Clinical Rehabilitation and Mental Health Counseling

Margaret K. Glenn, Ed.D., Coordinator of Clinical Rehabilitation and Mental Health Counseling
Allen Hall, P.O. Box 6122
http://counseling.wvu.edu

DEGREE OFFERED
• Master of Science

Master of Science in Clinical Rehabilitation and Mental Health Counseling

The clinical rehabilitation and mental health counselor education program in the College of Education and Human Services offers a curriculum at the master's degree level. All students complete coursework related to disability, mental health, addiction, and rehabilitation issues as well as coursework in counseling and resource management. The clinical rehabilitation and mental health counseling program is available for both full- and part-time students in an e-campus delivery modality. It is offered through WVU Online and starts in the fall of each year. Students may work with a faculty advisor to substitute on-campus counseling courses for those offered online as part of their plan of study, on a case by case basis.

This specialty prepares professional counselors to operate in allied health settings, integrative practices as well as part of integrated behavioral health programs, and disability-related agencies or rehabilitation hospitals; vocational rehabilitation and employment departments in private industry, state-federal systems, and for the U.S. Department of Veterans' Affairs; to deliver mental health counseling in private industry, community agencies, and for the U.S. Department of Veterans' Affairs, as well as work effectively in addiction treatment centers and community recovery programs. The combination of didactic and clinical training in counseling theory and techniques for individuals, couples and families and in group settings is enhanced by a holistic approach toward maximizing the standard of health, comfort, and happiness experienced by an individual, groups or communities. Students are trained in facilitating opportunities for growth and change in health, social relationships, emotional well-being, finding purpose and meaningful work, belonging, financial well-being and other factors that allow people, families, businesses, and communities to thrive. The history of rehabilitation counseling in the arena of disability empowerment through a counselor-consumer working alliance, using person-first language and addressing informed choice and self determination, as well as insisting on the use of promising and evidenced-based practices has placed the field in the forefront of person-centered and integrative behavioral care efforts.

The objectives of the program are linked to the intent to provide: educational experiences for every student that facilitates the development of knowledge, skills, and beliefs necessary to practice as a qualified rehabilitation and mental health counselor; learning opportunities to support students' ability to implement culturally responsive and ethically sound counseling practices, and clinical training environments that are focused on real world expectations. Graduates work in vocational rehabilitation agencies and companies, and mental health and substance abuse service agencies. The program is fully accredited by the Council for Accreditation for Counseling and Related Education Programs for the specializations of Clinical Rehabilitation Counseling and Clinical Mental Health Counseling and is a WVU Program of Excellence.

FACULTY

PROGRAM COORDINATOR
• Margaret K. Glenn - Ed.D., CRC, Professor (The George Washington University)
  Addictions, vocational rehabilitation, complementary and alternative healthcare practices, service dogs

ASSISTANT PROFESSORS
• John Blake - Ph.D. (University of Wisconsin-Madison)
  Rehabilitation counseling, Vocational rehabilitation program outcomes, psychosocial issues, attachment, hope
• George Mamboleo - Ph.D. (University of Arizona)
  Rehabilitation Counseling

TEACHING INSTRUCTOR
• Regina Burgess - M.S., CRC, LPC (West Virginia University)
Application

Applications for admission to the clinical rehabilitation and mental health counseling program must be made to the WVU Office of Admissions. In addition to the admission requirements of the university and the College of Education and Human Services, the program has the following admission requirements.

- A baccalaureate degree with coursework in appropriate areas
- A minimum undergraduate grade point average of 2.8 based on a 4.0 system (students with a lower grade point average and otherwise exceptional credentials may be admitted provisionally); under 2.5 GPA cannot be admitted
- GRE or MAT scores; a cut-off score (i.e., a minimum score) is not used as the only criterion for admission; use of multiple criteria is particularly important when using GRE scores to assess the abilities of educationally disadvantaged applicants, applicants whose primary language is not English and applicants who are returning to school after an extended absence.
- Three letters of reference
- Completion of the WVU Graduate School Application (https://graduate.wvu.edu)
- Completion of the program's supplemental application found on the program's website (http://counseling.wvu.edu/rehabilitation_counseling/future_students) with personal statement

The initial screening decision is based upon this information as well as considering the applicant's previous work or related experiences related to persons with disabilities, to include but not limited to physical disability, mental health conditions, intellectual disability, head injury, autism spectrum disorder, vision impairment, and deaf or hard of hearing. Successful applications are then interviewed by program faculty members. Final decisions about admission are based on both the requirements and the interview process.

Admission

Admission to the program is a two-step procedure. Step one involves a review of credentials presented in the application materials including references, program application (relevant major; general quality of application), UGPA, and GRE scores (verbal, quantitative, and analytical writing) or the Miller's Analogy Test (MAT) scores. Step 2 is the department interview which considers personal style relevant to working as a counselor, communication skills, capacity for empathic understanding and communication, ability to articulate professional goals, goals congruent with department focus, knowledge and understanding of rehabilitation counseling as well as an assessment of applicants' capacity to complete the rehabilitation counseling curriculum successfully.

The application deadline for receiving completed materials is March 15.

Major Requirements

A minimum GPA of 3.0 is required in all courses
A grade of C- or higher is required in all courses

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>REHB 600</td>
<td>Introduction to Rehabilitation Services</td>
<td>3</td>
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<tr>
<td>REHB 610</td>
<td>Medical Aspects of Rehabilitation</td>
<td>3</td>
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<tr>
<td>REHB 612</td>
<td>Disability Across the Lifespan</td>
<td>3</td>
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<td>REHB 620</td>
<td>Career Development and Job Placement</td>
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<td>REHB 624</td>
<td>Rehabilitation Client Services</td>
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<td>COUN 501</td>
<td>Counseling Theory and Techniques 1</td>
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<td>COUN 606</td>
<td>Counseling Theory and Techniques 2</td>
<td>3</td>
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<tr>
<td>COUN 609</td>
<td>Group Counseling Theory and Techniques</td>
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<td>COUN 505</td>
<td>Theory and Practice of Human Appraisal</td>
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<td>COUN 665</td>
<td>Diagnosis and Treatment Planning</td>
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<td>COUN 634</td>
<td>Cultural Issues</td>
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<td>COUN 640</td>
<td>Addictions Counseling</td>
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<td>COUN 645</td>
<td>Couples and Family Counseling</td>
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<td>COUN 664</td>
<td>Ethical Issues in Counseling</td>
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<td>COUN 668</td>
<td>Crisis Trauma Grief Counseling</td>
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<td>REHB 680</td>
<td>Seminar</td>
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<td>REHB 672</td>
<td>Counseling Practicum</td>
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<td>REHB 675</td>
<td>Clinical Practice</td>
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Total Hours 63
Major Learning Outcomes

CLINICAL REHABILITATION AND MENTAL HEALTH COUNSELING

The objectives of our program are linked to our mission statement. They are to provide:

- Educational experiences for every student that facilitates the development of knowledge, skills and beliefs necessary to practice as qualified clinical rehabilitation and mental health counselors in a wide variety of circumstances.
- Learning opportunities to support students’ ability to implement culturally responsive and ethically sound clinical rehabilitation and mental health counseling practices.
- Clinical training environments that are focused on real world expectations and standards of clinical practice.

COURSES

REHB 600. Introduction to Rehabilitation Services. 3 Hours.
PR: Consent. Introduction to comprehensive rehabilitation, its history and development as a philosophy process, and professional area. Professional and ethical issues in rehabilitation counseling. Other services involved in various rehabilitation settings.

REHB 610. Medical Aspects of Rehabilitation. 3 Hours.
PR: Consent. An overview of medical aspects and implications of disability for the handicapped person in the rehabilitation process. Studies of the more common severe disabilities and their remediation also will be included.

REHB 612. Disability Across the Lifespan. 3 Hours.
A study of the psychological adjustment of disability across the lifespan, using a model of understanding stages of human development including cultural, interpersonal, and interpersonal factors. Includes information on appropriate interventions.

REHB 620. Career Development and Job Placement. 3 Hours.
PR: Consent and graduate standing in social sciences or education. Principles and methods involved in the vocational counseling and placement of disabled persons. The use of occupational and educational information. Theories of career development, occupational analysis, and job placement in rehabilitation.

REHB 621. Vocational Evaluation Systems and Techniques. 3 Hours.
PR: REHB 600. An introduction to vocational evaluation. Formal and informal vocational evaluation systems and procedures will be explored with the goal of preliminary development of individualized evaluation plans.

REHB 622. Advanced Vocational Evaluation Techniques. 3 Hours.
PR: REHB 621. Advanced vocational evaluation systems including empirically based and informal systems will be studied. Emphasis will be on administration, scoring and interpretation, particularly as it relates to handicapped populations with specific evaluation problems.

REHB 623. Seminar in Vocational Evaluation Services. 3 Hours.
PR: REHB 621 and consent. Supervisory and professional issues in vocational evaluation services with an emphasis on standards, methods, procedures and resources for developing and maintaining vocational evaluation services.

REHB 624. Rehabilitation Client Services. 3 Hours.
PR: REHB 620. The planning and management of client services focusing on serving the public and private sectors. The Human Service and Rehabilitation Service Systems will be explored considering both career and independent living issues.

REHB 672. Counseling Practicum. 1-4 Hours.
PR: Graduate standing, liability insurance, and consent. Supervised experience in the application of counseling techniques in the rehabilitation process. Demonstration of high professional standards, counseling skills, and personal characteristics appropriate to the counseling relationship are essential.

REHB 675. Clinical Practice. 1-15 Hours.
PR: Consent. Clinical practice (internship) in selected agencies, rehabilitation centers, clinics, or hospitals conducting an organized program of services for the physically, mentally, emotionally, or socially handicapped. Practice will be under direct supervision of faculty and agency personnel.

REHB 680. Seminar. 1-6 Hours.
Seminars arranged for advanced graduate students.

REHB 690. Teaching Practicum. 1-3 Hours.
PR: Consent. Supervised practice in college teaching of human resources and education. Note: This course is intended to insure that graduate assistants are adequately prepared and supervised when they are given college teaching responsibility. It also provides a mechanism for students not on assistantships to gain teaching experience. (Grading will be S/U.)

REHB 691. Advanced Topics. 1-6 Hours.
PR: Consent. Investigation of advanced topics not covered in regularly scheduled courses.

REHB 692. Directed Study. 1-6 Hours.
Directed study, reading, and/or research.

REHB 693. Special Topics. 1-6 Hours.
A study of contemporary topics selected from recent developments in the field.
REHB 695. Independent Study. 1-6 Hours.
Faculty supervised study of topics not available through regular course offerings.

REHB 696. Graduate Seminar. 1 Hour.
PR: Consent. Each graduate student will present at least one seminar to the assembled faculty and graduate student body of his or her program.

REHB 697. Research. 1-15 Hours.
PR: Consent. Research activities leading to thesis, problem report, research paper or equivalent scholarly project, or a dissertation. (Grading may be S/U.).

REHB 698. Thesis or Dissertation. 1-6 Hours.
PR: Consent. This is an optional course for programs that wish to provide formal supervision during the writing of student reports (698), or dissertations (798). Grading is normal.

REHB 699. Graduate Colloquium. 1-6 Hours.
PR: Consent. For graduate students not seeking course work credit but who wish to meet residency requirements, use the University's facilities, and participate in its academic and cultural programs. Note: Graduate students who are not actively involved in coursework or research are entitled, through enrollment in their department's 699/799 Graduate colloquium to consult with graduate faculty, participate in both formal and informal academic activities sponsored by their program, and retain all of the rights and privileges of duly enrolled students. Grading is S/U; colloquium credit may not be counted against credit requirements for masters programs. Registration for one credit of 699/799 graduate colloquium satisfies the University requirement of registration in the semester in which graduation occurs.