



Student Handbook

Master of Science
in
Clinical Rehabilitation and Mental Health Counseling

Department of Rehabilitation and Human Services

College of Allied Health Professions

Montana State University Billings

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The Student Handbook was developed as part of a collaboration between the University of Montana Department of Counselor Education and Montana State University Billings Department of Rehabilitation and Human Services.

Introduction

The faculty in the Department of Rehabilitation and Human Services would like to congratulate you on your admission to the Master of Science in Clinical Rehabilitation and Mental Health Counseling program. We hope that you will have a meaningful learning experience as you work towards your graduate degree. This Handbook is intended to assist you in planning each phase of your studies and to assist faculty in their advising.

Please read the following pages thoroughly. You will find a page at the end to sign as evidence that you have read this handbook. You will be responsible for knowing and understanding the content as well as applying and following the guidance herein. Be sure to keep this copy. It constitutes our agreement with you for providing your academic training in counseling. We also appreciate hearing your ideas about how to make this handbook more user-friendly, clear, and helpful.

Mission Statement

The mission of the Department of Rehabilitation and Human Services is to develop and instruct degree seeking students who are prepared to practice at a high technical and ethical level in their chosen professional fields. We strive to maintain high levels of teaching competence and promote active programs of research and service. In partnership with students, community agencies, and consumer and professional organizations, the Department endeavors to enhance the personal, social, and economic well-being of the community they serve, regardless of disability or other life circumstances.

Program Objectives

The Master of Science in Clinical Rehabilitation and Mental Health Counseling program seeks to prepare counselors who:

- Understand and practice core rehabilitation and mental health counseling roles, stay current in the profession, and are life-long learners in counseling practice and scholarly activity.
- Recognize the importance of continued personal growth and exploration of self as socio-racial being, as well as personal biases and assumptions that interfere with professional competence;
- Are exposed to the broad spectrum of counseling theory and human development as applied to clients of diverse social and racial backgrounds;
- Facilitate client lifelong career development through assessment, educational planning, and technology;
- Understand and apply counseling and consultation processes necessary to assist individuals, groups, and families, utilizing the ethics codes and ethical behaviors applicable to their professional identities and credentials;
- Are able to understand and use group theories and methods to address systemic and ecological factors that affect the lives of those with whom they work;
- Choose counseling assessment instruments based on their appropriateness and efficacy, being especially aware of racial and ethno-cultural implications, while understanding the process, benefits, and limits of diagnosis and treatment planning;
- Recognize the importance of seeking consultation and/or supervision from the professional community and of belonging to and participating in professional counseling organizations at the local, state, regional, and national levels; and

- Utilize effective, and when possible, empirically supported means of assisting clients in their growth and development, striving toward accountability through data collection and analysis.

About the Program

The Master of Science in Clinical Rehabilitation and Mental Health Counseling program offers a rigorous curriculum of live and online coursework and fieldwork experiences designed to prepare graduates for state licensure eligibility and national certification. In addition to traditional on-campus courses, classes are primarily offered through distance education. Distance courses are taught through the D2L platform. Students must come to the Montana State University Billings campus to attend REHA 523 Advanced Group Counseling (summer or spring semester) and REHA 590 Prepracticum (summer or fall semester). These classes are offered on a rotational basis in a hybrid format (three days onsite with the balance online) to accommodate the working professional. Many classes are available in flexible format to allow students to choose to attend in-person, via videoconferencing, OR fully online. Practicum and internship experiences can be arranged in local communities with the availability of a qualified supervisor and site. All new MSCRMHC students are required to participate in a New Student orientation session prior to enrolling in their second semester.

Degree Requirements

When setting up our program, we use several resources to choose what is required. First, we are CACREP accredited, which means we first align requirements according to the standards outlined by the CACREP, which ultimately come from experts in the field. There are many requirements that can be found here (<https://www.cacrep.org/for-programs/>) in full detail. The main tenants are that you complete 60 credits of graduate work in the counseling field and 700 hours of fieldwork. There are also required knowledge content areas and a lot of little details

regarding fieldwork, but what you as a student need to know is that you will need to pass all of those classes and complete the required fieldwork. Second, we do our best to align with state requirements. Although each state dictates their own standards, many will align with those state requirements. In Montana specifically, everything you need to apply for candidate licensure will be acquired in the program. For other states, you will need to inquire with their “board of behavioral health” (some states have another name for their board, but all states have something similar) to make sure we are meeting those requirements as well. If you plan to get certified as a CRC, you will not need to adhere to state standards. Third, our degree is aligned with the knowledge domains of the CRCC, which applies to those seeking to get their CRC. If you choose to get both, this program will satisfy those requirements, however, will not be able to do both, so you will need to decide this with your advisor. Fourth, we are consistently getting feedback from practitioners in the field to make sure we are closely as possible aligning our teaching with the needs of the profession of counseling and the needs in the local community. You will not need to worry about how all of this shows up in the program, but know that if you complete the program, we strive to make sure that everything that is required of you has direct applicability to your practice upon graduation.

Technology Resources and Competence Necessary

This program will supply you with a learning portal, an email system, video conferencing software, and some other tools that will be necessary to become familiar with to complete your classes. You should get familiar with those before or during your first semester in order to be successful in your classes. You will also need a computer, webcam, microphone, and a reliable internet connection in order to participate in coursework. Those will not be supplied to you, so you will need to plan accordingly. You will need to have basic technological competence, but there are resources on campus to help you orient to the use of these tools (<https://msubillings.edu/elearning/>). Know that you will likely pick up skills that will help you in the modern world of counseling, such as advanced use of social media, data privacy practices,

and online presence, but those are not required and may not be formally included in the curriculum.

Diversity Policy

The Department of Rehabilitation and Human Services is committed to honoring diversity in its many forms, including race, gender, color, creed, religion, national origin, sex, age, disability, marital status, socioeconomic status, veteran status, or sexual orientation. This commitment is reflected in the content of our curriculum and clinical training, and the make-up of our faculty and student body. We specifically do this by intentionally interviewing and reviewing application materials from both students and faculty. Although there are some legal safeguards we have in place to avoid potential discrimination by asking about specific content, we do our best to be clear with potential applicants for faculty and student body that we acknowledge the need for a diverse counseling community to meet the needs of our diverse culture. To do this, we expect of ourselves as a program to be consistently considering our own biases and do challenge each other during our discussions of hiring and acceptance. We expect this of our students and of our university as a model of good counseling practice.

Program Accreditation

The Master of Science in Clinical Rehabilitation and Mental Health Counseling program at Montana State University Billings is fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) as Rehabilitation Counselor.

CACREP has established standards for the accreditation of graduate programs in the counseling fields. These standards are carried out in a number of ways: through continued curriculum development and implementation; by fostering relationships between students and faculty; and competitive staffing of the programs. Students benefit by participating in a program that is nationally recognized for its quality and high academic standards.

The National Certified Counselor Certification (NCC) is a voluntary national certification that identifies counselors who have met national standards set by the counseling profession. The NCC is issued by the [National Board of Certified Counselors \(NBCC\)](#). Individuals must pass the [National Counseling Exam \(NCE\)](#) to receive the [National Certified Counselor \(NCC\) certification](#). National certification from NBCC shows your colleagues and the public that you have voluntarily met high national standards for the practice of counseling.

Program Faculty

The program has five full-time, tenure-track faculty who teach the CACREP focused curriculum. The faculty comes from a variety of disciplines with many different research interests. The following is a list of the core program faculty members.

McMahon, Dr. Paula

Title: Assistant Professor and chair

Office: YSBH 116

Phone: (406) 896-5834

Email: paula.mcmahon@msubillings.edu

Paula McMahon is the Chair and an Assistant Professor for the Department of Rehabilitation and Human Services at Montana State University, Billings (MSUB). Paula joined the faculty of MSUB in July 2017 after a 5 ½-year career with Virginia Commonwealth University where she worked as the ADA Coordinator. Dr. McMahon received her MSc. in Rehabilitation Counseling

and her Doctorate in Education from Virginia Commonwealth University (VCU). She teaches courses for students related to medical and psychosocial aspects of disability, individual and family response to disability, ethics, and psychiatric rehabilitation. She has served on several campus wide committees as well as engaging in community service. She has presented numerous times at the national, state, and local level on topics related to rehabilitation counseling and the Americans with Disabilities Act. Her research interests include transition services for students with disabilities, social justice and advocacy, professional development and identity, community accessibility and integrated employment practices.

Dell, Dr. Tom

Title: Professor

Office: YSHB 115

Phone: (406) 896-5837

Email: tdell@msubillings.edu

Thomas F. Dell, EdD, CRC, LCPC is an Assistant Professor and chair for the Department of Rehabilitation and Human Services at Montana State University Billings. Dr. Dell earned his EdD in Higher Education Teaching from Montana State University Bozeman. He has also earned a BS in Business Administration at Eastern Montana College as well as a MS in Rehabilitation Counseling. He is Licensed Clinical Professional Counselor in Montana and a Certified Rehabilitation Counselor. Dr. Dell was the former co-owner of Yellowstone Rehabilitation Associates providing rehabilitation counseling, assessment and mental health counseling. He was also a past state legislator for West Billings from 1999-2003.

Masood, Dr. Ambrin

Title: Assistant Professor

Office: YSBH 119

Phone: 896-5840

Email: ambrin.masood@msubillings.edu

Ambrin F. Masood, PhD is an Assistant Professor for the Department of Rehabilitation and Human Services at Montana State University Billings. Dr. Masood earned her Doctorate in School Psychology from Auburn University, with a Master's degree in Experimental Psychology from the University of South Alabama and another Masters in Clinical Psychology from Punjab University. She also holds a diploma in Speech Therapy. She has practiced as a school psychologist and served as an Assistant Professor in the Department of Psychology at Rocky Mountain College prior to her faculty appointment at MSU Billings, Dr. Masood's research includes cross-cultural studies on speech perception, parent's attribution of their child's mental disability and personality differences in youth of different cultures.

Mertes, Dr. Aaron

Title: Assistant Professor

Office: YSBH 121

Phone: (406) 896-5844

Email: aaron.mertes@msubillings.edu

Aaron Mertes PhD, CRC, CLCP is a Rehabilitation Counselor and a Certified life care planner and lives in Billings, MT with his wife, son, and two dogs. He graduated with his master's degree in Rehabilitation Counseling from St. Cloud State University in 2015 and with his PhD in Counselor Education from The University of Iowa in 2019. He began his professional career working with people with intellectual disabilities in a work-readiness program after working in

several other areas such as residential living, job coaching, and special education. During his education he worked in an inpatient psychiatric hospital, as a community crisis counselor, and as a private mental health therapist. Most recently he has been working as a private consultant for the Veteran's Administration while also teaching classes in human services ethics and psychology. He is particularly interested in career development and understanding the long-term care needs of people with disabilities. He is currently the chair of the International Association of Life Care Planners.

Holin, Dr. Marty

Title: Assistant Professor

Office: YSBH 118

Phone: (406) 896-5843

Email: aaron.mertes@msubillings.edu

Marty Holin PhD is a mental health counselor who staggers through one triathlon a year in the summer and pretends he knows how to ski in the winter. He graduated with his master's of arts degree from St. Edward's University in Austin, TX in 2004 and with his PhD in Counselor Education from Texas A&M – Corpus Christi in 2010. Dr. Holin's experience includes working as a quit smoking counselor, family counseling clinic supervisor, child protective services caseworker, vocational rehabilitation counselor, and, currently, and as a private practice counselor - in addition to over ten years' experience as a counseling and psychology professor. Dr. Holin's research interests include PTSD, meditation, existentialism, and sports counseling.

Counselor Identity



The above chart is not a perfect description of your options after graduating from this program, but it might help clarify some things. Given the title of the program, you might assume, although wrongly, that you have to choose between whether you are going to become a rehabilitation counselor or a mental health counselor. In reality, they are not so different and your options are for more nuanced. There has been and will continue to be much debate amongst the field about what titles you use and what you call yourself, but first and foremost you are being trained to be a counselor. In this program you will learn counseling skills to prepare yourself for talking with people about their lives and the circumstances in which they live. You will learn about disability and how it affects wellbeing. You will learn about career and how it is affected by disability. What you will not be is an expert in any of the larger outer circles above. If you choose an internship with a private practice therapist, in a vocational rehabilitation office, a rehab facility specializing in some specific disability, or any other specialized area, you will have more to learn

there to be proficient. We aim to teach at the middle triangular part, a generalist who can use any of those skills to provide a unique service depending on the direction you choose or life leads you.

So what is your identity and what do you call yourself? You are being trained as a counselor who specializes in mental health, disability, and vocation (career/work/etc.). There are other titles that might be more specific that you choose later. You might meet a professional group through the American Counseling Association (ACA) who prefers the term counselor or therapist, or you might join the sub-section of the ACA known as the American Rehabilitation Counseling Association (ARCA) who are counselors who specialize in therapy with people with disabilities. Or, you might not identify with a professional body and just call yourself by the title that your clients will understand, counselor. There are options and you can expect to be somewhat confused by this. It will take time to settle into a comfortable use of skills and what you call yourself, but that's a normal part of the process. As you move through the program, try out these terms as you tell people what you are studying and figure out what makes the most sense for you.

With that said, we do have some recommendations for you. We encourage you to become active members in professional counseling organizations. Professional involvement and activities can include volunteering at conferences, presenting research and innovative methods to professional bodies, or sometimes holding a professional office. We encourage you to work with faculty members to further cultivate your professional interests and identities beyond our foundational coursework and advising. Here are a few organization where you can meet other professional with various specialties, although this list is not complete you will likely explore other options based on your interests.

Professional Counseling Associations

American Counseling Association (ACA)

www.counseling.org

American Rehabilitation Counseling Association (ARCA)

www.arcaweb.org

International Association of Rehabilitation Professionals (IARP)

www.rehabpro.org

Montana Association for Rehabilitation (MAR)

www.mtmar.org

National Rehabilitation Association (NRA)

www.nationalrehab.org

National Rehabilitation Counseling Association (NRCA)

<http://nrca-net.org>

These organizations provide you with updated information regarding clinical rehabilitation and mental health counseling along with subscriptions to major journals and newsletters. Association involvement also provides an opportunity to network with other professionals.

Professional Certification and Licensure

Certified Rehabilitation Counselor (CRC)

Students can pursue both licensure and rehabilitation certification upon graduation from the program. Students are encouraged to pursue their CRC (Certified Rehabilitation Counselor).

For information about the CRC contact:

Commission on Rehabilitation Counselor Certification 1699 East Woodfield Road, Suite 300
Schaumburg, Illinois 60173 (847)-944-1325 or <https://www.crccertification.com>

Students in a CACREP accredited program are allowed to sit for the CRC/NCE examination following completion of 75% of their coursework

Licensed Clinical Professional Counselor (LCPC)

Students who plan on staying in Montana should also consider getting their LCPC (Licensed Clinical Professional Counselor) <http://boards.bsd.dli.mt.gov/bbh#1?3>. Students who wish to obtain licensure are advised to adhere to Master of Science in Clinical Rehabilitation and Mental Health Counseling course guidelines. The requirements for LCPC are:

Practice Hours: In Montana, students are allow to count 1,500 hours of clinical experience toward their total 3,000 hours. For licensing purposes, there is not requirement to attain a certain number of group or direct client contact hours, but you will be required to report those numbers. http://boards.bsd.dli.mt.gov/Portals/133/Documents/bbh/BBH_Form_Evaluation-Supervisory-Experience_LCPC.pdf?ver=2019-03-26-134125-593

Supervisors must hold a current valid license in any state as a professional counselor, social worker, psychologist or psychiatrist.

Examination: Each applicant must take and successfully pass either the National Counselor Examination (NCE) or the National Clinical Mental Health Counselor Examination (NCMHCE). If you are not in Montana, the test you will be required to take will vary depending on your state's requirements. For information on these exams go to

National Board for Certified Counselors 3 Terrace Way Greensboro, NC 27403-3660 (336)-547-0607 or www.nbcc.org

Students need to request a copy of the licensure law themselves and read it completely. Montana Board of Behavioral Health, 301 South Park, 4th Floor, P.O. Box 200513, Helena, MT 59620-0513, (406)-841-2392 or www.bbh.mt.gov.

Education: A 60-semester hour counseling-in-nature graduate degree which contains a six-semester hour advanced counseling practicum

Tips: Many students and supervisors benefit from having a candidacy license as close to graduation as possible. This is absolutely not required, but here is a tip to help expedite the process and help you become more marketable upon graduation. Plan to take your test during your last semester in the program (or earlier). You can take your national exam upon completion of 75% of the program, which about when you've completed all coursework except 12 credits of internship. It is recommended that you apply for your candidate license around 6 months prior to graduation so you can get your finger-printing done. That can take some time and if you've graduated, passed your test but can't get licensed because you are waiting on a background check, that can be challenging for students and supervisors. If you've done all of this and all you have left is to submit transcripts, it shouldn't take long after graduation to do so!

Guidelines for Graduate Studies

Students are required to register for the fall and spring semesters.

Students planning to discontinue enrollment for more than one semester must request approval for a leave of absence; this request must be filed and approved before the anticipated absence. The maximum leave of absence that will be granted will be for one calendar year except for cases of extenuating circumstances. A request for a leave of absence should be filed on the form obtained from the Graduate Studies Office; it must be approved by the advisor and program director and reviewed by the Dean and the Director of Graduate Studies. There will be only one leave of absence granted for a student during their program.

The typical course load for a full-time, graduate student is 9 to 12 graduate credits per semester. It is strongly recommended that students start the program with no more than 9 credits in order to gauge their ability to successfully complete graduate-level course work. Overloads of up to 15 graduate credits must be approved by the Advisor/Chair and Dean and reviewed by the Director of Graduate Studies.

Advising

The essential task of an advisor is to help you develop your plan of study so you know what classes you should take. It's a formal process with the university that ensures you plan to complete and actually complete all required coursework to finish your degree. They will approve and sign off on any plans you have and it will be your (the student's) responsibility to update your plan of study and get it approved by your advisor. You can expect to be assigned an advisor and they will remain your advisor throughout the program.

Beyond that, advisors have different styles and talents. Some may choose to communicate with you frequently about important updates in the program, deadlines for applications for school-related activities like fieldwork and graduation, or community events. They might take an active role in your education and development. Others may choose to more passively allow you the opportunity to reach out to them when you have something you are needing. They might expect that you are an adult who can advocate for your own needs and afford you that respect. The bare minimum that you will be required to interact with them will be to complete your plan of study successfully toward graduation.

There are few required responsibilities of the advising relationship, but we fully understand and acknowledge that what works best for students is mentorship, meaning your relationship with your advisor is supportive, informative, and encouraging. In order for that to happen, your needs need to match a mentor's style and talents. If that happens with your advisor, great. If not, find

the people you trust and who help you. As a program, we strive to maintain a community that highlights our individual strengths, which may or may not be a good fit for you with your assigned supervisor. That doesn't mean either of you are doing something wrong. It will be your job to find that kind of mentor and our job to advise through the program. We hope to provide mentorship to you along your way but understand that there are boundaries we must maintain too.

With that said, it is important to understand that department faculty do not provide mental health counseling to students. This would constitute a dual role that would seriously impact the objectivity necessary in each role and would therefore be considered highly unethical. When faculty members recognize areas that may inhibit professional effectiveness, they will identify these to the student and suggest resources that may be helpful. Faculty are obligated to consider any and all information they are aware of in considering a student's progress toward becoming a Licensed Clinical Professional Counselor. Therefore, all information that students choose to share in class, in advising sessions, at social gatherings, or in any other context is not considered confidential.

In some instances, students will not be allowed to participate in practicum or internship until the identified personal or professional issues are resolved. In rare cases, students may be asked to withdraw from the program for personal and/or academic reasons, which include seriously unethical behavior or plagiarism. Faculty will make every effort to work with students to identify such problems as early as possible in the educational process.

Students who plan on becoming professional counselors are strongly encouraged to obtain professional counseling themselves if they have not done so previously. Professional counseling is emotional work, and often we do not understand how our personal issues affect the counseling process until a client or situation inadvertently hits a "trigger issue." Utilize this time in graduate school to work through your personal issues with a professional counselor so that you can

effectively prohibit your personal thoughts, reactions, and values from impacting your ability to establish rapport and maintain therapeutic effectiveness with your future clients. No cost counseling (paid through tuition and fees) is available for local at Student Health Services (SHS) by appointment. The student insurance plan may be used to utilize counseling in distance students' local communities. Please see your student insurance benefit plan for information regarding costs.

Professional Counseling Services

As a student, you are not required to receive counseling services while in the program. However, you are strongly encouraged to seek out counseling services. This is for several reasons. First, graduate school is inherently stressful and successfully coping with those stressors can make your experience much more rich. Many students experience very real challenges and crises in their personal lives, so personal counseling is important for your own health. Faculty will do our best to provide support to you as a student so you can be successful, but due to conflicts of interest, we are ethically obligated to refer you to counseling services if there is value to you as a student. MSUB provides free counseling services to students, both local and distant, so you may look into those as an opportunity to explore. Second, seeking counseling as a client is perhaps one of the best ways to understand how the counseling process works and live through the experience that many of your clients will come to know with you. Seeking counseling is a way to observe others at work even before you experience your fieldwork. Third, although your education is about learning skills and knowledge, the internal emotional experience of personal growth, challenging prior learned behaviors that might impede your ability to make relational connections with clients is important. You will be challenged to explore your own biases and behavior with clients and counseling is a wonderful way to explore those.

What you should know about seeking those services is that while we strongly encourage you to engage in them, we as a program will not know about what you discuss there and will NOT use the content of your personal work in our evaluation. We believe in the necessity of confidentiality and the trust that you build with a counselor, so that time is yours to do with it what you wish. If remediation is necessary to help you get to the place where you are ready to enter the profession, we may strongly recommend that you seek services, but you will be evaluated on your final performance based on our program requirements, not what you accomplish in your personal counseling. So, if counseling can be a tool to you to be ready to do work with clients, it is one pathway to learning that we encourage to get there.

Plan of Study

The Plan of Study guides the progress of the student toward the graduate degree. The specific courses the student must take to fulfill the requisites of the degree program are listed along with the semesters that each of these courses will be taken. Additionally, the Plan of Study denotes any courses to be transferred into the degree program that are both approved by the advisor and department chair and fall within the guidelines for allowable transfer credits for the particular degree. Once the plan is completed, the student and advisor sign the document and forward to the Department Chair for approval and signature. Approval and signatures are also required from the Dean of the College of Health Professions and Science, and finally from the Director of the Office of Graduate Studies.

The student should meet periodically with his or her advisor to discuss any changes or additions to the Plan of Study. Finally, the advisor serves as a mentor to the student and as such, assists the student with problems or concerns regarding progress with graduate studies.

Note: The MSCRMHC is not a completely online program. Distance students are required to attend REHA 590 Pre-practicum for Rehabilitation and Mental Health Counseling and REHA 523 Advanced Group Counseling onsite. These classes are offered in a way that students will attend for 3 days on campus with an additional portion of online education. Distance students also need to be aware that they may have to take additional semesters of study depending on the semester and year of enrollment. In some cases, this may include not enrolling for one semester due to the rotational cycle of the online course offerings. Your advisor will work with you to create the most efficient plan possible, with the goals of solidifying knowledge and skills as well as keeping in mind minimum credit requirements for financial aid.

Student Remediation Processes

The Department engages in ongoing student review as part of our professional gatekeeping function. This professional responsibility includes attending to student concerns that include issues of impairment, incompetence, ethical misconduct and problematic behaviors that could potentially impact future students and clients. The purpose of the remediation process is to address identified issues of concern and create a plan to address student limitations. Click on the link for a template of a remediation plan, Student Remediation Form. While all faculty will be aware of the plan, the identified student will work closely with his or her advisor during the remediation process. The student's advisor will monitor progress of the plan according to an agreed upon timeline, and a faculty review will determine the next course of action for the student.

It is also important to note that unethical behavior, impaired performance, or unprofessional practices may result in disciplinary action on the part of the Department or University. For further clarification on faculty and supervisor responsibilities, see the statement below from the 2014 ACA Code of Ethics:

Section F: Supervision, Training, and Teaching

F.6.b. Gatekeeping and Remediation

Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that

they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions.

Student Appeal Process

The purpose of the appeal process is to secure, at the lowest possible level, an equitable solution to problems that affect graduate students. Such problems will usually concern a disagreement between you (the student) and a faculty member, administrator, or committee regarding such matters as: interpretation or execution of a University, College, or Department rule, regulation, policy or procedure; course offerings, and other non-personal issues (in our department this might be a personal issue related problem). Appeals are kept as informal as possible at each level of the process. This process is described in the University Student Policies and Procedures Handbook.

Evaluation Procedures

Graduate students are expected to move toward independent but collaborative learning, consulting with faculty as necessary while maintaining a clear and focused professional direction. Students must demonstrate improvement and development in academic, clinical, consultative and critical thinking skills, and make timely progress toward their degree.

The Department expects students to complete all work for a course during the semester in which it is taught. We encourage students to consult with the course instructor as soon as it appears that the student will experience difficulty with course completion. When course requirements are not completed during the semester a course is offered, students may receive a grade of “I” or

“Incomplete.” An Incomplete is given only when a student has been in attendance for at least three-fourths of the semester but has been prevented by circumstances beyond their control from completing all of the requirements of the course. A student must provide adequate evidence to the instructor as to the reason why they were unable to complete the requirements for the course. If a grade of "I" Incomplete has been given, the instructor shall advise the Registrar's Office in writing what the student must do to remove the deficiency.

An Incomplete must be made up within one calendar year. An "I" grade is not included in the computation of the GPA. An Incomplete grade not made up in the prescribed length of time automatically becomes an "F" grade. Once the grade of Incomplete has been converted to an "F" grade, the course must be repeated in order for the grade to be changed.

Students who have more than six credits of “Incomplete” or grades of “T” will be reviewed by the faculty to insure that they are making adequate academic progress. Such students will be asked to sign a contract guaranteeing a satisfactory timeline for the completion of outstanding work. Continuous accumulation of more than six credits of incomplete or “T” grades may cause the student to be suspended from the program. Students are advised to consult with the campus Financial Aid Office regarding “Incomplete” grades. These may negatively impact financial assistance.

Unsatisfactory Grades

Any grade of “C-” or lower received in a required course will not count toward your degree. Should you receive a “C-” in a course you must repeat the course. The Department considers

grades of “C” or lower to serve as indicators of remediation. Should you receive grades of “C” or lower, this may serve as evidence for a remediation and professional development plan. In addition, the graduate school maintains the following: Students must maintain a B average in courses taken for graduate credit at Montana State University Billings; no grade below C will be accepted toward any degree requirement. The student is automatically on graduate warning if the cumulative grade point average falls below 3.0, and the program or the Office of Graduate Studies may place limits on the time for the student to remediate the academic problem. For more information on the Office of Graduate Studies academic policies, see their website and/or graduate catalog.

Responding to Unsatisfactory Performance in Fieldwork

All practicum/internship students in the program are subject to periodic assessment by the faculty supervisor in coordination with the site supervisor. In the event that a practicum/internship student’s performance is deemed unsatisfactory, the following procedure will be used. Unsatisfactory performance on the part of the practicum student/intern can include, but is not limited to, ethical violations, unprofessional behavior and/or skill deficiencies. These procedures may be adjusted to best address the specific needs of each situation, with special consideration given to meeting the educational goals of the student while maintaining the integrity of the program.

1. The practicum student/intern’s faculty supervisor will first discuss the concern with the student in an effort to informally resolve the issue. This may occur during regularly scheduled supervision times or in a special meeting at the discretion of the faculty supervisor.

2. If no resolution can be reached by the student and faculty supervisor, plans for additional informal intervention will be discussed. The practicum student/intern, faculty supervisor, as well as the site supervisor will be involved in this process. Both the student and site supervisor will be allowed to present concerns and suggestions and will work with the faculty supervisor to reach a practical solution (this may include adjusting the internship expectations, requiring supplemental learning materials, or transferring the student to another site).
3. If the informal intervention is not successful, a formal remediation will take place. The student, faculty and site supervisors will meet to agree on specific expectations and remedial activities. Methods for evaluation and time frames will also be determined. The student's academic advisor, site and faculty supervisors must all sign-off on the plan for remediation.
4. Failure of formal remediation may result in probation and potential termination from the program. The decision to terminate will be made by the student's faculty supervisor in consultation with the department chair and dean. Any actions by the student that constitute an infraction of the rules set forth in the MSU Billings Student Handbook will be handled in accordance with the Guidelines for Student Conduct of the Montana State University Billings Student Handbook.

In the event the student believes they were unfairly penalized or denied due process, the decision may be appealed in accordance with the Student Misconduct Appeal Procedures of the Montana State University Billings Student Handbook.

Thesis Option

Completing a thesis is not required for this program. It is optional and may be a good idea for those seeking to pursue education beyond a master's degree, who are pursuing a career in medical or highly scientific settings, or who have personal reasons for wanting to enhance research skill-sets. Not many students complete these, but those who do will stand out as top candidates for excellence.

There are more requirements beyond what is listed in the Plan of Study you complete with your advisor. Given the additional workload with faculty, the university's role in the research process, and graduate college duties of publishing graduate theses, there are additional credits involved, which means a cost to you as a student. There is also a formal process for how these should be written and formatted and all of those requirements can be found here:

<http://www.msubillings.edu/grad/PDF/CompleteThesisInstructions.pdf>

Hopefully this doesn't deter or scare you though. As a program, we want to support you in this process and would love to encourage you to pursue this option depending your personal and professional goals. Please speak to your advisor or other program faculty if you are interested in completing a thesis. We can talk to you about your research ideas or suggest participating in current research projects. We have supportive documents that can help you understand your potential workload and timelines for completion.

Fieldwork Experiences

One of the purposes of this manual is to clarify the goals, objectives and expectations of the Clinical Rehabilitation and Mental Health Counseling fieldwork experiences and to outline the specific responsibilities of the student, faculty, and site supervisors. All students in the program are required to complete a practicum and an internship for their fieldwork experiences. In

addition, fieldwork students are required to attend weekly meetings for faculty/group supervision and feedback exchange with peers in fieldwork placements. Copies of this manual are to be provided to both student and fieldwork site supervisors.

The practicum and internship fieldwork experiences provide students with an opportunity to apply the theoretical concepts and skills learned in previous coursework and supplement that knowledge with practical experience. These fieldwork experiences allow the student to make the transition from the academic setting to the work setting and adapt more realistically to professional life. The faculty and site supervisors will work cooperatively with the student to determine the nature of the fieldwork experiences, depending on the learning needs and interests of the student. These experiences will allow the student to work in a variety of settings with various disability groups, which may include persons with physical disabilities, sensory impairments, mental or emotional disabilities, chemical dependencies, terminal illnesses, and others. Faculty provide resources and supports for students to find site placements, but it is the student's responsibility to find and retain a site.

Objectives of Fieldwork Experiences

1. To provide students with opportunities to experience varied settings, approaches, and philosophies relating to the professional practice of clinical rehabilitation and mental health counseling.
2. To create a supportive environment which allows the student to perform and develop counseling skills in a clinical rehabilitation and mental health setting.
3. To create varied learning experiences to facilitate students' development of clinical problem solving skills and competencies to work with individuals with diverse backgrounds, disabilities, and diagnoses.
4. To provide opportunities for students to interact with clinical rehabilitation and mental health counselors as well as professionals in related disciplines.

5. To provide an understanding of the principles, philosophies, history, policies, laws, practices, and ethics related to clinical rehabilitation and mental health counseling.
6. To provide supervisors with an opportunity to develop and refine their clinical instructional skills while mentoring and training graduate students.

Practicum and Internship Requirements

During the program of study, each student will be expected to complete a pre-practicum class and be involved in two supervised fieldwork placement experiences, which includes a 100-hour practicum and a 600-hour internship with weekly participation in an onsite class for students attending the campus program and a WebEx class for distance students. The Internship and the Practicum can be at the same or different sites.

Finding Site Placement

While some programs choose to put students in a predetermined site approved by the program, we've chosen not to restrict students to designated sites. This is for two reasons. First, students have various career aspirations and we want to honor their desires to explore different counselor capacities that meet community needs. Second, our students sometimes attend from all around the Rocky Mountain Northwest or country and often know their communities better than we do as a program. With that said, you do have some options to get support in finding a site.

1. We do keep a list of agencies that either exist within the Billings community or have been past sites for students in our program. These can mostly be found within the Tevera software and are available for students to explore at anytime after they register with the software.
2. Student can contact the clinical coordinator for help. It can be helpful to talk through your career goals and various “types” of counseling work to identify what could be a good fit. For example, some students are attracted to crisis work, corrections work, private rehabilitation, college counseling, or something else entirely. Some students

prefer to find a supervisor who will train them in the supervisors style, while others want to explore their own style more. Some supervisors want to provide a lot of support and others want someone who is ready to be more independent. Talking with the clinical coordinator about your own needs can help you prepare for conversations with potential supervisors. Part of why we choose to give you this responsibility is that this process mirrors what you will be doing when you apply for your first jobs and we want to prepare you for that process of finding a clinical supervisor who “fits.”

What all this means is that it is the student’s responsibility to find their own site, however that does not mean that the school has no responsibility to support you and help you in the process. If you are finding the process challenging after giving a good-faith effort or have unique considerations that make the process more challenging, please let us know that you need help. (Note: It’s normal for students to have preferences and hold high expectations for their preferred site, but in the event that a student cannot find their preferred site, we sometimes have to place a student in a site that may not fit their preferences but does fit their needs. Given the expectations to find a supervisor that meets the various criteria for licensing and accreditation AND can provide the various necessary practices experiences required for graduation, your clinical coordinator can help you understand why some sites may work better than others. See also “Supervisor Qualifications” below.)

Practicum

The practicum is a minimum of 100 hours of supervised experience with at least 40 hours of direct service with actual clients that contributes to the development of counseling skills. This means students will spend approximately ten (10) hours a week at their practicum site. Practicum experiences will include an average of one (1) hour per week of individual supervision on site and 1 ½ hours per week of group supervision by the program faculty. Class periods are required and a minimum of 1.5 hours per week are required by CACREP standards. Also, some students

may wish to count hours toward licensure in the state of Montana, which will be kept in a log detailing how those hours were spent. Full participation in class is also required. All students are required to produce recorded audio or video of their interactions with clients for the purposes of supervised training. All recordings are to be done in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types.

Internship

The internship activities require a total of 600 hours of applied, supervised experience, with at least 240 hours of direct service. This means students will spend approximately forty (40) hours a week at their Internship site. Internship experiences will include an average of one (1) hour per week of individual supervision on site and at minimum 1 ½ hours per week of group supervision by the program faculty. The Internship and the Practicum can be at the same or different sites.

Students have the option of completing their internship in one semester for twelve (12) credits or completing the internship over two semesters with six (6) credits each semester. However, if the internship is split up over two semesters, the student is still required to attend the weekly class either on campus or through WebEx. All students are required to produce recorded audio or video of their interactions with clients for the purposes of supervised training. All recordings are to be done in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types.

***Note:** Student will also maintain an ongoing personal log to include personal reactions to situations and experiences throughout the fieldwork experience. The log will be shared during the weekly 1 ½ hour WebEx sessions with faculty supervisor and peers, which the student is required to attend.

For Supervisors

As you search for you supervisor, they will often have questions about what the arrangement between you, them, and the school will look like. This section will try to answer some of the questions that supervisors often have.

What student's are typically looking for are direct-client contact hours and supervision, but what those exactly mean may be different depending on the site.

Direct client contact: This can mean a lot of things. Student may be ready to take on a practice client independently and the supervisor may trust the student enough to do so. However, some students may want or need to observe others as they counsel for a while. Both of these situations count as direct client contact. The point is that students have access to real clients with real counseling needs that they can observe and/or contribute to. This can happen live or via tele-health.

Supervision: There are always quite a few questions about what supervision looks like. In a perfect world, a student would start practicum and see a client with a supervisor observing them. Later on, the supervisor and the student would process the client interaction, identify areas for growth, and repeat that weekly throughout the semester. However, this is not a perfect world and arrangements might differ depending on client need and site arrangements. We at the school try to be flexible to meet the needs of the site and the developmental needs of the students, which is why we have a "contract" that we all sign to help clarify expectations. Some site offer group supervision, while other sites offer an observing counselor for the student to observe who may be different than the supervisor. Some supervisors are comfortable with a student independently seeing client while others prefer to oversee more. There are many arrangements that will work, so if there are any questions, supervisors are welcome to contact the clinical coordinator or faculty supervisor with questions.

It is important to mention that some arrangements do not provide adequate supervision to students or do not promote their growth, in which case the student and the school will address this with the site supervisor. Also, some students may not be demonstrating readiness to participate at their site. Site supervisors are encouraged to contact the faculty supervisor or clinical coordinator with concerns. As an academic and training program, we value student development, but we also value the commitment supervisors make to participate in the training process. As a program, we are here to support both the site and the student in successful experiences.

Also, see additional information regarding accreditation expectations of supervisor qualifications.

Tevera

Tevera is a software that each student will purchase near or at the beginning of the program. It is used not only as a way to manage the paperwork process outlined below, but it is also a way for students to log hours toward licensure. There are several other advantages that we as a program make it worthwhile for students to purchase, such as lifelong access to hours in the event a student moves to a new state. The software is also our platform for assessment throughout the program. There are other advantages that student may be made aware of elsewhere but it is important for students to know that it is a required purchase.

Fieldwork Placement Process using Tevera

There are several important steps to preparing for the fieldwork experience. First, students should apply for their fieldwork experience prior the semester they plan to start. There is a due date for this application to ensure there is enough time to complete all steps and those respective dates can be found on the application. Once the application has been filled out, the student can begin writing the contract and collecting documentation from the site supervisor. The contract is an agreement between the student, site, and academic program outlining expectations of the

experience. Each party is given an opportunity to make sure the experience meets their needs and is appropriate for student learning. Once the contract is signed via electronic signature via Tevera, they are then asked to upload several documents including: a copy of their curriculum vitae/resume, a copy of their license, and proof of supervisory training. The proof of supervisory training can be any form of formal education or continuing education. The last thing a student will need to do before they are enrolled in the course is to upload proof of liability insurance (see section below regarding options). Once this is done, the student should email the clinical coordinator and office administrator of the program to be placed into a class of practicum or internship. The following outline can be used as a guide to follow for this process.

1. Register for Tevera in order access documents for field work.
2. Begin networking to find a supervisor around 6 months prior to starting practicum.
3. Fill out the application for fieldwork experience by the due date (March 15th or October 15th)
4. Purchase and upload liability insurance that begins on the semester of the practicum. (see below)
5. Fill out the contract and get it signed by supervisors.
6. Request documents from supervisor
 - a. Copy of resume or Curriculum Vitae (CV)
 - b. Copy of license
 - c. Proof of Supervisory Training
7. Email the clinical coordinator and office administrator to enroll in a section of practicum or internship.

*A few things to note, if your site supervisor is unclear about what their expectations will be from you as a student or from the program, have them contact the clinical coordinator or your clinical faculty before the contract is signed. This can often clarify expectations and serve to avoid potential issue that might arise. Also, many site supervisors are unclear about what

constitutes ‘proof of supervisory training.’ Some suggestions may be provided if needed.

Lastly, this process is set up to best situate students for state licensure and future certification.

Depending on the students individual goals post-graduation, various parts of this process may be challenging. Students are encouraged to visit with their advisors, the clinical coordinator, and their faculty supervisor to ensure their site meets their goals and the programs expectations adequately.

Student Professional Liability Insurance

Students are required to have professional liability insurance coverage prior to enrolling in their clinical fieldwork (REHA 594 Practicum and REHA 596 Internship). It is your responsibility to ensure the department has proof of current coverage on file at all times. When acquiring insurance, you should be under policy during your fieldwork experiences, so it is ideal to start that on the first day of the semester of your practicum and maintain it until you are done with the internship.

There are several sources to acquire liability insurance. Each of these resources has a special relationship with an insurance company that not only allows the professional organization to benefit from your coverage, but you get discounts as well. As you decide, you might think about which organization has other benefits that you might be interested and whom you would like to support depending on your future career goals.

- 1.) You may also choose to acquire it through the Commission on Rehabilitation Counselor Certification (<https://www.crc certification.com/>) who partners with [Lockton Affinity](#). No certification or membership is required.
- 2.) The American Counseling Association (<https://www.counseling.org/>) maintains a relationship with healthcare Providers Service Organization at <http://www.hpso.com/>.
Note: Student professional liability insurance is included in student membership in

American Counseling Association, <https://www.counseling.org/>. You must maintain a membership with ACA in order to be eligible for the discount at HPSO.

- 3.) The International Association of Rehabilitation Professionals (www.rehabpro.org) partners with [Proliability](#). (Note: you must also have a membership to qualify for this benefit and the current cost is \$15/year.)

Practicum/Internship Site Expectations

The site should have a primary function of serving people with physical or psychiatric disabilities; this may also include a site that serves the socially disadvantaged. The site should have a broad variety of service offerings which are designed to serve persons with physical or psychiatric disabilities.

Internship students need to have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.

The site should be able to provide assurance that it can give adequate and appropriate opportunities for the student to work with people with physical, mental, emotional, chemical dependency, and social disabilities, as required for licensure and certification.

The site should provide adequate facilities/equipment and materials to enable the student to function on a professional level and provide sufficient time for supervision.

Site Supervisor Qualifications

Site supervisors 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 expectation, requirement, and evaluation procedures for students; and (5) relevant training in counseling supervision.

Site supervisors are expected to set aside a minimum of one hour per week for individual supervision with the student. The student should also have informal access to the supervisor during practicum/internship hours as the need arises. In all cases, additional supervision of practicum/internship experiences will be with faculty who have their CRC and/or LCPC, as appropriate for students desiring to pursue licensure and/or certification.

*Note: if you are able to use hours toward licensure in your state, ensure that your supervisor meets the requirements of your state for those hours to count. You may need to submit a "supervisor agreement form" with your state in advance.

*Note: If you are not pursuing licensure and plan on acquiring your CRC, you only need one person between your site supervisor and faculty supervisor who has their CRC. That means if you are working at a site with people who do not have their CRC but a faculty does, that is ok. For mental health counseling students, but the site supervisor and faculty supervisor need to have a license in order for your experience to count. The site supervisor can have an LCSW, LCPC (or state equivalent), LP, or in some cases and MD (psychiatry).

***Note: some states require more years of experience in order to qualify.

Faculty Supervisor Responsibilities

Student fieldwork placements will be under the direction of a faculty supervisor who is a full-time faculty member in the MSU Billings, Clinical Rehabilitation and Mental Health Counseling

program and has certification as a CRC and/or licensure as a LCPC. The faculty supervisor serves as a liaison between the program and the fieldwork site and is responsible to:

- Collaborate with the student and site supervisor to assist with the development and refinement of the fieldwork site contract experiences.
- Review the progress of the fieldwork students on a regular basis.
- Provide direct and periodic communication throughout the semester with the site supervisor.
- Structure and facilitate weekly group supervision meetings on campus or virtually.
- Support students' understanding and application of the Code of Professional Ethics for Rehabilitation Counselors and ACA Code of Ethics.
- Address concerns, in collaboration with the student and site supervisor, related to unsatisfactory performance.

Student Expectations

Students completing their practicum/internship are expected to meet the following expectations:

- Identify a site that meets program expectations and develop a site contract for fieldwork placement in consultation with faculty and site supervisors.
- Maintain a regular attendance schedule and complete all contract requirements.
- Observe site rules, regulations and professional standards.
- Demonstrate an awareness of personal skills and limitations by taking initiative when appropriate yet seeking assistance when necessary.
- Complete all paperwork requirements associated with the fieldwork experience in a timely manner.

- Use Tevera to log hours and facilitate the paperwork process between school, student, and site.
- Attend and participate in scheduled weekly site supervision and class meetings/activities.
- Facilitate faculty supervisor's site visit to the fieldwork setting.
- Complete evaluation forms.
- Know and abide by the Code of Professional Ethics for Rehabilitation Counselors and ACA Code of Ethics.

Definitions of Hour Log Categories

Category	Type	Definition
Supervision	Individual (site)	Supervisor and student meet to discuss clients and the student's performance. This is the one-on-one time that students get individualized support with supervisor. (minimum 1 hour per week)
	Individual (faculty)	If a student meets with their faculty supervisor, i.e., the professor of their prac/intern course, to discuss their individual learning.
	Group (site)	Some sites opt for group supervision (often called diadic or triadic supervision if multiple interns are present). Clients and counselor performance are discussed in group format. Not to be confused with staffing meetings where the client is the primary focus and student performance discussions are not present.
	Group (faculty)	This is the most confused category. The time you spend "in-class" with other students and your professor is called group supervision led by a faculty. Any scheduled hours "in class" should happen here.
Direct Service		Generally speaking, direct-service to clients is the most important category because students need exposure to clients to practice skills. This can look very different depending on supervisory style and student readiness. Broad examples are: students shadowing counselors in practicum, maintaining

	their own caseload in internship, talking with parents about a child's progress, meeting a client on their job-site, or other personal connection where services are provided.
Individual Direct: Intake/Interview	Intake interviews are conducted to simply collect information directly from the client. If the counselor is doing this for the purposes of diagnosis, treatment planning, or rehabilitation planning, that would be considered assessment because the information is used to make clinical decisions about future care. Intake interviews are not used to make decisions but to collect data.
Individual Direct: Individual Counseling	This is likely going to be the most used category and the most important for demonstrating a student has the required amount of hours directly counseling clients. This is the process of working directly with a client once assessment and goals have been established. It is the period of working toward those goals. *Important!* For those preparing for couples or family counseling, this category can be used when the family unit is considered the client from a Systems perspective. This is important for those interested in Marriage and Family Therapy (MFT) licensing, especially in states like California. These are not considered group hours even though there are more than one person present for counseling. (If this is your goal, you may choose to specify this in the other category below.)
Individual Direct: Testing/Assessment	As noted above with intake interviews, assessment with clients is the collection of information and data to make decisions about a condition or future care. Testing and assessment are used in the rehabilitation and mental health context to determine a client's condition (diagnosis, employability potential) or make decisions about the provision of future services (treatment plan or rehabilitation plan).

Group Direct: Group Counseling	When the counselor is with multiple unrelated clients facilitating group experiences, this category should be used. This can be a support group, a teen social skills group, an adult coping group, or other kind. There are many examples of group counseling.
Group Direct: Family Conference	A family conference is when a single client is identified for counseling, but a family member is present to learn about their care and wishes to support them. This is common when a child-client is seeking counseling and a parent is consulting with the counselor about their treatment. It also happens in rehabilitation settings when families or spouses are present to discuss the rehabilitation plans and how they impact the rest of the family.
Group Direct: Other Direct Services (specify)	As noted above, this category can be used for unique circumstances to be discussed with supervisors. Specifically, if family counseling is a goal, this category can be used to differentiate from individual or group counseling.
Indirect Service	
Case Consultation	Case consultation is when a student discusses issues with other professionals. This is not discussion of specific client details, as is done in supervision, but inquiring about standard practices. An example would be asking a question in an online forum about
Research	This is not intended to be about formal academic research, but rather about looking up information on client conditions or their environments. Stuff like learning about a potential diagnosis or doing labor market surveys to see how many people are hiring. It's not work directly with clients, but it's to help you provide better services.
Correspondence/Report	Emails, documenting conditions, writing treatment/rehab plans, making referrals to other providers, etc. all count in this category.

Staffing/Team Meeting	Just as it sounds. It's where counselors and supervisors get together to discuss clients or caseloads. Some people claim that this counts as supervision, but supervision with more than 3 people (triadic supervision) dilutes the focus on counselor development. Staff meetings ("staffings") are more focused on facilitation of healthy business and practices, less on counselor development.
Case Management	Understanding the related services a person has and helping to organize how they interact with them in order to meet client needs. These services include medications, benefits, medical conditions, educational needs, etc. In therapeutic mental health settings, many clients meet these needs themselves, however not all. Depending on the site and counselor role, counselors may help client meet these needs. This includes providing coordinated and collaborative mental health services among agencies or institutions.
Other Indirect Service (specify)	Any other activity that still falls within relevant counseling training. Designing offices spaces, cleaning, and document management (filing) are all minor parts of counseling, but not significant activities for interns.
Training/ Education	
Training/Observation	As noted above, we consider shadowing an "observation-like" activity and constitutes direct services for people early in their fieldwork. However, if a person is observing for the purposes of a one-time demonstration of some counseling intervention or process, it may be considered training and not routine skill development.
In Service (Training)	In-Service activities are use to facilitation a trainees functioning at a particular agency. For example, learning the Electronic Health Record (HER) or management system or orienting to company policies are both examples of in-services training.

Conference/Workshop	These are probably pretty self-explanatory, but any professional development activity that is paid for the purposes of continuing education would count.
Class Time	
Other Training/Education (specify)	Any other activity that falls within relevant counseling training. As an example, some supervisors assign readings for a student to deepen their knowledge of theoretical foundation of some activities, process, or practices. This would potentially count here.

Logging Hours

When logging hours, it's important to pay attention to what categories you are logging them in. The reason for this is that when later applying for licensing or certification, you may (likely will) be required to report what kind of hours you've acquired. Depending on the state or organization, certain amount of reporting on supervision hours and direct contact with clients in the capacity of a practicing counselor are always required. That means they will ask you how many hours of supervision hours you've acquired to make sure you've met their minimum requirements. It's the same with direct client contact. For licensing, some states require more detail about what specific activities you are engaging in (assessment/intake, individual counseling, family therapy, etc.). In Montana, one of the requirements is that they also ask about group counseling hours, only instead of making sure you've met minimum requirements, they don't want you to have too many counseling hours that come from group experiences and have individual counseling experience as well. (The rationale for this is that Montana has quite a few people who work as addiction counselors and do a lot of group work, so to stay in that capacity and then get licensed as a mental health counselor is missing the point of the primary intervention methods of each.)

The breakdown of how activities should be broken down in Tevera can be complicated and, as a general rule, if you focus on getting enough in the major categories of supervision and direct

client contact, you are doing it right. Beyond that, we as a program do not require a specific level of detail. What we can recommend is that the more detail you have, the better off you will be later on should you get audited or a specific state asks for more from you. That would mean splitting up your hours into “common sense” categories, being clear about how long the activity took, leave basic notes about the context (no client information, but general descriptions of what happened), and date. Example, “10/23/2020 – 30 min. Client assessment using the GAD-7, BDI-II and discussion of diagnosis.” This would be adequate for most states in terms of detail.

Another question that comes up a lot is whether class time counts toward your hours. **Yes, class time does count and should be logged as “Group (Faculty) Supervision.”** Your faculty is a properly credentialed and experienced person who is guiding you through your client experiences, just like your site supervisor, so those should count as supervision hours. In addition, any hours that you accrue while working in the capacity of counselor in training should count toward your hours. All of the time you are spending on site can be logged. Class time can be logged. Even if you make after hours calls/emails to a site or faculty supervisor can count.

What does not count are any hours that are accrued before the first day of practicum.

Sometimes trainings, outside reading expected by site supervisors, or additional training from site operations can count, but those are really a gray area. Talk with the clinical coordinator at the school or your faculty supervisor about those if you are unsure.

Lastly, hours acquired during semester breaks will not count toward a future internship or retroactively count toward practicum hours missed. There are reasons for this like school liability, but basically your faculty cannot be responsible for what you do on-site outside of the course dates. That means you are not technically under faculty supervision, but you may still be under site-supervision. In Montana, the state trusts the program to make judgement calls about whether the site is doing an adequate job of providing supervision, however between the semesters, the school is not responsible for what goes on during Winter and Summer breaks.

What that means is that **hours during Winter and Summer break can count toward licensing**

in Montana because they do allow pre-graduation hours, however you should have a conversation with your site supervisor so they know that any activities you do are solely under their responsibility even if you haven't completed the program. If you are in another state and/or planning to get your initial license there, you likely cannot count these hours anyway, which means that you need to decide if you want to continue working during the breaks. For some, continuation of client care is their priority, as well as getting good experience. For others who are switching sites, concerned about the quality of supervision, or must work a paid job more just to stay alive, you may choose to end your site work during the break.

Annual Student Evaluation

Students are annually evaluated by the department as they progress through their program of study. Primary evaluation areas include: academic development, professional counseling skills development, and personal growth or development (both generally and in relationship to professional and ethical proficiencies). Based on evaluation results, students may be asked to remediate deficiencies, explore personal issues, or take additional course work related to their stated professional goals. In cases where special difficulties are noted, the student may be asked by the department to take a leave from the program or to terminate graduate study. In all cases, students will be involved as early as possible in such decisions and the least disruptive course of action will be pursued.

The assessment and evaluation of students consists of several steps. Students are required to register for Tevera where the assessments are recorded as they enter the program. Students are then required to self-evaluate their skill-set early in the program. Annually, faculty meet to discuss student progress and fill out the same evaluation on professional skills and dispositions.

Students can view these assessments at any time and are required to sign them to acknowledge receipt. When students enter fieldwork, they are then asked to evaluate themselves, be evaluated by faculty supervisors, and be evaluated by site supervisors to show progress. Students in fieldwork are not evaluated annually by faculty other than fieldwork supervisors.

Graduation Requirements

In order to graduate from Montana State University Billings with a Master of Science in Clinical Rehabilitation and Mental Health Counseling degree, the student must satisfy the following requirements:

1. The student must have fulfilled all CACREP curricular requirements specified in the program of study.
2. The student must have an overall GPA of 3.0 or above. No student may have below a “C-” on any coursework.
3. The student must have successfully completed the practicum and internship fieldwork experiences required in the program of study.
4. Any student opting to write a Thesis must provide the Office of Graduate Studies with the final copies of the paper in acceptable format along with signed approval sheets for binding.
5. The student must file a formal Application with fee for Graduation with the Office of Admissions and Records by the deadlines set for each semester.

If all requirements are not satisfied by the end of the term for which the student applied to graduate, the date of graduation will be delayed until the end of the semester or session in which all requirements are completed. Students should be aware of the six-year limit within which all requirements must be met.

Application for Graduation

All applications for graduation must be on file with the Office of Admissions and Records/Registrar no later than the end of the 10th week of the semester prior to the semester of completion. Applications are valid only for the year in which they are submitted.

Application for Graduation Instructions

1. Type or hand writes information required on Application for Master's Degree form. Form is available online at <http://www.msubillings.edu/reg/graduation.htm>.
2. Print a web copy of your transcript or request an unofficial copy from the Office of Admissions and Records/Registrar.
3. Set up a meeting (well in advance) with your faculty advisor to meet and finalize your Application for Graduation. Please request a copy of your degree planning worksheet to go with your application.
4. Pay the \$50 graduation fee at the Business Office and pay the graduation fee.
5. Bring Application for Master's Degree, DegreeWorks Audit, copy of approved plan of study and receipt from Business Office to the Office of Admissions and Records/Registrar no later than the end of the 10th week of the semester prior to the semester of completion.

Candidacy for Degree

1. A student who intends to graduate with a Master degree must comply with the following procedures:
 - a. The student must file a formal Application for Graduation with the Office of Admissions and Records/Registrar no later than the end of the tenth week of the semester in prior to the semester the student intends to graduate. Applications for Graduation turned in after the tenth week of the semester may not be included in the Commencement program. The student who has filed an Application for

Graduation will be permitted to participate in the Spring Semester commencement ceremony only if the student has met – or will meet by the end of the current semester – all graded requirements or be enrolled in Pass/No Pass coursework in the following Fall Semester, meet all of the curricular requirements, and fulfill all of the academic requirements for graduation.

2. The Office of Admissions and Records/Registrar will circulate the Application for Graduation for final signatures and approval prior to the last day to add for the semester in which the student intends to graduate.
3. Before a degree will be awarded and notification of the student's graduation is posted to the student's official academic record, the Application for Graduation must be completed, must have all the required signatures, and must be returned to the Office of Admissions and Records/Registrar.
4. Commencement is held once each year at the end of the Spring Semester. Diplomas will be mailed at the end of the next semester. You will receive only a diploma cover during the commencement exercise. The date of graduation and the degree a student is to receive are to be posted on the student's official academic record at the end of the semester in which the student meets all of the requirements listed above in items 1, 2, and 3.
5. Any student who fails to graduate at the end of the term indicated on the Application for Graduation and who fails to update the Application for Graduation will have his/her application processed in the semester in which the updated notification to graduate is received by the graduation clerk in the Office of Admissions and Records/Registrar, up to one calendar year after initial application. The student's date of graduation will then be recorded at the end of that term.

6. Any student who has an 'I' (Incomplete) or 'T' (Work in Progress) grade in a course that is required to meet the degree requirements will graduate at the end of the term in which the 'I' or 'T' course work has been completed regardless of the term the student indicated on the Application for Graduation. It is the student's responsibility to notify the graduation clerk to resubmit his/her graduation application for the semester the coursework will be completed.

Note: A non-refundable \$50.00 (per degree) Graduation Fee must be paid at the Business Office before the Office of Admissions and Records/Registrar can process the application.

Student Endorsement Policy

Faculty members in the Master of Science in Clinical Rehabilitation and Mental Health Counseling program have adopted endorsement guidelines as provided in the most recent version of the ACA Code of Ethics (2014) which states: "Supervisors endorse supervisees for certification, licensure, employment, or completion of an academic or training program only when they believe that supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement." (Section F.6.d)

Student Handbook

Appendices

MSCRMHC Program Course Descriptions

REHA 501 Principles of Rehabilitation and Mental Health Counseling

3 cr. Provides a survey of the history, principles, philosophy, and legal aspects of rehabilitation and mental health counseling. Integration of rehabilitation and mental health services is stressed, utilizing the objectives and organizational basis of rehabilitation and mental health programs.

REHA 502 Individual and Family Response to Disability

3 cr. Provides an overall knowledge and understanding of the psychological and social impact of physical and psychiatric disability on individual and family life. Examines the unique characteristics and/or problems associated with specific disability groups. Describes and evaluates various treatment approaches available for counselors working with individuals and families with disabilities.

REHA 503 Psychiatric Rehabilitation

3 cr. Provides an introduction to the field of psychiatric rehabilitation. Includes historical antecedents, concepts, and principles, assessment, treatment planning, techniques and modalities, psychopharmaceutical treatment, service delivery, and case management methods. Emphasis is placed on issues central to individuals with psychiatric disabilities, such as the consumer movement, empowerment, family intervention, cross-cultural issues, recovery, illness self- management, and reintegration within the community.

REHA 505 Theories of Counseling

3 cr. Explores the general theories (behavioral, cognitive, humanistic, and Freudian) that have played major roles in the development of the counseling profession. Examines representative theories of each of the general counseling perspectives and asks the student to relate these positions to their personal theory of counseling.

REHA 507 Professional Orientation and Ethical Practice

3 cr. Provides an overview of current legal, ethical, professional issues, and professional identity development related to the practice of rehabilitation and mental health counseling. Focuses on relevant ethical principles, codes, and decision making along with regulatory procedures.

REHA 508 Multicultural and Gender Issues in Counseling

3 cr. Examines multicultural awareness, knowledge, and skills from culture- centered perspectives while simultaneously respecting traditional individual approaches to the field. Promotes the development of diversity sensitivity in support of counseling practices that reflect an understanding of psychosocial influences, cultural beliefs, values, and psychological dynamics related to self-identity, self-advocacy, competency, adjustment, and attitude formation.

REHA 515 Medical and Psychological Aspects of Disability

3 cr. Provides knowledge of medical terminology and processes, understanding of various disabling diseases and psychological conditions, and the necessary related information needed to carry out service delivery to a consumer. The student will also become aware of the range of medical and psychological services utilized by rehabilitation and mental health counselors.

REHA 517 Research and Program Evaluation

3 cr. Provides students with an introduction to major principles, concepts, and practices in social science research related to rehabilitation and mental health counseling. Students will develop an understanding of research methods, statistical analysis, needs assessment, and program evaluation to inform evidence-based practice in counseling related settings.

REHA 519 Human Growth and Development

3 cr. Provides students with an overview of theory and research related to human growth and development over the lifespan. Studies the characteristics of human growth at each stage of development. Life-cycle theories of development, developmental appropriate crisis counseling techniques, developmental tasks, normal-abnormal behavior, models of moral, intellectual, social, and physical development and learning theories will be explored. Counseling strategies for specific concerns in the life cycle will be emphasized.

REHA 520 Group and Individual Evaluation

3 cr. Provides training in the proper evaluation, selection and administration of psychological and vocational tests as well as correct interpretation and use of test results. Clinical interviewing techniques are also covered.

REHA 521 Advanced Individual Counseling

3 cr. Builds upon previous counseling knowledge about theories and dynamics, integrating techniques and skills of advanced individual counseling. Students will be given opportunities to experience, practice and develop an understanding of the use of these advanced skills.

REHA 523 Advanced Group Counseling

3 cr. 3 days onsite, balance online) Provides students with a foundational understanding of group development, dynamics, and theories in relation to group and family counseling and therapy. Leadership styles, techniques and roles are explored, and ethical and legal issues related to group and family interventions are discussed. The course utilizes a combination of lecture and student participation and leadership in an experiential group process.

REHA 525 Career Development, Placement, and Support

3 cr. Introduces students to theory, methods, and techniques for assisting clients obtain and maintain employment. Special emphasis will be placed on career counseling, planning, and assessment, job readiness, job analysis, development, and accommodation.

REHA 560 DSM-5 for Rehabilitation & Mental Health Counselors

3 cr. Provides understanding of the structure, content, and uses of the DSM-

5. General concepts and theoretical assumptions of the DSM diagnostic system will be explored. Strategies and techniques designed for assessment of specific disorders will also be illustrated and practiced.

REHA 590 Prepracticum for Rehabilitation and Mental Health Counseling

3 cr. – 3 days onsite/balance online) Introduces students to the counseling experience and promotion of knowledge, skills, and awareness of effective and ethical counseling methods and fundamentals of helping relationships and case management. Through practice and supervision, students will develop clinical skills necessary to influence the helping process. Demonstration of these skills is a prerequisite for enrollment in practicum (REHA 594).

REHA 591 Independent Study

V1-6 cr. Prerequisite: Consent of the instructor, approval of the Department Chair and the Dean of Allied Health Professions, and Independent Study contract filed with the Office of Graduate

Studies. Provides an opportunity for students of superior academic standing to explore material not covered by regular graduate courses in Counseling.

REHA 594 Counseling Practicum

3 cr. Prerequisites: REHA 590 or Consent of Instructor. Provides the graduate student with an opportunity to acquire counseling experience and firsthand knowledge of the purpose, function, services, and clientele of a specific rehabilitation agency or mental health counseling setting. In addition to on-site work experience, the practicum placement will be supplemented with counseling clinic activities for faculty/group supervision, feedback exchange, and counseling skill enhancement.

REHA 596 Cooperative Education/Internship

V6-12 cr. Prerequisites: REHA 590, REHA 594, or Consent of Instructor. Provides the graduate student with a supervised placement in a rehabilitation/mental health counseling setting which is related to the student's career goals. The student is expected to assume the full complement of duties performed by a rehabilitation/mental health counselor in that setting. These include, but are not limited to: individual counseling, case management, utilization of community resources, advocacy and client assignment. Supervision is provided by a professional in the setting and by Departmental faculty on both counseling and case management issues. In addition to on-site work experience, the internship placement will be supplemented with weekly counseling clinic activities for faculty/group supervision, feedback exchange, and counseling skill enhancement.

REHA 599 Thesis

V1-6 cr. Prerequisites: REHA 517 or equivalent and approved plan of study required. This course may be given the grade of "T" until research and writing is completed and accepted within the time limit of the degree.



**MASTERS OF SCIENCE CLINICAL REHABILITATION
AND MENTAL HEALTH COUNSELING
PLAN OF STUDY**

Name: _____ **Address:** _____
Student ID#: _____
Email Address: _____
Phone #: _____ **Advisor:** _____
Catalog Year: _____ ☐ **I have read the graduate catalog**

All classes are on-line unless otherwise noted.

COURSES legend: F=Fall, Sp=Spring, X=Summer, Years – Even and Odd

I. Required Courses	Credits	Grade	Term/Yr.
REHA 501 Principals of Rehabilitation and Mental Health Counseling (F), X-Even	3	_____	_____
REHA 502 Individual and Family Response to Disability (Sp), (X-Even)	3	_____	_____
REHA 503 Psychiatric Rehabilitation (F)	3	_____	_____
REHA 505 Theories of Counseling (F)	3	_____	_____
REHA 507 Professional Orientation and Ethic Practice (F), (X-Odd)	3	_____	_____
REHA 508 Multicultural/Gender Issues in Counseling (Sp-Live), (X-Odd)	3	_____	_____
REHA 515 Medical and Psychological Aspects of Disability (Sp), (X-Even)	3	_____	_____
REHA 517 Research and Program Evaluation (F)	3	_____	_____
REHA 519 Human Growth and Development (Sp)	3	_____	_____
REHA 520 Group and Individual Evaluation (Sp), (X-Odd)	3	_____	_____
REHA 521 Advanced Individual Counseling (F)	3	_____	_____
REHA 523 Advanced Group Counseling (Sp or X-Live – 3 onsite days)	3	_____	_____
REHA 525 Career Development, Placement, and Support (F)	3	_____	_____
REHA 560 DSM-5 for Rehabilitation and Mental Health Counseling (Sp)	3	_____	_____
II. Required Clinical Work			
REHA 590 Prepracticum for Rehabilitation and Mental Health Counseling (F or X-Live- 3 onsite days)	3	_____	_____
REHA 594 Counseling Practicum (F-Live), (Sp-Live)	3	_____	_____
REHA 596 Cooperative Education/Internship (F-Live), (Sp-Live)	12	_____	_____

Total Minimum Semester Credits 60

Advisor: _____ **Date:** _____
Student: _____ **Date:** _____
Chair: _____ **Date:** _____
Dean: _____ **Date:** _____

APPROVED: Director of Graduate Studies: _____ **Date:** _____
MASTER DEGREE COMPLETION DATE: _____ **SIX-YEAR EXPIRATION:** _____

Department of Rehabilitation and Human Services

Student Remediation and Professional Development Plan

_____ Initial Plan Review _____ Follow-up _____ Final Review

Student _____ ID _____

Advisor _____ Date _____

Identified Areas of Concern:

Remediation Plan and Schedule:

Specific Behavioral Objectives & Target Dates	Method of Remediation	Met? Yes/No (and date)
1.		
2.		

Progress Since Last Review (if applicable): _____ Sufficient _____ Insufficient

Other steps taken to remediate concerns:

Advisor Comments and Recommendations:

Student Comments:

Student Signature: _____ Date: _____

Advisor Signature _____ Date: _____

Department Chair Signature: _____ Date: _____

Faculty Responsible for Implementing Remediation Plan (if different from Advisor)

Name: _____ Date: _____

Date of Next Review (if applicable):

Student Handbook Acknowledgment

Please sign and return to the Administrative Associate for the Department of Rehabilitation and Human Services during your first semester of enrollment.

I, (please print your name) _____, have read the Student Handbook in its entirety. I understand this handbook is part of our program and study, and may be updated and revised as needed.

I agree to keep current with my program of study. I understand and accept the policies and information contained in the Handbook. I have discussed matters that are unclear to me with my Advisor.

My first semester of enrollment in the MSCRMHC program is _____.

Student Signature

Date