



Student Handbook

Graduate Studies *in* Clinical Rehabilitation & Mental Health Counseling

August 2024

WWW.USF.EDU/RMHC

Preface

This Student Handbook was written to assist students in understanding the requirements for the Master of Arts Degree offered by the Clinical Rehabilitation & Mental Health Counseling Program (CRMHC) within the Department of Child & Family Studies (CFS). It does not replace the University of South Florida Graduate School Catalog. It is offered only as a supplement to the Catalog with specific information about the Degree offered by the Clinical Rehabilitation & Mental Health Counseling Program. It is the responsibility of the student to be aware of all degree requirements stipulated in the Graduate Catalog (<https://catalog.usf.edu/>) and this Handbook.

Students are required to satisfy both University and CRMHC Program requirements in order to graduate.

Advisors, faculty, and staff are available to guide and respond to questions from students. However, students are responsible for complying with USF and CRMHC Program regulations in a timely manner. If graduation requirements are not satisfied, the degree will not be granted (USF Graduate Catalog). Students must meet graduation requirements in effect during the time of their program.

Questions or comments on the content of this Handbook can be sent to the Program Assistant Office at CRMHCprogramassistant@usf.edu

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Faculty and Staff

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| Vicky Buckles, PhD, LMHC, CAP, CRC | <i>Associate Professor of Instruction and Director of the Graduate and Undergraduate Certificates in Addictions and Substance Abuse</i> |
| Chih-Chin Chou, PhD, CRC | <i>Associate Professor and Program Director</i> |
| Christina J Dillahunt-Aspillaga, PhD, CRC, CVE | <i>Professor</i> |
| Amanda DePippo, PhD, LMHC, CRC, MCAP | <i>Associate Professor of Instruction and Field Placement Coordinator</i> |
| Tessa M. Hastings, PhD, LPC-S (AR), LMHC (FL), RPT-S | <i>Assistant Professor of Instruction and Associate Field Placement Coordinator</i> |
| Jillian Heilman, PhD, CRC | <i>Assistant Professor of Instruction and RCDS Coordinator</i> |
| Tammy Jorgensen Smith, PhD, CRC | <i>Associate Professor and PHD Coordinator</i> |
| Marilyn Stern, PhD, LP | <i>Professor and Thesis Coordinator</i> |
| Richard B. Weinberg, PhD, ABPP | <i>Clinical Associate Professor</i> |
| Leah Worthey, PhD | <i>Assistant Director of Instruction and RCDS Field Placement Coordinator</i> |

Affiliated Faculty

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|-----------------------------|---|
| Lauren Baxley, PhD, LMFT | <i>Assistant Professor of Instruction</i> |
| Everette Coffman, PhD, LMFT | <i>Postdoctoral Scholar</i> |
| Ryan G. Henry, PhD, LMFT | <i>Professor of Instruction and Director of Marriage & Family Therapy Certificate</i> |
| Debra Mowery, PhD | <i>Research Assistant Professor, MSCABH Director</i> |
| Joan Reid, PhD, LMHC, CRC | <i>Associate Professor</i> |
| Jessica Rice, PhD | <i>Assistant Professor of Instruction from MSCABH</i> |

Adjunct & Courtesy Faculty

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|----------------------------------|---------------------------|
| Kacey Jenkins | <i>Adjunct Instructor</i> |
| Sheriece Sadberry, PhD, LP, CMPC | <i>Adjunct Instructor</i> |
| Alyssa Scott | <i>Adjunct Instructor</i> |
| Nathan Willis | <i>Adjunct Instructor</i> |

Emeritus Faculty

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|--------------------------------------|--|
| William G. Emener, PhD | <i>Distinguished Research Professor Emeritus</i> |
| William D. Kearns, PhD | <i>Research Associate Professor, Retired Meritoriously</i> |
| Susan D. M. Kelley, Ph.D., CRC, LMHC | <i>Associate Professor Emeritus</i> |
| Calvin Pinkard, PhD | <i>Associate Professor Emeritus</i> |
| John D. Rasch, PhD, CRC | <i>Professor Emeritus</i> |
| Tennyson Wright, PhD | <i>Professor Emeritus, Assistant Director of Academic Services</i> |

Staff

| | |
|-----------------|--|
| Greg Wance, MEd | <i>Academic Services Administrator</i> |
| Tatiana Acosta | <i>Academic Program Specialist</i> |

Background Information

Introduction

Rehabilitation and Mental Health Counseling is offered at approximately 100 universities in the United States at the master's degree level. The discipline is both a separate allied health profession and specialty within the field of counseling. Graduates work in many different human service settings, including state and federal rehabilitation programs, not-for-profit rehabilitation organizations, private for-profit rehabilitation companies, mental health centers, drug and alcohol treatment programs, and public and private counseling agencies. The discipline emphasizes training in vocational, educational, psychological, social and medical aspects of disability; interpersonal counseling, addictions and substance abuse counseling, wellness, mental health and case management.

Program Mission, Outcomes and Objectives

The mission of Clinical Rehabilitation and Mental Health Counseling is to promote quality behavioral health care for all, particularly people with disabilities, and to help the state and nation meet their human service and workforce needs in the area of rehabilitation and mental health counseling through teaching, research and service. The program prepares students with a solid grounding to become Certified Rehabilitation Counselors (CRC) and Licensed Mental Health Counselors (LMHC).

The objectives of the program are to:

1. Recruit and admit a highly qualified and diverse student body.
2. Provide high quality teaching and inspire learning in clinical rehabilitation and mental health counseling.
3. Increase the number of students who possess the requisite knowledge and earn credentials to become licensed mental health counselors and/or certified rehabilitation counselors working within the healthcare workforce.

University Recruitment and Diversity Policy & Accreditation

USF is committed to promoting globally-competitive undergraduate, graduate and professional programs that support interdisciplinary inquiry, intellectual development and skill acquisition. Every department and administrative unit at the university – from the cashier's office and physical plant, to academic departments and residence life – is committed to student success. Through a series of programs and initiatives, the university strives to create a positive teaching and learning environment designed to engage students and enrich all aspects of the student experience.

USF's academic programs are designed to meet the needs of all learners, including traditional learners, special needs learners, adults interested in advancing their careers, veterans and distance learners. The University offers over 90 undergraduate majors and over 90 degree programs at the graduate, specialist and doctoral levels, including the doctor of medicine. Undergraduates are strongly encouraged to take advantage of a wide range of undergraduate research opportunities and study abroad programs.

The University has 14 colleges falling under the Office of the Provost and Executive Vice President for Academic Affairs. From Medicine and The Arts to Marine Science and Business, each of the colleges offers an extensive range of degree and specialty programs, many allowing students to focus on a particular discipline while exploring other areas of interest across the university.

The University is accredited by the Southern Association of Colleges and Schools (SACS). The master's degree program in Clinical Rehabilitation and Mental Health Counseling is accredited by the

Council for Accreditation of Counseling and Related Education Programs (CACREP). The Clinical Rehabilitation and Mental Health Counseling Program is within the Department of Child & Family Studies (CFS) and is a member of the College of Behavioral & Community Sciences.

The Board of Regents approved the master's degree in Rehabilitation Counseling in 1972. Since then, the Program has graduated over 1,600 rehabilitation and mental health counselors. The program of study is 60 semester hours, which includes classroom as well as clinical field experiences. Graduates are eligible to take the national certification examination in rehabilitation counseling through the Commission on Rehabilitation Counselor Certification. In addition, graduates are eligible to apply for licensure in mental health counseling with the State of Florida, Board of Clinical Social Work, Marriage & Family Therapy and Mental Health Counseling.

General Degree Information

Admissions Process

New students are admitted in the Fall semester only. The priority deadline for completed applications, including all requirements is January 15th. Prospective students must access the USF Graduate Catalog on-line, as this publication has important information about admission to Graduate Studies and other requirements. Prospective students must submit the electronic Graduate Application to the USF Graduate School indicating Clinical Rehabilitation and Mental Health Counseling as the selected program of study; official transcripts and Graduate Record Examination (GRE) scores must be sent to USF Graduate Admissions; a current Resume, Statement of Purpose, and signed Acknowledgment and Accountability forms must be uploaded; and three letters of recommendation submitted by the recommenders. These letters should be from former professors, professionals in the human services field, or other individuals who can attest to the student's character and potential for successful completion of graduate studies. Including at least one academic letter of recommendation from a former Professor. An interview is also required by selected applicants. All documents should be uploaded to the Graduate Admissions application page. The minimum requirement is a Bachelors degree with an overall 3.0 GPA or higher. Admissions are extremely competitive, and meeting minimum Graduate School admission standards does not guarantee acceptance into the master's program in Clinical Rehabilitation and Mental Health Counseling.

Matriculation Requirement

Upon enrollment, students follow the program and university requirements of the catalog year under which they began the program. For full description of university requirements, please refer to the Graduate Catalog.

Non-Degree seeking Students

Non-degree Non-degree seeking students may take up to 12 credit hours in non-degree seeking status with the permission of the Program. Graduate Studies strictly enforces the 12-hour limit, and additional hours in non-degree seeking status will not be accepted toward the master's degree. All applicants must meet Graduate Studies and program criteria for the GRE and undergraduate GPA. The CRMHC uses a cohort model with new students starting each Fall. Taking classes as a non-degree seeking student (NDS) is only considered for those with licensure deficiencies such as for LMHC, LMFT, and CRC. An official Letter of Deficiency is required. Applicants must complete the NDS application on-line, complete the NDS Request Form (obtaining Faculty and Director approval), satisfy admission requirements including residency and immunization, and be in good

standing with USF. NDS students can take up to 2 classes per semester and a total of 12 credit hours with the appropriate approvals. Only certain approved classes are offered to NDS. Actual class availability is on a space-available basis, since Master's program students receive first priority registration. NDS students must complete the approval process 4 weeks in advance of the semester. Registration opens approximately 2 weeks prior to the semester.

Transfer Credit

Graduate Studies will accept coursework constituting up to 40% of the Clinical Rehabilitation and Mental Health Counseling Program at the discretion of the Program Director. The following rules apply to all transfer credits:

- Transfer credits must be from a program accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
- Courses that were completed to meet the requirements for another degree cannot be counted as transfer credit toward a second degree.
- Students must petition through the Graduate Transfer Course Form to have transfer credits accepted into the graduate program, and students are responsible for providing a syllabus for each course to be considered. The Graduate Transfer Course Form can be found at www.usf.edu/graduate-studies/forms.aspx. This must be completed and submitted to the Office of Graduate Studies preferably in the first semester, but no later than the second semester the student is enrolled in the graduate degree program.
- A grade of B or better must be earned in order for transfer credits to be approved.
- Field placement coursework will not be accepted as transfer credit under any circumstances.
- Transferred courses must be at the graduate level and acceptable to the program.
- Courses that were earned seven or more years before the student applied for admission to the program will not be accepted as transfer credit.

Can I have required courses waived in the program?

Maybe. Direct equivalent courses from the Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited graduate programs may be waived at the discretion of the Program Director. Courses will not be waived for work experience.

GPA Requirements and Probation

All graduate students are required to maintain a minimum 3.0 GPA. A GPA of less than 3.0 will result in probationary status. Graduate Studies requires a written plan to remove the student from probation. Students on probation must attain a minimum 3.0 GPA by the end of the following semester to avoid continuing probation. Additional information regarding probation is available in the USF Graduate Catalog. If a student remains on probation after two semesters, the department may recommend: (1) That the student withdraws from the program; (2) That Graduate Studies dismiss the student from the program

Academic Performance

Effective in the 2016-2017 Graduate Catalog, all core and elective courses require a grade of 3.0 or better to be accepted toward a student's program of study. Failure to achieve a grade of 3.0 will require the student to repeat the course and earn a 3.0 or better in the course. No grade forgiveness applies at the graduate level and all grades will appear on the student's transcript. In such cases, a student may not

substitute the course with one taken at another university or via an on- line program. Any student who has earned less than a “B” in a course and/or has been notified of continued poor academic performance (missed assignments, excessive absences and/or “I” grades) will be referred to their program academic advisor. Poor academic performance may result in a written notice followed by recommendation for withdrawal or dismissal. Please refer to the USF Graduate Catalog for details.

USF Graduate Catalog, Section 7 Academic Policies & Regulations

More detail on the items below can be found at the following link: <https://catalog.usf.edu/>

- Academic Policy Information
- Student Responsibilities
- Student Conduct
 - » The program expects all students to conduct themselves in a professional manner at all times inside and outside of the classroom. This includes appropriate attire in the classroom and at the field placement site, punctuality, professional social media, and the like.
- Academic Integrity of Students
- Disruption of Academic Process
- Student Academic Grievance Procedure
- Academic Standards and Grades

Advisement

Students accepted into the graduate program will be assigned an advisor at the start of their first semester. Students should contact their advisor to discuss their educational program and career plans throughout their program of study.

Routine questions (e.g., course availability, course schedules, prerequisites) can typically be answered by office staff. The main number for the CRMHC Program is (813) 974-2855, and students with general questions should call this number. Work telephone numbers and email addresses of the full-time faculty and staff are:

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| Dr. Vicky Buckles | (813) 974-6641 | vbuckles@usf.edu |
| Dr. Chih-Chin Chou | (813) 974-6233 | chouc@usf.edu |
| Dr. Christina J. Dillahunt-Aspillaga | (813) 974-1282 | cdillahuntas@usf.edu |
| Dr. Amanda DePippo | (813) 974-1265 | adepippo@usf.edu |
| Dr. Tessa Hastings | (813) 974-5516 | hastingst@usf.edu |
| Dr. Tammy Jorgensen Smith | (813)974-0973 | tjsmith@usf.edu |
| Dr. Marilyn Stern | (813) 974-0966 | mstern1@usf.edu |
| Dr. Rick Weinberg | (813) 974-1916 | weinberg@usf.edu |
| Dr. Leah Worthey | | lworthey@usf.edu |

Computer Accounts

All currently registered graduate students are required to obtain USF computer accounts through Information Technologies. To obtain one, go to <https://netid.usf.edu>. There is no separate charge for these accounts.

The Program has an internet home page which students are encouraged to visit. This page has important information about the program, including downloadable program forms, field placement sites, and information about iLINC, the program student association. The address is www.usf.edu/rmhmc.

The CRMHC Program maintains an email list that may be used for academic purposes. Should a student need something distributed to faculty and students, a request should be submitted via email to the Assistant Director, Betsy Davis, at edavis18@usf.edu. Requests are subject to approval by the program director and if approved, the distribution will be handled by the Program Specialist.

Submissions should be in text format with pictures/graphics posted as an attachment. Submissions are moderated and may be edited by program staff as necessary.

Course Load, Access and Time Limits

The Program allows students to pursue the master's degree on a full-time (9 hours Fall and Spring, 6 hours Summer) or part-time basis (6 credits per semester), and to register for courses in a manner consistent with their work and/or family obligations and responsibilities. In accordance with Graduate Studies policy, **all course work must be completed within a five (5) year period.**

All graduate degree-seeking students must be continuously enrolled. Continuous enrollment is defined as completing, with grades assigned, a minimum of 6 hours of graduate credit in three contiguous semesters. However, other colleges and programs may enforce additional requirements.

Students on an approved leave of absence are not subject to the enrollment requirement for the time approved for the time approved for the leave. A graduate student who is not registered and enrolled for a minimum of six (6) credits in a 12- month period is automatically placed in inactive status. Students must be readmitted to the degree program to continue their studies.

Readmission is at the discretion of the program and is not guaranteed. Full-time enrollment requires registration for a minimum of nine (9) semester hours during fall and spring, and six (6) semester hours during summer. Students may take up to 15 credit hours per semester; however, enrollment in more than nine (9) credit hour during any one (1) semester is strongly discouraged, and must be approved by the student's advisor. Request for approval to enroll in more than 9 credit hours must be submitted in writing to the student's advisor.

Due to CACREP accreditation standards, academic standards and limited resources, course enrollment caps may be implemented by the program. Due to demand by full-time and part-time student registration in any given semester, course access cannot be guaranteed. While the Program attempts to schedule courses consistent with projected needs, students may occasionally experience delays in accessing one or more courses needed for graduation.

Curriculum

Course Requirements

Courses are typically offered both days and evenings and normally meet once per week in three-hour blocks. The program is 60 semester hours of which 54 semester hours are required with six (6) hours of electives. Students starting in Fall 2022 and after will have to choose a major specialization based upon their career and licensure interests. The two options are the Mental Health Counseling or Rehabilitation Counseling specialization. For a listing of required courses see the sample Graduation Certification Form in Appendix C.

Electives

All electives outside the Program must be approved by the student's advisor and/or program director. A Course Outside of Program Approval Form is available on the Program's website and an electronic copy of the syllabus for the elective course must be submitted with the form. Advisors will review and consider electives related to social, behavioral, education, or health-related studies. **All electives must be at the 5000 level or above to be approved and accepted into the Program.**

Independent Study

Students interested in an independent study must contact a faculty member and obtain permission to register for RCS 6906 under that faculty member's direction. Independent studies are on an S/U basis and require a signed contract, which can be obtained from the Program's website. All independent studies must be fully completed, with the report(s) submitted no later than one (1) full week before the end of the semester, or earlier at the faculty member's discretion.

The independent study option principally exists to assist students in expanding their knowledge and skills including conducting research in areas that build upon existing courses. Independent studies may **NOT** be used to satisfy the required 54 semester hours. No more than eight hours of RCS 6906 will be accepted toward the master's degree. Credit hours for an independent study range from 1 to 4 depending on the contact hours and the extent of the work to be pursued.

Typical Projects for Independent Study

1. An APA-style term paper of approximately 15 to 25 text pages (exclusive of title, abstract and reference pages) on a current professional topic of interest to the student. The topic should not be general or basic, or one covered by a course in the program or in a course available through another department. The student should identify one or more journals for which the paper would be suitable and contain a cover letter to the editor of one of the journals requesting consideration for publication. Actual submission of the paper is at the discretion of the student and the faculty member.
2. Continuing Education programs available through USF, a professional association, or the community at large. Continuing education programs should be approved for CEUs by one or more State of Florida professional boards (e.g., for mental health counselor licensure maintenance). One semester hour of credit equals 15 hours of classroom instruction, and a student can receive one independent study hour for two full days of training, or for two seven to eight-hour programs. All programs must be approved in advance (no previously completed programs will be approved) and a copy of the program announcement must be included with the independent study contract. A final reaction paper must follow completion of each program.

3. Special projects related to the needs of an agency and requested in writing by an appropriate agency official. There must be an onsite supervisor for the project, and the project must be at an agency other than one where the student is employed. Examples of projects include a needs assessment, program evaluation study, or similar activity. All projects must include a final written document.
4. Assisting a permanent Clinical Rehabilitation and Mental Health Counseling Program faculty member with research or a special project that is individually negotiated.

Field Training Component

The master's program includes three field placement courses of one semester each. The first two are Practicum I (RCS 6803) and Practicum II (RCS 6803) and each requires about 10 hours per week (minimum of 150 hours each) for the 2020 cohort and forward. For those cohorts prior to 2020, the requirement is about 14 hrs per week, minimum of 200 hours each Practicum. The third is the Internship (RCS 6825), which requires 40 hours per week (minimum of 600 hours total) in an approved agency. Students must register for all field placement courses through the Program. Faculty review student readiness for initial field placement success once students have completed their first semester in the Program. A Student Readiness for Field Placement form is completed at that time for each student. See Appendix A.

The Program must have an approved affiliation agreement with an agency before a student can be placed there and the agency must be able to provide the student with one hour of individual supervision each week, counseling experiences, and the opportunity to obtain audio tapes from consenting clients in Practicum I and II. All sites must be approved in advance by the clinical instructor (Dr. Amanda DePippo), and a semester notice is required. The Program maintains a list of approved agencies for field placement as some human service agencies cannot provide the required experiences. Students may review the approved list here via our Intern Placement Tracking System.

Students must successfully complete RCS 5780 Legal/Ethical Issues and MHS 5020 Foundations of Mental Health Counseling and have earned a grade of 3.0 or better, and be in good standing in order to be permitted to register for field placement courses. The student should review the Field Placement tab located on our website to learn about the field placement process. Click the link to review the details. [Field Placement](https://www.usf.edu/cbcs/cfs/academics/rmhmc/masters-program/field-placement.aspx) <https://www.usf.edu/cbcs/cfs/academics/rmhmc/masters-program/field-placement.aspx> USF provides students with liability insurance coverage, free of charge. Liability insurance is required even if the site is the student's place of employment and insurance is provided. A copy of the certificate will be provided to the site supervisor at their request.

Students employed in a human service position may, with Program review and approval, use their place of employment for their internship and/or practicum. If the student's work site is used for the practicum, the student must be able to obtain counseling tapes for review and critique from that setting.

Students should discuss their practicum and internship plans with their advisor and review the Program's *Handbook for Students, Site Supervisors, and Agencies* before registering for practicum and internship. The handbook is located on the Field Placement webpage. All practicum hours must be completed prior to enrolling in Internship.

Evaluation Process

According to CACREP standards students must be continuously and systematically assessed regarding their progress towards and mastery of the knowledge, skills, and professional dispositions. The CRMHC program utilizes Key Performance Indicators to evaluate progress towards and mastery of knowledge necessary to be an effective therapist. Key Performance Indicators (KPIs) are directly connected to student learning outcomes and are chosen by program faculty to represent the knowledge and skills related to program objectives. The KPIs are evaluated in eight foundational curricular areas and students are assessed based on the performance of assignments linked to each KPI. The students progress on mastery in these eight key areas is summarized on their annual evaluation.

Evaluating counselor skills is a multifaceted process that involves assessing various competencies essential for effective counseling. The evaluation process typically includes observing the counselor's knowledge, skills, and attitudes in action, through the review of recorded sessions. Students will be evaluated on skill demonstration and development multiple times throughout the degree program. The first evaluation will be a videotaped role play that will be assessed and given feedback on during the student's Skills and Techniques course. Students will also be evaluated in Practicum I and Practicum II. In both Practicum experiences students will be playing four audio recordings for evaluation and feedback. The students progress on mastery of counseling skills is summarized on their annual evaluations.

Counselor disposition refers to the values, commitments, and professional ethics that influence behaviors toward others. These dispositions are integral to the development of counselor competence and are often inferred from one's actions rather than directly observed. In the field of counseling, dispositions encompass traits such as openness to growth, awareness of self and others, emotional stability, integrity, and compassion. These characteristics are considered essential for effective counseling practice and are evaluated during the training and education of counselors. The CRMHC program has identified the following key disposition indicators which are necessary for qualified clinical rehabilitation or mental health counselor.

1. **Conscientiousness:** Characterized by class attendance, timeliness, commitment to responsibilities, planning, time management, and perseverance.
2. **Self-Awareness:** Characterized by reception and integration of feedback, ability to recognize strengths and growing edges, and an understanding of impact on others.
3. **Coping and Self-Care:** Characterized by professional dress and hygiene, coping skills and behaviors, response to stressors, and ability to set boundaries.
4. **Interpersonal Skills:** Characterized by engagement with others, ability to communicate and interact effectively with others, nonverbal communications, response to conflict, and contribution in academic and/or professional settings.
5. **Emotional Stability:** Characterized by effectiveness of emotional regulation, emotional disposition, and management emotional, verbal, and behavioral responses.
6. **Legal, Ethical and Professional Behaviors:** Characterized by ability to integrate and uphold legal, ethical and professional behaviors into daily activities, ability to convey the rightfulness and wrongfulness of actions, behaviors indicative of reliability, genuineness, and transparency, ability to professionally confront others demonstrating unethical behaviors, and congruence between belief system and legal/ethical behaviors.
7. **Openness:** Characterized by engagement in and ability to learn from new experiences, awareness of impact of self on others, and acceptance of others.
8. **Cooperativeness:** Characterized by ability to collaborate, work with, and help others, reception of influence of supervisors and experts, avoidance of competition and power struggles, and ability to propose solutions that benefit the majority.

Students will be assessed in all core courses on these KDIs utilizing the rubric attached in the appendix. The summary of students' progress on KDIs will be included in their annual evaluation.

Students will receive a letter from the program director annually summarizing their progress towards and/or mastery of the knowledge, skills, and professional dispositions. This letter will provide the student with the final disposition of where they stand in the program. A student's disposition will be one of the following. No concerns, student is meeting or exceeding expectations and they will continue in the program; Noted concerns, student is approaching expectations and will receive a success plan to support them; Finally, student does not meet expectations and there are grounds for dismissal from the program.

Certificate Programs

The Clinical Rehabilitation and Mental Health Counseling Program offers two graduate level certificate programs: Addictions and Substance Abuse Counseling and Marriage and Family Therapy.

Addictions and Substance Abuse Counseling

Addictions and Substance Abuse Counseling is a 15-semester hour certificate program that will afford graduate students and human service professionals who have graduate degrees, with opportunities to acquire specialized knowledge and skills in working with individuals who have addictions and substance abuse problems. The program began in the fall of 1998. Students accepted into the certificate program will be able to complete the program and receive their certificate within 15 months. This interdisciplinary program will utilize key experts in addictions and substance abuse counseling from academic and research departments within the University of South Florida as well as from the surrounding professional community. Brochures and applications are available in the Program. For further information, please call the Program at (813) 974-2855 or Dr. Vicky Buckles, Certificate Director, at (813) 974- 6641, or email vbuckles@usf.edu.

Marriage and Family Therapy Certification Program

Marriage and Family Therapy Certification Program is a 15-semester hour graduate certificate program designed for persons interested in specializing in Marriage and Family Therapy. Upon completion of the Certificate Program, students will have a theoretical understanding of individual, marital, and family systems. Additionally, they will learn ways to strengthen relationships, prevent problems from arising within the family, and increase the quality of marriage, family life, and other relationships. Completion of the MFT Certificate may not fulfill the MFT Licensure requirement. For further information, please call the Program at (813) 974-2855 or contact Dr. Ryan Henry, Certificate Director, at (813)974-0969, or email rghenry@usf.edu.

Thesis Programs

General

All students are initially admitted into the non-thesis M.A. program. However, students can choose to complete a thesis, depending on meeting several criteria articulated below. If interested in pursuing the thesis option for a program, please contact Dr. Marilyn Stern at mstern1@usf.edu

The first step in the process is to identify a major professor who will serve as the chair of the thesis committee. This is typically a faculty member who shares research interests in line with the student's research interest area. Students may also identify co- chairs, depending on the topic of the thesis and areas of faculty expertise. Students should identify a Major Professor no later than the student's second semester in the program. Exceptions will be made on a case-by case basis.

Once a major professor has been identified, a committee can be organized, although a proposal may first be developed prior to actually forming the entire thesis committee. The student may organize a Committee consisting of at least three appropriately credentialed and voting members as follows:

1. A major professor from the Department of Child and Family Studies, although a preference is for this faculty member to be from within the CRMHC program
 - » Another option is for the major professors to be co-chairs where one is from the larger CFS department and the co-chair from the CRMHC program; or a co-chair from another program/department IF at least one co-chair is from the CFS department (preferably the CRMHC program)
2. A second faculty member from the Department of CFS and/or Clinical Rehabilitation and Mental Health Counseling Program; and
3. One faculty member outside of the CFS department (e.g. Education or Public Health or another CBCS department)

Upon approval of the major professor(s), a Committee may be larger and have non-voting members as well. The major professor or co-chair must be a faculty member in the CFS Department unless special permission is obtained from the Program Director. The student must have their committee members sign off on the proposal hearing (Thesis Committee Appointment Form) to show that the committee has heard the proposal and are in agreement that the student is ready to move forward. The proposal is a final contract.

- » Thesis Committee Appointment Form
<https://www.usf.edu/cbcs/graduate/forms.aspx>
- » Electronic Thesis and Dissertation (ETD) Resource center
<https://www.usf.edu/graduate-studies/students/electronic-thesis-dissertation/>
- » See Appendix D for Thesis Roadmap

CBCS Request for Thesis Defense Guidelines

Defending your Thesis is just one of the many steps in completing your requirements for graduation, some of which begin before the semester starts. Please read carefully and plan ahead to avoid delays and stress at an already busy time in your academic career.

Please complete the following items the semester before you intend to defend:

- 1. Review Supervisory Committee Form**
The supervisory committee form currently on file should match all the committee members for your planned defense.
- 2. Request a Graduation Check** from your program/department
The courses you have completed need to match the requirements in the catalog of the year posted to your account.
- 3. Discuss with your committee** potential dates for the following semester to defend your thesis
Plan around holidays, conferences and vacations to ensure your committee is available.
- 4. Complete enrollment for classes**
You must be registered for at least two (2) credit hours of thesis hours in the semester when you defend your thesis.
- 5. Apply for graduation online**
Apply for graduation which is typically the end of the 4th week of the semester. For more details:
<https://www.usf.edu/registrar/resources/graduation.aspx>

If you intend to walk in the commencement ceremony, you must register on-line at the Commencement website <https://www.usf.edu/system/commencement/useful-links.aspx>

Completion of CBCS Defense Packet

Forms can be found at the college website <https://www.usf.edu/cbcs/graduate/forms.aspx>
Click on “Graduate” and then click on “Forms/Resources.”

The Defense packet includes the following documents:

- Request for Defense form
- Public Announcement of the defense; and
- Successful Defense form, which should be completed by you but unsigned until you defend.

Please note there are several options for the announcement template depending on the number of committee members.

Make sure all documents are completed entirely and accurately. Missing or inaccurate information could cause a delay in processing which in turn could cause a delay in your defense.

Submission of CBCS Defense Packet

Ultimately, it is the student’s responsibility to make sure the college receives all required documents. Please submit all documents to Susan Crochunis in the Dean’s Office at MHC 1148

It is required that your Defense packet must be turned in at least two weeks prior to your defense date. **There is a deadline every semester and the deadline varies per semester. Ask college for semester deadlines.** Once a defense date is chosen, the Defense packet can be completed and turned in. You do not have to wait until two weeks prior to the defense date to submit your Defense packet.

These documents are specifically college documents.

Submission of USF Graduate School Documents

There are additional steps and documents required for submitting your thesis to the Office of Graduate Studies. Here you will find the resource center, deadlines, workshops, process requirements, checklist, etc.

1. Registration

Upon approval of the faculty to pursue the thesis, students must register for a total of, at minimum, six (6) semester hours RCS 6970 (thesis) upon completing the thesis defense. Students who plan to complete their thesis and graduate in a specific semester must also be registered for at least two credit hours of RCS 6970 during that semester including summer. A minimum of 60 hours are required for the master’s degree through the thesis program.

2. Committee Meetings

The student, in collaboration with the major professor(s), must schedule a minimum of two Committee meetings. The first meeting is recommended, but in some cases may be accomplished in separate discussions with committee members.

Meeting #1. Research Area: (a) review student’s program of study; and (b) discuss the proposed research area for the thesis.

Meeting #2. Prospectus Presentation/Defense – the student must prepare a formal prospectus (research proposal) in collaboration with the Major Professor; copies of the prospectus must be distributed to Committee members a minimum of 10 calendar days prior to the scheduled Presentation/Defense, and at the meeting;

1. The student will present the prospectus; and,
2. The Committee will approve, disapprove the proposed study or require revisions to the prospectus before granting approval. Committee Approval of a Prospectus shall be documented in the student's file. Committee Disapproval shall be documented in the student's file and will include: (1) reasons for non- approval; and, (2) relevant recommendations for the student.

The Prospectus shall include:

1. Background and Rationale for the Study;
2. Review of Related Literature;
3. Methodology; and
4. Other Related Information Relevant to the Proposed Study.

Meeting #3. Thesis Defense. The student will be responsible for:

1. Scheduling the Thesis Defense consistent with Graduate Studies Calendar Guidelines;
2. Providing public notice to the University community, and forwarding invitations to:
 - a. faculty in the Clinical Rehabilitation and Mental Health Counseling Program;
 - b. the Deans in the College of Behavioral and Community Sciences;
 - c. the Dean of Graduate Studies; and,
 - d. the Director of Sponsored Research at USF; and,
3. Distributing copies of the Thesis to the Committee members a minimum of 10
Note: Three Committee members must be present at the Defense to constitute a quorum; a majority of the committee members must vote to "Pass" in order for the Thesis to be approved. Upon approval, the thesis must be submitted to the Dean of Graduate Studies within the time frames specified in the Academic Calendar of the Graduate Catalog.

Copies of Thesis: The student is responsible for depositing signed copies of the Committee Approved Thesis:

- a. two with Graduate Studies;
- b. one with the Major Professor; and
- c. one with the Program.

Preparation of Theses

Students must carefully consult the most recent edition of the Handbook of Graduate Thesis and Dissertations in preparing thesis. This publication may be obtained in the USF Bookstore. Only theses consistent with the guidelines in this publication will be accepted. Theses must also be in APA style and students should obtain a copy of the APA Style Manual (also available in the bookstore).

Graduate Catalog

Thesis students must follow USF Graduate School thesis requirements as well as those outlined in Program Guidelines for the Master's Thesis.

Final Comprehensive Examination (COMPS)

Students will be expected to take and pass a comprehensive examination as part of the degree requirements. Students will submit the electronic COMPS Protocol Form, located on the program's website to register for the comprehensive exam scheduled prior to the semester in which they plan to graduate (often the students internship semester). For the in-house comprehensive exam options, students will be expected to sit for the exam in-person on a scheduled day the week prior to the start of the semester the student plans to graduate in (Fall or Spring semesters). Students will meet the following requirements based on their concentration track.

Clinical Mental Health Counseling track

Students on the clinical mental health counseling track will take an in-house case study exam. The case study exam is seven case studies with 10 questions each for a total of 70 questions. The exam is multiple choice and is formatted similarly to the State Licensure Exam. Students will take this exam in-person through CANVAS and therefore students are expected to bring their laptops on the day of the exam. Administration of the exam will occur the week before the final semester in which a student enters an internship. For Fall graduates the exam will be administered the week before classes start in August and for Spring graduates the week before classes start in January.

Clinical Rehabilitation Counselor track

Students on the clinical rehabilitation counseling track will have the option to take an in-house comprehensive exam or the national rehabilitation counselor credentialing exam. The in-house comprehensive exam will consist of 70 multiple choice questions formatted similarly to the national credentialing exam. This exam will be conducted in-person through CANVAS and therefore students are expected to bring their laptops on the day of the exam. Administration of the exam will occur the week before the final semester in which a student enters an internship. For Fall graduates the exam will be administered the week before classes start in August and for Spring graduates the week before classes start in January.

Students who choose to take the National Certified Rehabilitation Counselor Credentialing Exam will be responsible for application, verification, and registering for the exam with the CRCC by the deadline. Students are eligible to register for the exam once 75% of their course work has been completed. The student will be responsible for providing the program with a copy of the pass exam results as verification of the comprehensive exam requirements. Visit <https://crccertification.com/crc-certification> for more information.

Graduation

Students must apply for graduation at the start of the semester in which they will complete all requirements for the degree. <https://www.usf.edu/registrar/services/> The application is very important, and some students have found their graduation delayed a semester because they did not apply for their degree by the University deadline. Students are strongly encouraged to review the USF Graduate Catalog regarding graduation application deadlines.

Written Endorsement Policy

The Counselor Education Program faculty will endorse students for licensure/certification upon completion of all university and accreditation requirements. Graduates will be endorsed in the area(s) of program completion. If a student wishes to obtain endorsement in more than one program specialty, all program requirements must be met including appropriate internship placements. Faculty will recommend graduates for employment for positions in which the student meets the posting

requirements and has demonstrated competence to perform the stated responsibilities. The retention, remediation and dismissal policy must include more than academic performance. It needs to include concerns about dispositions and fitness to practice.

General Information

First Day Class Attendance

First day class attendance is mandatory for all students. At the discretion of the instructor, poor attendance may result in a letter grade penalty.

Confidentiality and Ethics

Students are expected to maintain the highest level of ethical standards in accordance with the Code of Ethics of the Commission on Rehabilitation Counselor Certification. Students are obligated to keep information of a personal nature that they may hear in interpersonal courses and practica confidential. Audiotapes obtained during practica and internship must be erased after they are reviewed and critiqued. Confidentiality and other ethical standards will be addressed in practica and internship. Academic dishonesty will not be tolerated and may result in discipline including suspension or dismissal from the program.

Licensure

Students who desire to be licensed after graduation can find information about time requirements, examination schedules, and costs by reading Appendix B. Further information may also be obtained by visiting the state of Florida's website at <https://floridasmmentalhealthprofessions.gov/>.

Financial Aid

The Department/Program supports two to four students with graduate assistantships each semester. These assistantships generally require 10-20 hours of work per week. Additional information about financial aid and student loans can be obtained by contacting: Office of Financial Aid, SVC 1102, University of South Florida, 4202 East Fowler Avenue, Tampa, Florida, 33620-8100 or by telephoning (813) 974-4700.

Social Media Policy

In regard to social media, disclosing any information pertaining to yours or others experiences, class discussion, instructor comments, and the like is inappropriate. Doing so is inconsistent with the highest level of professionalism. It creates an emotionally unsafe learning environment and the behavior is strongly discouraged. Please refer to the Certified Rehabilitation Counselor Code of Ethics for standard practices regarding privileged communication, confidentiality, and sharing of information. The CRC Code of Ethics may be found at: <https://www.crccertification.com>

Problem Resolution Process

The Clinical Rehabilitation and Mental Health Counseling Program is committed to resolving issues at the earliest possible point. The Problem Resolution Process is internal to the Program and is not meant to replace the University Academic Grievance Procedure (AGP). If at the end of the Program's Problem Resolution Process when final action is taken that affects a student grade, and a student feels that s/he has been treated in a manner that violates university policy, the student may file a formal Academic Grievance. The Academic Grievance Process provided in USF Policy 10-002: (<http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-10-002.pdf>). In addition, the Student Grievance Processes and Non-Academic Grievance Policy is USF Policy 30-053: <http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-30-053.pdf>.

General Guidelines

It is important to note that if an instructor or field supervisor deems that a student's behavior or academic performance creates a safety or disruption risk, the instructor or field supervisor may take immediate action and remove the student from a classroom or placement with a review through the academic grievance process. Unless directed otherwise by an instructor or field supervisor, students with concerns must continue to meet the directives and participation requirements of a placement and must complete all assignments in a timely fashion until the end of the process. Failure to fully participate and complete assignments may result in a failure or dismissal.

Concerns Initiated By Students

If a student experiences a problem in any area of academic performance, whether it is program or agency-based, with an individual faculty member, field supervisor, or field placement coordinator, the following process is used to resolve the problem. These steps must be followed in this order:

If the concern is classroom-based

NOTE: It is strongly recommended that the student discuss concern(s) with his/her advisor, or a trusted faculty member, prior to initiating the formal problem resolution process. The advisor will keep all communications about the student's concerns confidential.

The student will discuss concern(s) with the USF course instructor within business 7 days of onset of the problem.

1. If resolution is not reached by talking to the instructor within business 7 days, the student will contact the Problem Resolution Process Committee, in writing, stating the elements in the concern being raised.
2. The Problem Resolution Process Committee will review the written concern within business 7 days and contact the student, in writing, regarding their review outcome.
3. If the student disagrees with the Problem Resolution Process Committee's written report received within business 7 days, the student will contact the Director of the Program of Clinical Rehabilitation & Mental Health Counseling stating, in writing, that the concern remains unresolved.
4. The Director will respond to the student, in writing, within business 7 days.
5. If the student disagrees with the Director's written response, the student will contact the Chair of the Department stating, in writing, that the concern remains unresolved.
6. The Chair of the Department will respond to the student, in writing, within business 7 days.

If the concern is field-based:

1. The student will discuss the concern with the agency field supervisor within business 7 days.
2. If a resolution is not reached within business 7 days of discussion with the field supervisor, the student will contact the course instructor and state the concern.
3. The student will request a field visit via phone or face-to-face as an intervention to address the concern within business 7 days. The course instructor will document the action plan. A copy of the report will be placed in the student's file and sent to the Field Placement Coordinator.
4. If resolution is not reached, the student will contact the Field Placement Coordinator in writing, stating the elements in the concern being raised. The Field Placement Coordinator will respond, in writing, within business 7 days.
5. If resolution is not reached, the student will contact the Director of the Clinical Rehabilitation & Mental Health Counseling program in writing within 7 business days stating the elements in the concern being raised.
6. The Director will respond to the student, in writing, within business 7 days.
7. If the resolution is still not reached, the student will contact the Chair of the Department stating, in writing, that the concern remains unresolved.
8. The Chair of the Department will respond to the student, in writing, within business 7 days.

Concerns Initiated By Faculty

Classroom or Agency Based

Any Clinical Rehabilitation and Mental Health Counseling instructor or agency-based supervisor having questions about the capacity, performance, or continuation of a student in the master's program, will address the concern in this order:

If concern is classroom-based

1. The instructor will discuss the concern with the student within 7 business days of the concern becoming identified as one not meeting standard for pre-professional and/or academic work.
2. The instructor will give the student an opportunity to address/correct the concerns within an agreed upon time frame. S/he will document the concern and will place a copy of the report in the student file.
3. If resolution is not reached as defined in the Instructor Report, the instructor will contact the Problem Resolution Process Committee, in writing, regarding the concern(s) within business 7 days.
4. The Problem Resolution Process Committee will review the written concern and meet with the instructor and the student. After the meeting, the Problem Resolution Process Committee will offer written feedback within business 7 days that, when appropriate, will include a resolution plan. The resolution plan, which may include the option of immediate dismissal, is:
 - » Designed to address specific concerns
 - » A time line is assigned for completion and review of the plan
 - » Immediate dismissal from the program
5. If a resolution is not obtained through demonstration of satisfactory progress on the resolution plan identified in # 4, the Problem Resolution Process Committee will present a written statement to the Director of the Clinical Rehabilitation and Mental Health Counseling Program within 7 business days.

6. The Director will take the concern under review and consult the Department Chair if necessary. If the issue is resolved satisfactorily, the student will be notified in writing and a copy of the notification will be placed in the student's file. If the student is dismissed, he/she will be notified via certified mail.

If the concern is agency-based

1. The student and/or the field supervisor will identify the problem and create a written plan to resolve it.
2. If the problem is not resolved, the student and/or field supervisor should consult with the course instructor and make another attempt to resolve the problem.
3. If the problem is still not resolved, the course instructor will facilitate a meeting between the student and the field supervisor. This meeting may also involve the Field Placement Coordinator if necessary. At this meeting, a written contract with time frames for resolution will be developed to address the problem. The course instructor will distribute copies of the written contract to the field supervisor, Field Placement Coordinator and student within five business days following the meeting.
4. If the problem remains unresolved, and the contract mandates the student's removal from the placement, the Program Director will notify the student of that action. If further review of unsuccessful contract mandates is necessary, the Department Chair will be notified.

NOTE: The field placement Agency may request USF to withdraw any student whose conduct or work performance is not in accordance with the Agency's policies and standards. Although the Program strongly prefers prior notification of a withdrawal it is not required.

Policy for Changing Field Placement

Field placements are chosen after a thoughtful process that includes the student, the agency, and the Field Placement Coordinator. Once a field placement has been confirmed, it is expected that the student will complete the entire placement at that agency. Disruption of a field placement is not taken lightly. The course instructor, the field supervisor, the student and the Field Placement Coordinator will make any needed placement changes jointly. Other individuals, such as the student's academic advisor or the agency director, also may be asked to participate in the decision. Students who leave an internship without prior approval of their Field Placement Coordinator and Instructor risk failing the practicum or internship course.

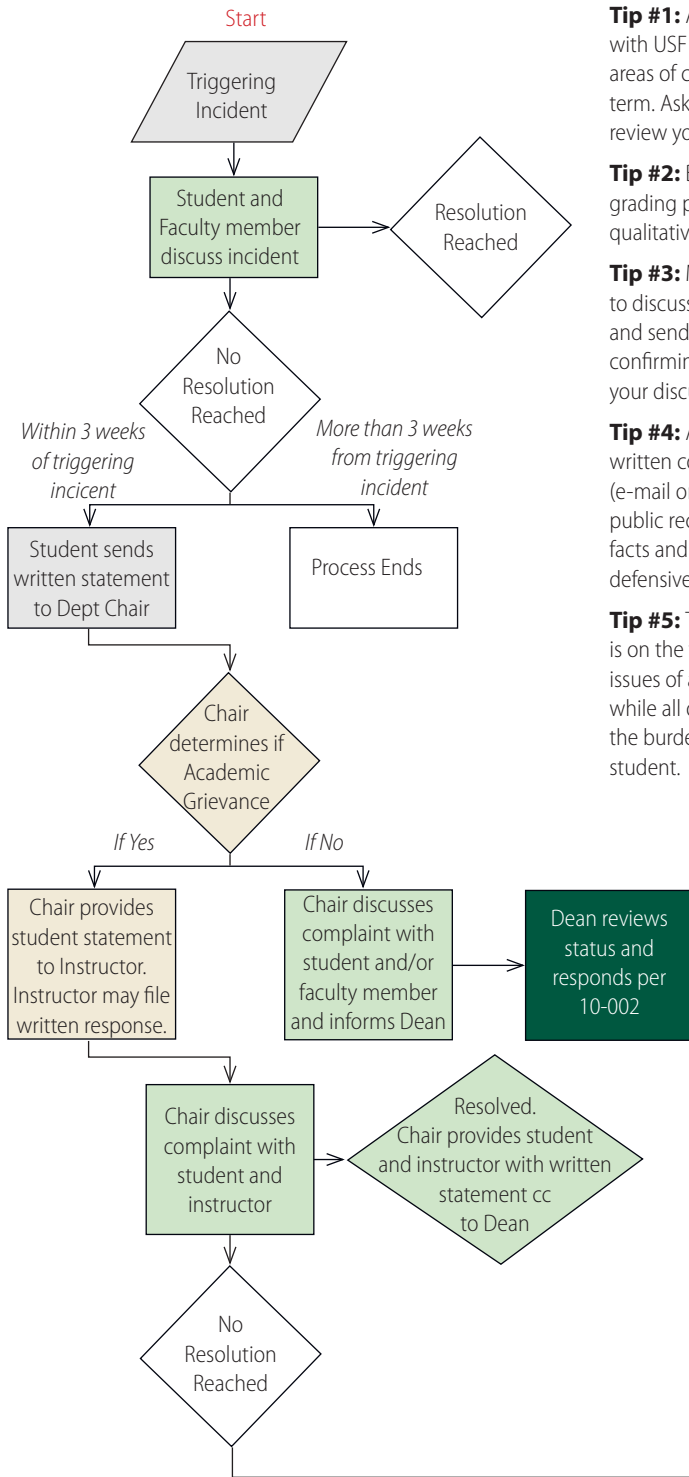
Retention, Remediation, and Dismissal

If a student is deemed at risk in terms of failure due to academic skills deficits, professional skills deficits, or personal issues that interfere with the ability to function in the role of a professional counselor, a remediation plan will be developed and implemented. Remediation can involve repeating classes, other required professional development activities, and attending personal counseling. The program faculty will develop the goals for the plan, identify the required target measures of accomplishment and documentation of goal attainment, and the timeframe for completion. Students who are mandated to attend personal counseling will be required to sign a release of information that will allow the faculty to obtain information about the number of sessions attended, willingness to address the identified concerns, and progress toward the identified goals. Personal information will not be shared with the faculty. Failure to complete the remediation plan will result in removal from the program.

Academic Grievance Procedure – Department

(USF Policy 10-002) <http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/policy-10-002.pdf>

An “academic grievance” is a claim that a specific academic decision or action that affects that student’s academic record or status has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students.



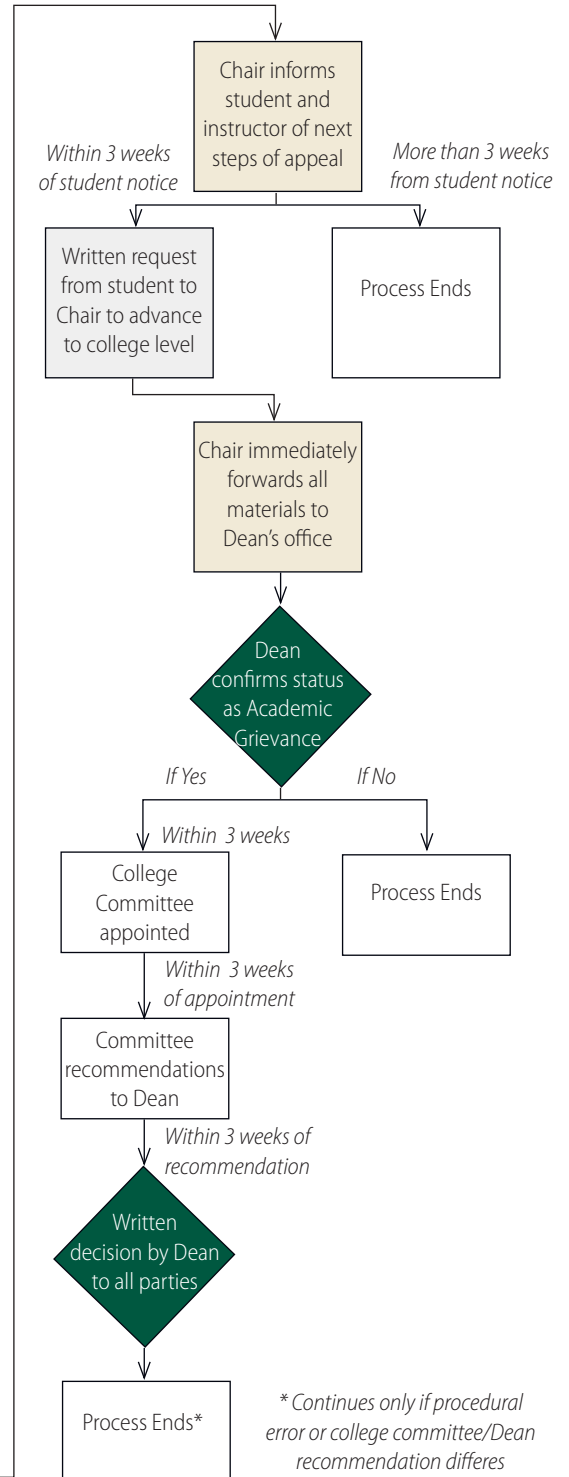
Tip #1: Align your syllabus with USF Policy and revise areas of confusion after each term. Ask your colleagues to review your syllabus.

Tip #2: Be explicit about grading practices (both qualitative and quantitative).

Tip #3: Meet with students to discuss their concerns and send a follow-up e-mail confirming key points from your discussion.

Tip #4: Assume that any written communication (e-mail or hard copy) is public record. Stick to the facts and don't respond defensively.

Tip #5: The burden of proof is on the faculty member for issues of academic integrity while all other issues place the burden of proof on the student.



Student Action

Faculty/Chair Action

Faculty, Chair, and Student Action

Dean Action

Appendix A

Student Readiness for Field Placement Form

Clinical Rehabilitation and Mental Health Counseling Program Clinical Staff Meeting

Student Readiness for Field Placement Student:

| Strongly Disagree 1 | Disagree 2 | Somewhat agree 3 | Agree 4 | Completely Agree 5 | |
|----------------------------------|----------------------|-------------------------------|-------------------|---------------------------------|---|
| | | | | | Student demonstrates maturity and professionalism. |
| | | | | | Student appears willing and open to feedback. |
| | | | | | Student is proactive in asking for help when needed. |
| | | | | | Student demonstrates good listening skills. |
| | | | | | Student demonstrates the ability to work with others. |
| | | | | | Student demonstrates the capacity for self-awareness and insight. |
| | | | | | Student demonstrates the capacity for reliability and self-direction. |

| Poor 1 | Fair 2 | Averagee 3 | Above Average 4 | |
|------------------|------------------|----------------------|------------------------------|---|
| | | | | Overall student progress |
| | | | | Grades / progress in coursework |
| | | | | Dispositional fit to engage in field experience |
| | | | | Proceed with field placement |
| | | | | Needs further review |

Comments:

Appendix B

Certification, Licensure, and Affiliation

Mental Health Counselor Licensure

Many students in the Program are interested in obtaining a license as a mental health counselor with the State of Florida. Two years of appropriate and supervised post masters work experience and passing a state examination are required for licensure under Florida statute. Licensure is required for independent practice. Students should retain all course syllabi, as these may be required by the Florida Board; the Department/Program will not be responsible for providing them. Licensure packages are available online at <http://floridasmentalhealthprofessions.gov/>.

Rehabilitation Counselor Certification

Graduates of the program are eligible to sit for Certified Rehabilitation Counselor (CRC) national examination. Students may apply for the examination with the Commission on Rehabilitation Counselor Certification. Due to advanced application deadlines, students may apply for the examination after completing 75% of their course work. After passing the examination and completing the M.A. degree, the CRC designation will be awarded. The CRC is an important credential in many agencies such as the Division of Vocational Rehabilitation and facility settings such as those accredited by the Commission on the Accreditation of Rehabilitation Facilities (CARF).
<http://www.crccertification.com/>

National Board of Certified Counselors

This organization offers the National Counselor Examination for Licensure and Certification (NCE) and the National Certified Counselor (NCC) credential. At the time of this writing 33 states, including Florida, have adopted this examination as part of their credentialing process.

National Board of Certified Counselors <http://www.nbcc.org/>

Professional Associations

It is strongly recommended that students join one or more professional associations in the counseling field. Membership in the associations is of critical importance to the profession at large, and has many important individual benefits including professional journals, professional meetings, in-service training information, newsletters on current developments in the profession, malpractice and other forms of insurance. The major professional associations in the field are the American Counseling Association (ACA) and National Rehabilitation

Association (NRA)

Both organizations have divisions for rehabilitation counselors. The American Rehabilitation Counseling Association (ARCA) is a division of ACA, and the National Rehabilitation Counseling Association (NRCA) is a division of NRA. Applications and additional information may be obtained from their respective websites:

| | |
|---|---|
| American Association for Marriage & Family Therapy | http://www.aamft.org |
| American Counseling Association | http://www.counseling.org/ |
| American Family Therapy Academy | http://www.afta.org |
| Board of Clinical Social Work, Marriage & Family Therapy and Mental Health Counseling | http://floridasmentalhealthprofessions.gov/ |
| International Family Therapy Association | http://www.ifta-familytherapy.org/ |
| National Rehabilitation Association | http://www.nationalrehab.org/ |

Appendix C

Sample Graduation Certification Form (Mental Health Counseling Track)

College of Behavioral and Community Sciences Certification Form

MASTERS OR DOCTORAL DEGREE CANDIDATE CERTIFIED FOR GRADUATION
SEMESTER (enter Fall/Spring/Summer 20XX) _____

1. Student's Name _____ U# _____

Degree Program M.A. Major Field Clinical Rehabilitation & Mental Health
Counseling: MHC Specialization

2. Date of Admittance to Program as Degree-Seeker _____
 If graduating under of a subsequent catalog, indicate year of catalog _____
3. **Prescribed Curriculum (for students admitted under Fall 2022 catalog & after)**

| Courses Required | Indicated Waiver or | Sem. |
|-----------------------|---------------------------|-------------------|
| <u>Pfx.-No.-Title</u> | <u>Course Substituted</u> | <u>Hrs. Grade</u> |

SHARED CORE COURSES (33 HOURS):

| | | |
|--|--|---|
| MHS 5020 COUNSELING TECHNIQUES | | 3 |
| MHS 5480 HUMAN GROWTH & DEVELOPMENT | | 3 |
| RCS 5780 LEGAL/ETHICAL ISSUES & PROF STANDARDS | | 3 |
| RCS 6220 INDIVIDUAL EVALUATION & ASSESSMENT | | 3 |
| RCS 6301 CAREER & LIFESTYLE ASSESSMENT | | 3 |
| RCS 6407 COUNSELING THEORIES & PRACTICE | | 3 |
| RCS 6408 DIAGNOSIS & TX OF PSYCHOPATHOLOGY | | 3 |
| RCS 6440 SOCIAL AND CULTURAL FOUNDATIONS | | 3 |
| RCS 6510 GROUP THEORIES AND PRACTICE | | 3 |
| RCS 6740 RESEARCH AND PROGRAM EVALUATION | | 3 |
| RCS 5450 FUNDAMENTALS OF SUBSTANCE ABUSE | | 3 |

SPECIALIZATION CORE COURSES (21 HOURS):

| | | |
|---|--|----------|
| RCS 6476 HUMAN SEXUALITY | | 3 |
| RCS 6307 FOUNDATIONS OF CLINICAL MHC | | 3 |
| RCS 6930 TRAUMA-INFORMED CARE & FAMILY DYNAMICS | | 3 |
| RCS 6803 MHC PRACTICUM (course taken twice) | | 3 (x2) / |
| RCS 6825 MHC INTERNSHIP | | 6 |

ELECTIVES (MINIMUM 6 HOURS):

| | |
|--|---|
| | 3 |
| | 3 |

4. Total Number of Graduate Hours required:
 Overall 60 b) at 6000 level 16
 If this student has less than the required number of hours at the 6000 level, give the prefix and number of the course(s) substituted and state who authorized the substitution.
5. Comprehensive Examination: Date successfully passed: _____
6. Thesis/Dissertation Required: Yes _____ No X () Other Project?
7. If thesis/dissertation required: (1) Title: _____
 (2) Has student successfully passed oral defense of thesis/dissertation? Yes ___ No ___ Not required
 (3) Has student presented thesis/dissertation to Dean of Graduate School? Yes ___ No ___
8. Language/Tools of Research _____
9. Major Professor, Advisor, or Committee Chair's name: _____
 Approval of program by same: (Signature) _____
10. Approved for Degree: _____

Date

Program Director, Chih Chin Chou, PhD

Sample Graduation Certification Form (Rehabilitation Counseling Track)

College of Behavioral and Community Sciences Certification Form

MASTERS OR DOCTORAL DEGREE CANDIDATE CERTIFIED FOR GRADUATION
SEMESTER (enter Fall/Spring/Summer 20XX) _____

1. Student's Name _____ U# _____

Degree Program **M.A.** Major Field **Clinical Rehabilitation & Mental Health Counseling: Rehabilitation Counseling Specialization**

2. Date of Admittance to Program as Degree-Seeker _____
 If graduating under of a subsequent catalog, indicate year of catalog _____

3. **Prescribed Curriculum (for students admitted under Fall 2022 catalog & after)**

| Courses Required Pfx.-No.-Title | Indicated Waiver or Course Substituted | Sem. Hrs. | Grade |
|------------------------------------|---|--------------|-------|
|------------------------------------|---|--------------|-------|

SHARED CORE COURSES (33 HOURS):

| | | | |
|--|--|---|--|
| MHS 5020 COUNSELING TECHNIQUES | | 3 | |
| MHS 5480 HUMAN GROWTH & DEVELOPMENT | | 3 | |
| RCS 5780 LEGAL/ETHICAL ISSUES & PROF STANDARDS | | 3 | |
| RCS 6220 INDIVIDUAL EVALUATION & ASSESSMENT | | 3 | |
| RCS 6301 CAREER & LIFESTYLE ASSESSMENT | | 3 | |
| RCS 6407 COUNSELING THEORIES & PRACTICE | | 3 | |
| RCS 6408 DIAGNOSIS & TX OF PSYCHOPATHOLOGY | | 3 | |
| RCS 6440 SOCIAL AND CULTURAL FOUNDATIONS | | 3 | |
| RCS 6510 GROUP THEORIES AND PRACTICE | | 3 | |
| RCS 6740 RESEARCH AND PROGRAM EVALUATION | | 3 | |
| RCS 5450 FUNDAMENTALS OF SUBSTANCE ABUSE | | 3 | |

SPECIALIZATION CORE COURSES (21 HOURS):

| | | | |
|--|--|--------|---|
| RCS 5035 REHAB COUNSELING: CONCEPTS & APPS | | 3 | |
| RCS 5080 MEDICAL ASPECTS OF DISABILITY | | 3 | |
| RCS 6643 ADV CASE MGMT & QUALITY DOCUMENTATION | | 3 | |
| RCS 6803 REHAB PRACTICUM (course taken twice) | | 3 (x2) | / |
| RCS 6825 REHAB INTERNSHIP | | 6 | |

ELECTIVES (MINIMUM 6 HOURS):

| | | | |
|--|--|---|--|
| | | 3 | |
| | | 3 | |

4. Total Number of Graduate Hours required:

Overall 60 b) at 6000 level 16

If this student has less than the required number of hours at the 6000 level, give the prefix and number of the course(s) substituted and state who authorized the substitution.

5. Comprehensive Examination: Date successfully passed: _____

6. Thesis/Dissertation Required: Yes _____ No X () Other Project?

7. If thesis/dissertation required: (1) Title: _____

(2) Has student successfully passed oral defense of thesis/dissertation? Yes ___ No ___ Not required

(3) Has student presented thesis/dissertation to Dean of Graduate School? Yes ___ No ___

8. Language/Tools of Research _____

9. Major Professor, Advisor, or Committee Chair's name: _____

Approval of program by same: (Signature) _____

10. Approved for Degree: _____

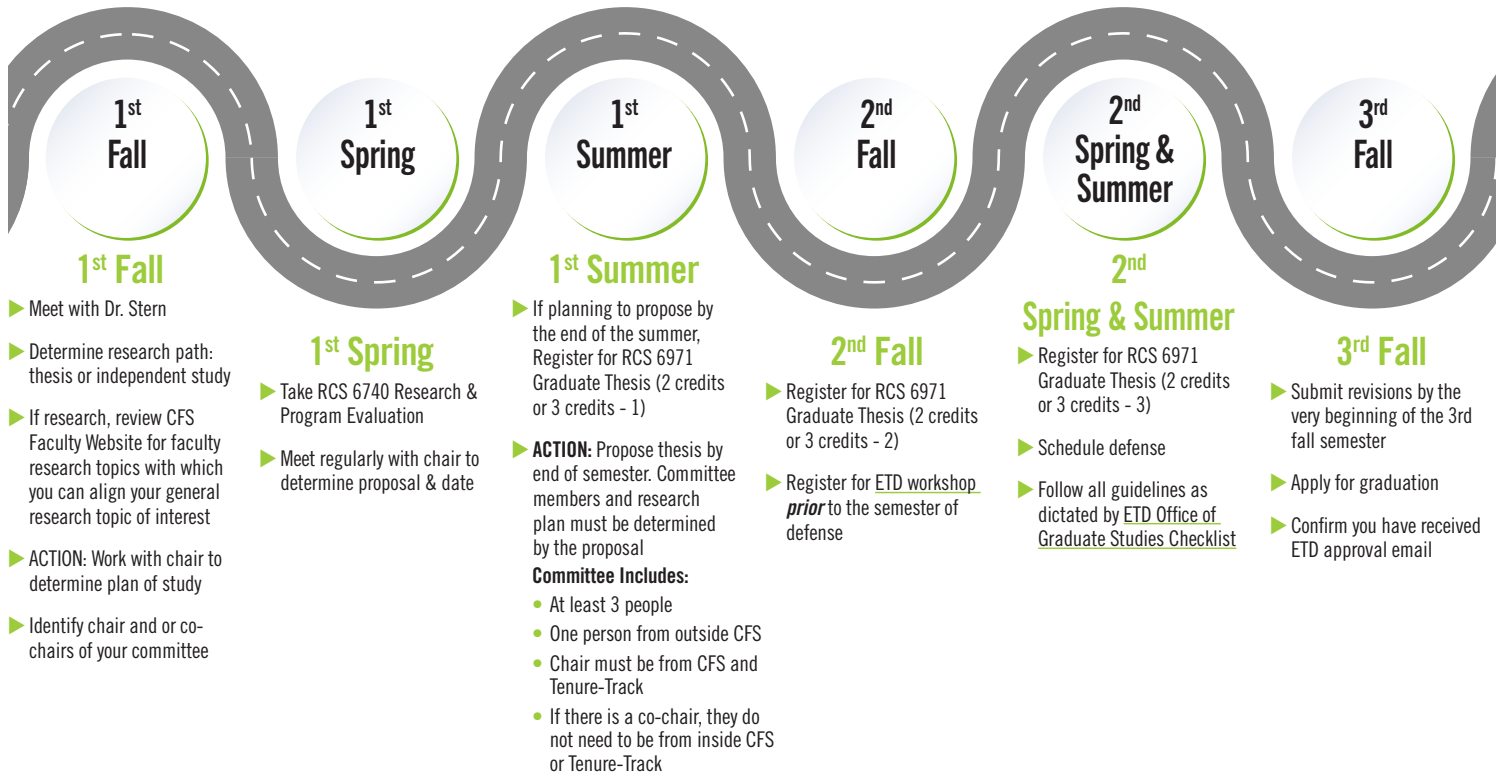
Date

Program Director, Chih Chin Chou, PhD

Appendix D

CRMHC Thesis Roadmap

Important: It is the student's responsibility to meet regularly with their advisor and follow the [USF ETD Process](#). Failure to do so may result in a delay in graduation or a failure to complete the thesis.



Clinical Rehabilitation & Mental Health Counseling Program

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UNIVERSITY of
SOUTH FLORIDA

**College of Behavioral &
Community Sciences**

Child & Family Studies