	Classification & Assessment			3		
RCON	702	Research & Program Evaluation	Core		3		
Field Experiences (9 cr. hrs.)							
RCON	880	Counseling Practicum			3		
RCON	884	Internship in Clinical Addiction Couns.			6		
Electives (3 cr. hrs.) Select ONE; list no more than one below							
					3		
					60		

MASTER'S DEGREE IN COUNSELING AND REHABILITATION

Career Counseling

PROGRAM OF COURSES

In the spaces provided below, list all courses for which you request approval in your master's degree (including thesis, if required) program. Do not list courses not specifically required for the master's program. Note that any course on this program which exceeds the **6 year limit** (before the degree is awarded) must be revalidated or replaced with another course.

Department	Course number	Abbreviated Course Title		Date completed	Credit hours	Grade	Where Taken (if not USC)
KEY: Core = CACREP core area; Couns. = Counseling Continuum; Spec. = Career Specialization							
Required Coursework (48 cr. hrs.)							
EDCE	510	Intro to Counseling	Core		3		
RCON	601	Helping Relationships	Core/Couns		3		
RCON	703	Foundations Career Counseling	Spec.		3		
RCON	735	Leadership in Rehab & Helping Health	Spec.		3		
RCON	605	Culture and Disability	Core		3		
RCON (EDPY)	680 (705)	Human Growth & Development	Core		3		
RCON	725	Career Theories World of Work	Core		3		
RCON	704	Ethics in Rehab & Helping Relationships			3		
RCON	711	Theories & Techniques of Counseling	Couns		3		
RCON	714	Assessment in Cslg & Clinical Rehab	Core		3		
NPSY	757	Psychopathology for Counselors			3		
RCON	720	Group Counseling	Core/Couns		3		
RCON	780	Adv. Career Coun. and World of Work	Spec.		3		
NPSY	760	Addictions Counseling & Rehab.			3		
NPSY	758	Classification & Assessment			3		
RCON	702	Research & Program Evaluation	Core		3		
Field Experiences (9 cr. hrs.)							
RCON	880	Counseling Practicum			3		
RCON	885	Internship in Career Counseling			6		
Electives (3 cr. hrs.) Select ONE; list no more than one below							
					3		
					60		

COURSE SEQUENCING

M.A. in Counseling and Rehabilitation Specializations in Clinical Rehabilitation Counseling Clinical Addiction Counseling Career Counseling

PROGRAM OF STUDY
60 cr. hours

Clinical Rehabilitation Counseling	Clinical Addiction Counseling	Career Counseling
1. EDCE 510: Introduction to Counseling	1. EDCE 510: Introduction to Counseling	1. EDCE 510: Introduction to Counseling
2. RCON 605: Culture and Disability SPRING	2. RCON 605: Culture and Disability SPRING	2. RCON 605: Culture and Disability SPRING
3. RCON 680 Disability Life Span (or EDPY 705: Human Growth & Development)	3. RCON 680 Disability Life Span (or EDPY 705: Human Growth & Development)	3. RCON 680 Disability Life Span (or EDPY 705: Human Growth & Development)
4. RCON 725: Career Theories and the World of Work SUMMER	4. RCON 725: Career Theories and the World of Work SUMMER	4. RCON 725: Career Theories and the World of Work SUMMER
5. RCON 601: Helping relationships: Fundamentals of Counseling Practice	5. RCON 601: Helping relationships: Fundamentals of Counseling Practice	5. RCON 601: Helping relationships: Fundamentals of Counseling Practice
6. RCON 720: Group Counseling	6. RCON 720: Group Counseling	6. RCON 720: Group Counseling
7. RCON 714: Assessment in Counseling and Clinical Rehabilitation	7. RCON 714: Assessment in Counseling and Clinical Rehabilitation	7. RCON 714: Assessment in Counseling and Clinical Rehabilitation
8. RCON 702: Research and Program Evaluation in Counseling FALL	8. RCON 702: Research and Program Evaluation in Counseling FALL	8. RCON 702: Research and Program Evaluation in Counseling FALL
9. RCON 711: Theories and Techniques of Counseling	9. RCON 711: Theories and Techniques of Counseling	9. RCON 711: Theories and Techniques of Counseling
10. RCON 704: Issues and Ethics in Clinical Rehab Counseling SUMMER	10. RCON 704: Issues and Ethics in Clinical Rehab Counseling SUMMER	10. RCON 704: Issues and Ethics in Clinical Rehab Counseling SUMMER
11. NPSY 757: Psychopathology for Counselors	11. NPSY 757: Psychopathology for Counselors	11. NPSY 757: Psychopathology for Counselors
12. NPSY 758: Classification & Assessment of Mental	12. NPSY 758: Classification & Assessment of Mental	12. NPSY 758: Classification & Assessment of Mental

Disorders (Prereq: NPSY 757) 13. NPSY 760: Addictions Counseling and Rehabilitation 14. RCON 700 : Foundations of Clinical Rehabilitation Counseling FALL 15. RCON 733 : Psychosocial and Medical Aspects of Clinical Rehabilitation 16. RCON 734 : Professional Issues 17. RCON 880 : Practicum in Counseling and Rehabilitation (3 credits) 18. RCON 883 : Internship in Clinical Rehabilitation Counseling (6 credits) 19. Elective	Disorders (Prereq: NPSY 757) 13. NPSY 760: Addictions Counseling and Rehabilitation 14. RCON 701 : RCON 701 Foundations in Addictions and Treatment in Counseling FALL 15. RCON 712 : Addiction and the Family 16. NPSY 761 : Dual Diagnosis 17. RCON 880 : Practicum in Counseling and Rehabilitation (3 credits) 18. RCON 884 : Internship in Clinical Addiction Counseling (6 credits) 19. Elective	Disorders (Prereq: NPSY 757) 13. NPSY 760: Addictions Counseling and Rehabilitation 14. RCON 703 : Foundations of Career Counseling FALL 15. RCON 735 : Leadership in Rehabilitation and the Helping Healthcare Prof. 16. RCON 780 : Advanced Career Counseling 17. RCON 880 : Practicum in Counseling and Rehabilitation (3 credits) 18. RCON 885 : Internship in Career Counseling (6 credits) 19. Elective
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Offered one time per year

COLOR KEY

Counseling skills continuum

Clinical Rehab specialization

Other required courses

**FULL-TIME
Start in Fall
(8 semesters)**

YEAR 1

FALL

EDCE 510: Introduction to Counseling

RCON 601: Helping relationships: Fundamentals of Counseling Practice

RCON 700: Foundations of Clinical Rehabilitation Counseling/RCON 701 Foundations in Addictions and Treatment in Counseling/RCON 703 Foundations in Career Counseling

SPRING

RCON 733: Psychosocial and Medical Aspects of Clinical Rehabilitation/ RCON 712: Addiction and the Family/RCON 735: Leadership in Rehabilitation and the Helping Healthcare Professions

RCON 605: Culture and Disability

RCON 680: Disability Across the Lifespan (or EDPY 705: Human Growth & Development)

SUMMER

RCON 725: Career Theories and the World of Work

RCON 704: Issues and Ethics in Clinical Rehab Counseling

YEAR 2

FALL

RCON 711: Theories and Techniques of Counseling

RCON 714: Assessment in Counseling and Clinical Rehabilitation

NPSY 757: Psychopathology for Counselors

SPRING

RCON 720: Group Counseling

RCON 734: Professional Issues/NPSY 761: Dual Diagnosis/RCON 780: Advanced Career Counseling and the World of Work

Elective

SUMMER

NPSY 760: Addictions Counseling and Rehabilitation

NPSY 758: Classification & Assessment of Mental Disorders (Prereq: NPSY 757)

PRE-PRACTICUM ASSESSMENT

YEAR 3

FALL

RCON 702: Research and Program Evaluation in Counseling

RCON 880: Practicum in Counseling and Rehabilitation (3 credits)

SPRING

RCON 883: Internship in Clinical Rehabilitation Counseling (6 credits)/ROCN 884: Internship in Addiction Counseling (6 credits) /RCON 885: Internship in Career Counseling (6 credits)

COMPREHENSIVE ASSESSMENT PROJECT

**PART-TIME
Start in Fall
(12 semesters)**

YEAR 1

FALL

EDCE 510: Introduction to Counseling

RCON 700: Foundations of Clinical Rehabilitation Counseling/RCON 701 Foundations in Addictions and Treatment in Counseling/RCON 703 Foundations in Career Counseling

SPRING

RCON 601: Helping relationships: Fundamentals of Counseling Practice

RCON 605: Culture and Disability

SUMMER

EDPY 705: Human Growth & Development, or

RCON 704: Issues and Ethics in Clinical Rehab Counseling

YEAR 2

FALL

RCON 733: Psychosocial and Medical Aspects of Clinical Rehabilitation/ RCON 712: Addiction and the Family/RCON 735: Leadership in Rehabilitation and the Helping Healthcare Professions

RCON 725: Career Theories and the World of Work

SPRING

RCON 711: Theories and Techniques of Counseling

RCON 714: Assessment in Counseling and Clinical Rehabilitation

SUMMER

EDPY 705: Human Growth & Development, or

RCON 704: Issues and Ethics in Clinical Rehab Counseling

YEAR 3

FALL

NPSY 757: Psychopathology for Counselors

RCON 702: Research and Program Evaluation in Counseling

SPRING

RCON 720: Group Counseling

NPSY 758: Classification & Assessment of Mental Disorders (Prereq: NPSY 757)

PRE-PRACTICUM ASSESSMENT

SUMMER

NPSY 760: Addictions Counseling and Rehabilitation

YEAR 4

FALL

RCON 880: Practicum in Counseling and Rehabilitation (3 credits)

RCON 734: Professional Issues/NPSY 761: Dual Diagnosis/RCON 780: Advanced Career Counseling and the World of Work

SPRING

RCON 883: Internship in Clinical Rehabilitation Counseling (3 credits)/ROCN 884: Internship in Addiction Counseling (3 credits) /RCON 885: Internship in Career Counseling (3 credits)

Elective

SUMMER

RCN 883: Internship in Clinical Rehabilitation Counseling (3 credits)/ROCN 884: Internship in Addiction Counseling (3 credits) /RCN 885: Internship in Career Counseling (3 credits)
COMPREHENSIVE ASSESSMENT PROJECT

FULL-TIME

Start in Spring (9 semesters, graduate in Fall)

Assumptions: 3 classes/major semester, 2 in summer, and Internship at 3 cr/3cr (b/c of Summer)

YEAR 1

SPRING

EDCE 510: Introduction to Counseling

[RCON 601: Helping relationships: Fundamentals of Counseling Practice](#)

RCON 605: Culture and Disability

SUMMER

RCON 725: Career Theories and the World of Work

RCON 704: Issues and Ethics in Clinical Rehab Counseling

FALL

[RCON 700: Foundations of Clinical Rehabilitation Counseling/RCON 701 Foundations in Addictions and Treatment in Counseling/RCON 703 Foundations in Career Counseling](#)

[RCON 733: Psychosocial and Medical Aspects of Clinical Rehabilitation/ RCON 712: Addiction and the Family/RCON 735: Leadership in Rehabilitation and the Helping Healthcare Professions](#)

RCON 680: Disability Across the Lifespan (or EDPY 705: Human Growth & Development)

YEAR 2

SPRING

[RCON 711: Theories and Techniques of Counseling](#)

RCON 714: Assessment in Counseling and Clinical Rehabilitation

NPSY 757: Psychopathology for Counselors

SUMMER

NPSY 760: Addictions Counseling and Rehabilitation

NPSY 758: Classification & Assessment of Mental Disorders (Prereq: NPSY 757)

FALL

[RCON 720: Group Counseling](#)

RCON 702: Research and Program Evaluation in Counseling

Elective

PRE-PRACTICUM ASSESSMENT

YEAR 3

SPRING

[RCON 734: Professional Issues/NPSY 761: Dual Diagnosis/RCON 780: Advanced Career Counseling and the World of Work](#)

[RCON 880: Practicum in Counseling and Rehabilitation \(3 credits\)](#)

SUMMER

[RCON 883: Internship in Clinical Rehabilitation Counseling \(3 credits\)/ROCN 884: Internship in Addiction Counseling \(3 credits\) /RCON 885: Internship in Career Counseling \(3 credits\)](#)

FALL

[RCON 883: Internship in Clinical Rehabilitation Counseling \(3 credits\)/ROCN 884: Internship in Addiction Counseling \(3 credits\) /RCON 885: Internship in Career Counseling \(3 credits\)](#)

COMPREHENSIVE ASSESSMENT PROJECT

FULL-TIME

Start in Spring (8 semesters, graduate in Summer)

Assumptions: 3 classes/major semester, 2 in summer, 1 semester with one extra course [either 4 in major semester or 3 in summer], and Internship at 3 cr/3cr (b/c of Summer)

YEAR 1

SPRING

EDCE 510: Introduction to Counseling

RCON 601: [Helping relationships: Fundamentals of Counseling Practice](#)

RCON 605: Culture and Disability

SUMMER

RCON 725: Career Theories and the World of Work

RCON 704: Issues and Ethics in Clinical Rehab Counseling

FALL

RCON 700: Foundations of Clinical Rehabilitation Counseling/RCON 701 Foundations in Addictions and Treatment in Counseling/RCON 703 Foundations in Career Counseling

RCON 733: Psychosocial and Medical Aspects of Clinical Rehabilitation

RCON 711: [Theories and Techniques of Counseling](#)

RCON 680: Disability Across the Lifespan (or EDPY 705: Human Growth & Development)*
(*here, or EDPY 705 in Summer, or in another major semester*)

YEAR 2

SPRING

RCON 720: [Group Counseling](#)

RCON 714: Assessment in Counseling and Clinical Rehabilitation

NPSY 757: Psychopathology for Counselors

SUMMER

NPSY 760: Addictions Counseling and Rehabilitation

NPSY 758: Classification & Assessment of Mental Disorders (Prereq: NPSY 757)

PRE-PRACTICUM ASSESSMENT

FALL

RCON 734: [Professional Issues](#)

RCON 880: [Practicum in Counseling and Rehabilitation \(3 credits\)](#)

RCON 702: Research and Program Evaluation in Counseling

YEAR 3

SPRING

Elective

RCON 883: Internship in Clinical Rehabilitation Counseling (3 credits)/ROCN 884: Internship in Addiction Counseling (3 credits) /RCON 885: Internship in Career Counseling (3 credits)

SUMMER

RCON 883: Internship in Clinical Rehabilitation Counseling (3 credits)/ROCN 884: Internship in Addiction Counseling (3 credits) /RCON 885: Internship in Career Counseling (3 credits)

COMPREHENSIVE ASSESSMENT PROJECT

PART-TIME
Start in Spring
(12 semesters)

YEAR 1

SPRING

EDCE 510: Introduction to Counseling

[RCON 601: Helping relationships: Fundamentals of Counseling Practice](#)

SUMMER

RCON 725: Career Theories and the World of Work

FALL

[RCON 700: Foundations of Clinical Rehabilitation Counseling/RCON 701 Foundations in Addictions and Treatment in Counseling/RCON 703 Foundations in Career Counseling](#)

[RCON 733: Psychosocial and Medical Aspects of Clinical Rehabilitation/ RCON 712: Addiction and the Family/RCON 735: Leadership in Rehabilitation and the Helping Healthcare Professions](#)

YEAR 2

SPRING

RCON 605: Culture and Disability

[RCON 711: Theories and Techniques of Counseling](#)

SUMMER

RCON 704: Issues and Ethics in Clinical Rehab Counseling

FALL

RCON 714: Assessment in Counseling and Clinical Rehabilitation

NPSY 757: Psychopathology for Counselors

YEAR 3

SPRING

[RCON 720: Group Counseling](#)

NPSY 758: Classification & Assessment of Mental Disorders (Prereq: NPSY 757)

PRE-PRACTICUM ASSESSMENT

SUMMER

NPSY 760: Addictions Counseling and Rehabilitation

FALL

[RCON 734: Professional Issues](#)

RCON 702: Research and Program Evaluation in Counseling

YEAR 4

SPRING

RCON 680: Disability Across the Lifespan (or EDPY 705: Human Growth & Development)

[RCON 880: Practicum in Counseling and Rehabilitation \(3 credits\)](#)

SUMMER

Elective

[RCON 883: Internship in Clinical Rehabilitation Counseling \(3 credits\)/ROCN 884: Internship in Addiction Counseling \(3 credits\) /RCON 885: Internship in Career Counseling \(3 credits\)](#)

FALL

RCN 883: Internship in Clinical Rehabilitation Counseling (3 credits)/ROCN 884: Internship in Addiction Counseling (3 credits) /RCN 885: Internship in Career Counseling (3 credits)
COMPREHENSIVE ASSESSMENT PROJECT

STUDENT LEARNING OUTCOMES

Master of Arts in Counseling and Rehabilitation

Program Goal 1 – Students will demonstrate knowledge and competencies required for successful practice in the field of professional counseling.

Learning Outcome Area 1 – Professional Counseling Orientation and Ethical Practice

Curriculum: EDCE 510, RCON 704

- Describe the history and philosophy of the counseling profession and its specialty areas.
- Identify ethical and culturally relevant strategies for promoting resilience and optimal development and wellness across the lifespan.

Learning Outcome Area 2 – Social and Cultural Diversity

Curriculum: RCON 605 (Culture), RCON 734

- Describe how student-centered and client-centered cultural factors may influence the counseling relationship across a variety of helping settings.

Learning Outcome Area 3 – Human Growth and Development

Curriculum: RCON 680 (or EDPY 705), NPSY 757

- Apply theories of individual development across the lifespan
- Identify psychosocial and psychoeducational strategies for promoting resilience and optimal development and wellness across the lifespan.

Learning Outcome Area 4 – Career Development

Curriculum: RCON 725, RCON 883

- Identify and apply theories and models of career development and career decision-making.

Learning Outcome Area 5 – Counseling and Helping Relationships

Curriculum: RCON 601 and RCON 711

- Demonstrate the intentional use of interviewing and basic counseling skills.
- Discuss and demonstrate counseling theories and related techniques.

Learning Outcome Area 6 – Group Counseling and Group Work

Curriculum: RCON 720, RCON 880

- Plan and carry out purposeful counseling group activities.

Learning Outcome Area 7 – Assessment and Testing

Curriculum: RCON 714, NPSY 758

- Understand and describe the basic concepts of standardized and non-standardized testing and other assessment techniques.

Learning Outcome Area 8 – Research and Program Evaluation

Curriculum: RCON 700, RCON 702

- Interpret and report the results of scholarly research
- Describe and apply the steps of program evaluation.

CLINICAL REHABILITATION SPECIALIZATION

Program Goal 2 – Students will be able to demonstrate specialized knowledge in working with individuals with disabilities to achieve their personal, social, psychological, and vocational goals.

Learning Outcome Area 9 – Foundations and contextual dimensions of specialization in clinical rehabilitation

Curriculum: RCON 700, 734

- Describe the history and development of the rehabilitation counseling profession and the roles and functions of clinical rehabilitation counselors.
- Identify, understand, and strategically utilize community services and resources related to the provision of individualized rehabilitation services.

Learning Outcome Area 10 – Assessment and comprehensive treatment and rehabilitation planning

Curriculum: RCON 714, RCON 733,

- Select and utilize screening and assessment strategies that are reliable and valid for persons with disabilities.
- Develop a comprehensive individualized rehabilitation plan for a person with a disability.

Learning Outcome Area 11 – Addictions and Mental Health

NPSY 760, NPSY 757, NPSY 758

- Describe the neurobiological basis for addiction and co-occurring disorders.
- Identify and address the functional effects of the symptoms of mental disorders on the educational, vocational, cultural, and social experiences of individuals.
- Conceptualize and write-up a formal diagnosis using current classification systems, such as the Diagnostic and Statistical Manual of Mental Disorders (DSM).

Learning Outcome Area 12 – Practice

Curriculum: RCON 880 and 883

- Utilize career- and work-related assessments, including job analysis and transferrable skills analysis.
- Demonstrate an understanding of client concerns and develop approaches for addressing these in a community-based rehabilitation setting.
- Develop and implement individualized service plans that reflect principles of client choice and self-determination and include theory-based and evidence-based counseling and rehabilitation services.

CLINICAL ADDICTION SPECIALIZATION

Program Goal 2 – Students will be able to demonstrate specialized clinical and technical knowledge in working with individuals with and without disabilities who experience substance-use disorders and addictions to achieve their personal, social, psychological, and vocational goals.

Learning Outcome Area 9 – Foundations and contextual dimensions of specialization in clinical addiction

Curriculum: RCON 701, 712

- Describe the history and development of the addiction counseling profession and the roles and functions of addiction counselors.
- Identify, understand, and strategically utilize community services and resources related to the provision of individualized addiction and substance use disorder services.

Learning Outcome Area 10 – Assessment and comprehensive treatment and planning with people who face substance use disorders and/or addictions.

Curriculum: RCON 714, RCON 712, RCON 701

- Select and use reliable and valid screening and assessment strategies for individuals facing substance use disorders and/or addictions.

- Develop a comprehensive treatment plan for a person focusing on substance use disorders and/or addictions.

Learning Outcome Area 11 – Addictions and Mental Health

NPSY 760, NPSY 761, NPSY 758

- Describe the neurobiological basis for addiction and co-occurring disorders.
- Identify and address the functional effects of the symptoms of mental disorders on the educational, vocational, cultural, and social experiences of individuals.
- Conceptualize and write-up a formal diagnosis using current classification systems, such as the Diagnostic and Statistical Manual of Mental Disorders (DSM).

Learning Outcome Area 12 – Practice

Curriculum: RCON 880 and 884

- Utilize career- and work-related assessments, including job analysis and transferrable skills analysis.
- Demonstrate an understanding of client concerns and develop approaches for addressing these in a community-based addiction treatment setting.
- Develop and implement treatment plans that reflect principles of client choice and self-determination and include theory-based and evidence-based counseling and addiction services.

CAREER COUNSELING SPECIALIZATION

Program Goal 2 – Students will be able to demonstrate specialized clinical and technical knowledge in working with individuals with and without disabilities to build life skills and achieve their career goals and with businesses to promote workplace health and wellbeing.

Learning Outcome Area 9 – Foundations and contextual dimensions of specialization in clinical addiction

Curriculum: RCON 703, 780

- Describe the history and development of the career counseling profession and the roles and functions of career counselors.
- Identify, understand, and strategically utilize community services and resources related to the provision of career counseling services.

Learning Outcome Area 10 – Assessment and comprehensive treatment and planning with people who face substance use disorders and/or addictions.

Curriculum: RCON 714, RCON for 725, RCON 780

- Select and use reliable and valid screening and assessment strategies for individuals in career counseling.
- Develop a comprehensive treatment plan for a person focusing on career exploration.

Learning Outcome Area 11 – Practice

Curriculum: RCON 880 and 885

- Utilize career- and work-related assessments, including job analysis and transferrable skills analysis.
- Demonstrate an understanding of client concerns and develop approaches for addressing these in a community-based setting.
- Develop and implement treatment plans that reflect principles of client choice and self-determination and include theory-based and evidence-based career counseling services.



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