REHABILITATION COUNSELING

A nationally ranked program renowned for graduating leaders in the rewarding field of Rehabilitation Counseling
Welcome to the graduate program in Rehabilitation Counseling at Assumption College. We offer a nationally recognized course of study that will lead to a rewarding career as a nationally Certified Rehabilitation Counselor (CRC) and a variety of other counseling career paths.

The 60-credit Master of Arts program in Rehabilitation Counseling is fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The M.A. program is offered on-campus and online. We also offer a Certificate of Advanced Graduate Study (C.A.G.S.) for those holding a master’s degree in a human service-related field wishing to enhance their knowledge and skills in working with people with disabilities in rehabilitation fields.

We have been preparing rehabilitation professionals for more than 50 years. Founded by Dr. George Elias in 1968, the graduate program in rehabilitation counseling has a long and distinguished reputation for high quality instruction, experienced faculty and small class sizes. We place a major emphasis on the acquisition of strong counseling skills, effective case management, and a comprehensive knowledge of jobs and the world of work. Cultural competency, client empowerment, advocacy and ethical practice are themes that run throughout the program. We strive to develop a Community of Learning within the program where everyone shares the common goal of improving the quality of life of individuals with disabilities.

Our goal is to prepare outstanding rehabilitation professionals and leaders in the field using a multidisciplinary framework drawing from disciplines such as rehabilitation, counseling, psychology, sociology, biological sciences, economics, education, and the humanities.

Assumption College graduates are aggressively recruited by rehabilitation and human services agencies throughout New England and the United States. Many students are hired prior to graduation. A master’s degree in Rehabilitation Counseling from Assumption College will give students the confidence and expertise to pursue a rewarding career with a wealth of opportunities. A career in rehabilitation counseling provides a high level of personal satisfaction. We welcome the opportunity to play an important role in your career and professional development.

"I was employed by the organization where I interned as soon as I graduated."

JUSTIN MCCARTHY, M.A., CRC '09
VOCATIONAL REHABILITATION COUNSELOR
MASSACHUSETTS REHABILITATION COMMISSION FOR THE BLIND,
NEW BEDFORD, MA

"At Assumption, I felt like a person, not a number. Most impressive was the constant focus of the faculty on ensuring students' professional success and growth. Even after finishing the program, I have been able to count on faculty for generous advice and counsel.

Like so many, I was employed by the organization where I interned, as soon as I graduated. The breadth of knowledge has made it possible to thrive as a substance abuse counselor, even though it wasn’t the primary thrust of my training. This says volumes about the program’s quality."

ASSUMPTION COLLEGE NATIONAL RECOGNITION
- Recognized as one of the best colleges in the U.S. according to The Princeton Review in its annual “Best 380 Colleges” listing.
- Ranked in the top tier of U.S. News & World Report’s “2017 Best Colleges” ratings of approximately 200 universities in the North that offer bachelor’s and master’s degrees.
The Field: You’ll Empower Individuals with Disabilities to Achieve Their Goals in Life

**Mission of the Rehabilitation Counseling Graduate Program**

The mission of the Rehabilitation Counseling graduate program is to provide the full array of a sequenced and integrated course of professional study that addresses current and emerging professional issues, community needs, and the needs of people with disabilities. Students will acquire the needed knowledge, competencies, values, and professional identity to provide individuals with significant disabilities the assistance and opportunities they need to achieve high quality employment, independent living, and active participation in their communities.

**Learning Objectives**

1. To educate students in counseling and rehabilitation principles and practices so that they can assist persons with disabilities to maximize their employment and independent living potential.
2. To educate students in the following core rehabilitation counselor practice domains: affective counseling, case management, community resource utilization, job development and placement, assessment, rehabilitation planning, vocational counseling, rehabilitation technology, rehabilitation research utilization, and ethical rehabilitation counselor practice.
3. To provide students with a dynamic learning experience that promotes and reinforces personal and professional values that are reflected in the rehabilitation philosophy, that promotes and reinforces personal and professional values that are reflected in the rehabilitation philosophy, and that promotes and reinforces personal and professional values that are reflected in the rehabilitation philosophy.
4. To provide supervised clinical experiences that prepare students to engage in effective rehabilitation counseling practice consistent with the Code of Professional Ethics for Rehabilitation Counselors.
5. To provide a course of study that addresses current and emerging professional issues, community needs, and the needs of people with disabilities.
6. To prepare students to become nationally Certified Rehabilitation Counselors (CRC).

The field of rehabilitation has maintained a consistent pattern of growth over the last two decades and will continue to expand into increasingly important areas such as transition planning and services for youth with disabilities, veterans services, and services for injured workers. Entrepreneurial students can look forward to increasing opportunities in private sector rehabilitation.

Our students follow a sequenced and integrated course of professional study that prepares them with the expertise, competencies, values, and professional identity to help individuals with significant disabilities achieve employment and independence.

Students who successfully complete the program of study are qualified to work with individuals who have a wide range of disabilities and work in a variety of employment settings. They develop professional competencies in all domains that are essential for effective rehabilitation counselor practice as prescribed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Graduates are employed in a number of public, private, nonprofit, and for-profit settings including public agencies such as the Massachusetts Rehabilitation Commission, Commission for the Blind and the Connecticut Bureau of Rehabilitation Services; non-profit agencies such as Seven Hills Foundation and Genesis Club, higher education such as Bentley College and Stonehill College; and for-profit entities such as Unum Insurance Company. They work as rehabilitation counselors, vocational evaluators, work adjustment specialists, substance abuse counselors, transition coordinators, disability services directors, vocational placement specialists, case managers, and mental health counselors, to name a few. Many have become managers and leading figures in rehabilitation and human services in New England.

**What is Rehabilitation Counseling?**

The primary goals of the rehabilitation counselor are to empower individuals with disabilities to achieve their life goals by assisting them to identify their strengths, build on their assets, enhance their abilities, and effectively adapt to the environments in which they function. To effectively assist the rehabilitation client to accomplish these objectives, the rehabilitation professional develops competencies in the following areas:

- Individual and Group Counseling
- Medical and Psychiatric Rehabilitation
- Cultural Diversity
- Case and Caseload Management
- Disability Management and Rehabilitation Planning
- Vocational Assessment, Career Counseling and Job Placement
- Assistive Technology and Reasonable Accommodation
- Consumer Advocacy
- Ethics and Ethical Decision-Making

**“I constantly call upon the knowledge and experience gained at Assumption.”**

**REBECCA LAUZON, M.A., CRC ‘08**

"I've worked with both adults and children in my career thus far. In both settings, I’ve constantly called upon the knowledge and experience gained at Assumption. The degree has been entirely relevant and applicable in my work.

When you talk to people in the field of Rehabilitation Counseling, they always acknowledge the quality of the Assumption program. The learning experience was first class. It’s an atmosphere in which amazing faculty and students function like a family that offers mutual support, collaboration, and career empowerment. That is a recipe for success!"
Program Faculty Have Worked as Practicing Professionals in Rehabilitation and Related Fields
Our faculty is a premier group of educators, offering a rich blend of practical experience and professional accomplishments. Your education and training will integrate theory and practice through a comprehensive and challenging course of study. Practical experience is developed through practicum and internship in settings that afford you the opportunity, under the supervision of a professional rehabilitation counselor, to engage in the full range of duties and responsibilities of rehabilitation counseling practice.

Study in Small Classes Focused on Career Training as a Rehabilitation Counselor
Our small classes allow you to get to know faculty and classmates thus fostering a positive learning community and providing an intimate forum for group interaction that significantly enhances learning.

A Legacy of Success
Our students are heavily recruited by agencies within New England and across the nation. A large percentage of students receive job offers prior to graduation and virtually all of our students find employment shortly after graduation. Many quickly move into administrative or management roles.

Scholarships and Traineeships are Offered
Financial assistance in the form of scholarships and traineeships are offered to qualified students.

Rehabilitation Services Administration Scholarship in Rehabilitation Counseling
The Rehabilitation Services Administration Graduate Scholarship is funded through a one million dollar, five-year grant by the United States Department of Education/Rehabilitation Services Administration and administered by the Rehabilitation Counseling Program at Assumption College. These scholarships are available to qualified students after their first semester.

In year one and two of the grant, over $320,000 was provided in tuition support for Rehabilitation Counseling students. The grant is also used to support students’ attendance at the NCRE conference in Washington, D.C.

Charles E. Soule Scholarship in Rehabilitation Counseling
The Soule Scholarship is funded by an endowment established by Unum Companies and administered by the Rehabilitation Counseling Graduate Program at Assumption College. The scholarship is awarded annually to qualified graduate students in Rehabilitation Counseling.

The Option to Pursue a Specific Interest
Students can focus course assignments, projects, practicum, and internship on specific areas of interest. For example, students may focus on vocational rehabilitation, psychiatric rehabilitation, substance abuse, or working with veterans with disabilities.

Assumption is ranked by U.S. News in the top 50 best graduate schools in Rehabilitation Counseling
Master of Arts in Rehabilitation Counseling

In the Master of Arts programs, a strong academic component is combined with equally strong experiential components, offering students a unique real-world training experience. Students master a comprehensive set of skills, knowledge and competencies and then have the opportunity through their practicum and internship experience, to put those skills into practice in actual rehabilitation settings.

The Key Knowledge Domain Areas Prescribed by the Council for Accreditation of Counseling and Related Educational Programs Include the Following:

- Professional Identity
- Social and Cultural Diversity
- Human Growth and Development
- Employment and Career Development
- Counseling and Consultation
- Group Work
- Assessment and Appraisal
- Research and Program Evaluation
- Medical, Functional, and Environmental Aspects of Disability
- Rehabilitation Services and Resources

Each domain area is incorporated into a challenging and comprehensive course of study that identifies specific learning outcomes that must be achieved by each student.

Program Options
On-Campus Full-Time or Part-Time Course of Study (60 Credits)

This program is designed for students who wish to enroll in a traditional on-campus setting. Students attend small classes which meet on a weekly basis during the academic year. During the 12-week summer session, classes meet once a week. Full-time students can complete the on-campus program in two years. Part-time on-campus students have up to 7 years to complete the program. Upon successful completion of the academic and clinical requirements, students are eligible to sit for the Certified Rehabilitation Counselor (CRC) exam. They are encouraged to take the CRC exam during their final academic semester.

ONLINE Course of Study (60 Credits)

The online program is a Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited, 20-course, 60-credit program that can be completed over 8 semesters, in less than 3 years. Upon completion, students will be awarded a Master of Arts in Rehabilitation Counseling, and will be eligible to sit for the CRC exam. More information about our Online program is found on page 11.

The Clinical Component

The clinical component of the program is comprised of a 100 hour practicum experience over 1 semester, and a 600 hour internship experience over 2 semesters. These experiences provide an opportunity for the student to integrate theory and practice in a “hands on” environment. Our graduates consistently rate their combined practicum and internship experience as one of the most rewarding and beneficial parts of the program, which often leads to jobs upon graduation.

Practicum – First Phase of Supervised Clinical Practice

The 100 hour practicum experience places emphasis on the counseling relationship and the development of fundamental counseling and interviewing skills. Students are required to complete audio or videotaped counseling sessions during their practicum experience. Students receive weekly individual and group supervision during the practicum session, and have opportunities to get feedback regarding the development of their counseling skills. There is also an emphasis on identifying and addressing ethical issues that may arise in the counseling relationship. Formal supervisor and student self-evaluations are required upon completing the practicum experience.

Internship I and II – Second Phase of Supervised Clinical Practice

The second component of supervised practical experience is the 600 hour internship. The Internship in Rehabilitation Counseling usually requires 21 hours, or 3 full days per week over the final 2 semesters of the program. The internship provides students with the opportunity to experience the wide range of duties and responsibilities of a rehabilitation counselor, and to participate in all aspects of the delivery of rehabilitation counseling services. Students receive regular supervision from an on-site supervisor, and individual and group supervision by the faculty supervisor and seminar leader. The student’s professional development and growth are closely monitored and evaluated to ensure that the student is acquiring the skills required of a professional rehabilitation counselor position.

Sampling of Practicum and Internship Placement Options in Central Massachusetts

- AdCare Hospital of Worcester
- AIDS Project Worcester
- Alternatives Unlimited, Inc.
- Center for Living and Working, Inc.
- Community Healthlink
- Department of Mental Health
- Department of Children and Families
- Fairlawn Rehabilitation Hospital
- Faith House
- Genesis Club, Inc.
- Hubbard Regional Hospital - EAP
- Massachusetts Rehabilitation Commission
- Massachusetts Commission for the Blind
- Northborough Family and Youth Services, Inc.
- Seven Hills Foundation
- Spaulding Rehabilitation Hospital
- Unum Insurance Company
- Veterans Inc.
- Worcester Public Schools
- Worcester Recovery Center and Hospital
- Y.O.U., Inc.

Online Students – Practicum and internship placements are developed in the student’s local geographical area.

Rehabilitation Program Portfolio Review and Evaluation

The Portfolio Evaluation component of the program is a comprehensive, thoughtful presentation of the student’s learning over the course of the graduate program. Students maintain a compilation of all course materials in anticipation of developing a thorough presentation of their learning and a demonstration of how course learning has been integrated into their experience. Students will present their completed portfolio to faculty during their final semester in the program. The portfolio is a capstone requirement of the Rehabilitation Counseling graduate program.
The guidance that’s provided throughout the program is not solely academic, but professional as well, which gives each student the potential necessary to grow as a rehabilitation counselor in the field. I entered the program unsure about my ability to lead others and share the knowledge I would gain, but I finished the program knowing that these abilities were present all along, I simply needed the right people to bring them to the surface.

CHRISTIAN RIDEOUT, ’18
GRADUATE STUDENT INTERN
COUNSELOR
MASSACHUSETTS REHABILITATION COMMISSION

At Assumption, the academic structure is very unique. I enjoyed every bit of my studies. The faculty are highly knowledgeable about the subject area and relate very well with students. The knowledge I’ve acquired has been used in my ministry and I see myself now at the level where I can truly have a meaningful impact on my clients.

REV. ENOCH KUSI KYEREMATENG, MA, CRC, ’17
DIRECTOR OF THE AFRICAN MINISTRY
CATHOLIC DIOCESE OF WORCESTER, MA

The guidance that’s provided throughout the program is not solely academic, but professional as well, which gives each student the potential necessary to grow as a rehabilitation counselor in the field. I entered the program unsure about my ability to lead others and share the knowledge I would gain, but I finished the program knowing that these abilities were present all along, I simply needed the right people to bring them to the surface.

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DIRECTOR OF THE AFRICAN MINISTRY
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Online in Rehabilitation Counseling

Master of Arts

The Master of Arts in Rehabilitation Counseling Online Program at Assumption College uses a student-centered approach that emphasizes communication, convenience, academic excellence, and interactions with professors, administrators, and professionals. With dedicated information technology (IT) specialists, support for online students is available, accessible, and responsive to student needs. The Rehabilitation Counseling Online Program offers highly regarded faculty members who are experienced online educators invested and committed to the student learning outcomes of the program.

The online program is primarily asynchronous, which allows students to learn at their own convenience each week. The program utilizes the Brightspace learning management system and instructional software in the online delivery of the program. In addition to the fully online course of study, students are required to fulfill the online program’s residency requirement. The residency requirement requires all online students come to campus for one week each June to satisfy program requirements in a conference environment. One 5-day on-campus session will take place during each of the two summer sessions. Students stay on campus in fully-furnished, 2 bedroom apartments at the Living and Learning Center. The residency requirement provides an enriching experience for students and faculty in the online program to meet and build relationships during the on-campus course sessions and schedule of events. The residency week also provides wonderful networking and mentoring opportunities for students with faculty and peers. The Master of Arts in Rehabilitation Counseling Online Program at Assumption College meets the academic requirements for national certification as a certified rehabilitation counselor (CRC). The program is nationally accredited through the Council for Accreditation of Counseling & Related Educational Programs (CACREP). Enrolling in our fully accredited online program means students receive the educational credentials that meet national standards while preparing them for professional work.

In addition to both full-time and part-time courses of study, the Rehabilitation Counseling Online Program also offers a Certificate of Advanced Graduate Study (C.A.G.S.) for those holding a master’s in a human-service related field and non-matriculated student options for those wishing to enhance their knowledge and skills for working with people with disabilities in rehabilitation fields.

“TIFFANY DAUGHERTY, M.A. ’14
MILITARY AND VETERAN AFFAIRS LEADER
FIRST DATA CORPORATION
JERSEY CITY, NEW JERSEY

“The online program offers a remarkable community of people who share goals and high standards. You have professors who know their craft and administrators who care deeply about your success. If you want to succeed, you will be supported every step of the way. Because of this program, I developed a comprehensive scope of knowledge that applies so often in my work and directly relates to the population that I work with.”

ONLINE 60-CREDIT COURSE OF STUDY
THREE START TERM OPTIONS (FALL, SPRING AND SUMMER)

TYPICAL SCHEDULE OF COURSES BY SEMESTER

FALL (YEAR 1)
RCPL 503 Foundations of the Rehabilitation Counseling Profession ........................................... 3
RCPL 510 Introduction to Medical Rehabilitation .................................................. 3

SUMMER (YEAR 1)
First 5-Day On-campus Session Begins the third Monday in June
RCPL 530 Introduction to Counseling Theory and Practice ............................................................. 3
RCPL 502 Rehabilitation Research and Program Evaluation ................................................................. 3

FALL (YEAR 2)
RCPL 501 Substance Abuse and Addictive Disorders in Rehabilitation ................................. 3
RCPL 520 Principles of Psychiatric Rehabilitation ................................................................. 3

SUMMER (YEAR 2)
Second 5-Day On-campus Session Begins the third Monday in June
RCPL 599 Rehabilitation Counseling Practicum ...................................................................... 3
RCPL 550 Principles of Family and Group Process .................................................................... 3
RCPL 630 Advanced Counseling Practice .............................................................................. 3

FALL (YEAR 3)
RCPL 513 Vocational Evaluation and Career Planning ................................................................. 3
RCPL 631 Cultural Responsiveness in Counseling .................................................................. 3
RCPL 698 Internship and Internship Seminar ...................................................................... 4

SPRING (YEAR 2)
RCPL 525 Human Growth, Development, and Disability across the Lifespan ......................... 3
RCPL 514 Private Sector and Forensic Rehabilitation ................................................................. 3

SPRING (YEAR 3)
RCPL 540 Case Management and Rehabilitation Plan Development ........................................... 3
RCPL 619 The Effective Use of Technology in Rehabilitation Counseling Practice .................. 3
RCPL 555 Rehabilitation Program Portfolio Review and Evaluation ....................................... 1
RCPL 699 Internship and Internship Seminar ........................................................................ 4

Total Graduate Course Credits 60
Certificate of Advanced Graduate Study (C.A.G.S.) in Rehabilitation Counseling

An individualized Certificate of Advanced Graduate Study in Rehabilitation Counseling is offered to students who have completed a master’s degree in another discipline. Students who have completed a related master’s degree either at Assumption College or another college may apply to the Rehabilitation Counseling C.A.G.S. program. The C.A.G.S. in Rehabilitation Counseling is a course of study that is developed in consultation with the graduate program director and based on students’ specific interest areas. Students pursuing the C.A.G.S. in Rehabilitation Counseling typically take courses on a part-time basis and have up to 7 years to complete their course of study.

The Rehabilitation Counseling C.A.G.S. program is recommended for students with a Master’s Degree in Human Services, Counseling, Education, Social Work, and related fields who wish to obtain further knowledge and skills in working with people with disabilities.

The C.A.G.S. in Rehabilitation Counseling will allow students to focus graduate coursework on areas such as vocational rehabilitation, career counseling, psycho-social aspects of disability, and case management as it relates to individuals with a variety of disabilities.

Applying to the C.A.G.S. Program

The admissions committee considers a holistic approach of each candidate’s application in assessing their potential to successfully complete the Certificate of Advanced Graduate Study program. Factors considered include successful completion of a master’s degree in rehabilitation counseling or another counseling field. Your application file will consist of the following:

- Graduate Application
- Application Fee – waived for Assumption students and alumni
- Official College Transcripts
- Three Current Letters of Recommendation – academic and/or professional
- Current Resume
- A Personal Essay
- An Interview is required for admission.
- International Students: Official TOEFL Scores and Transcript Evaluations

NOTE: The GRE is not required.

The admission requirements and process is simplified for alumni of Assumption College’s Master of Arts in Rehabilitation Counseling program.

For application deadlines and admissions information, including the essay questions, please visit: http://graduate.assumption.edu/rehabilitation-counseling/applying

Course Descriptions / 2017-18

RCP 501 Substance Abuse and Addictive Disorders in Rehabilitation

The purpose of this course is to familiarize students with the history, types, and problems associated with drug and alcohol abuse and various forms of addiction. Specific topics will include alcohol abuse and addiction, prescription and illegal drug use, and other forms of addictive behavior including compulsive gambling and eating disorders. Programs such as AA, NA, Al-Anon, Over Eaters Anonymous will be explored, along with other treatment and rehabilitation approaches. Special emphasis will be the on impact of these disorders on the individual, family, community and society at large. Effective counseling strategies and evidence-based practices will also be covered in this course. 3 credits

RCP 502 Rehabilitation Research and Program Evaluation

This course provides an introduction to the scientific method with an emphasis on understanding empirical research in Human Services, Rehabilitation and Disability Studies. Students will examine the importance of research activities on improvement of rehabilitation services, and learn how to develop and implement meaningful program evaluation. Students will become familiar with many peer-reviewed journals and literature search strategies and many of the most commonly used research test designs and statistical analyses. 3 credits

RCP 503 Foundations of the Rehabilitation Counseling Profession

This course is an introduction to the field of rehabilitation, independent living and the role of the rehabilitation counselor. It provides an overview of the historical, legislative and philosophical forces that shaped the field of rehabilitation. Special emphasis will be on the civil rights movement for individuals with disabilities, the ADA, the Rehabilitation Act, and evolving disability policy, and philosophical forces that shaped the field. Students will become familiar with many peer-reviewed journals and literature search strategies and many of the most commonly used research test designs and statistical analyses. 3 credits

RCP 505 Introduction to Assessment and Appraisal of Individuals with Disabilities

This course provides an introduction to a wide range of assessment instruments and tools used by rehabilitation counselors, psychologists, vocational evaluators, and others in the assessment and evaluation in individuals, including those with disabilities. Students will gain an understanding of the purpose and administration of various types of tests and instruments and how results can be used to facilitate the rehabilitation process. Concerns about cultural bias and reasonable accommodation in testing will be addressed, along with strategies for interpreting and reviewing testing results with clients. Students will have an opportunity to experience several assessment instruments commonly used in rehabilitation counseling. Prerequisite: a course in Test and Measurements, or its equivalent, and/or consent of instructor. 3 credits

RCP 510 Introduction to Medical Rehabilitation

This course includes a brief review of the human anatomy and physiology, and a review of the major medical/physical disabilities and chronic illnesses that result in significant disabling conditions and impairments. It provides students with an understanding of the various medical specialties, medical terminology and skills in effective communication and interpersonal skills. Prerequisite: Anatomy and Physiology is recommended but not required for undergraduate students. 3 credits

RCP 511 Occupational Analysis

This course provides students with a basic knowledge and understanding of rehabilitation, the role of the rehabilitation specialist in the private-for-profit sector. The focus is on how workers rehabilitate, and the vocational rehabilitation and case management services provided under work compensation, and long term disability insurance coverage. The course covers disability management systems, including risk management strategies, forensic rehabilitation, and the relevant federal and state laws. Additional topics will include issues related to Managed Care and Life Care Planning. Prerequisite: RCP 505. 3 credits

RCP 512 Vocational Evaluation and Career Planning

This course focuses on the vocational evaluation of individuals with disabilities, and the development of counselor skills to assist clients to develop a realistic and attainable vocational goal. Students become knowledgeable about a variety of vocational evaluation and assessment tools, and the essential elements of a vocational evaluation report. Special topics include job analysis, transferable skills analysis, reasonable accommodation and assistive technology. Prerequisite: RCP 505. 3 credits

RCP 513 Private Sector and Forensic Rehabilitation

This course provides students with a basic knowledge and understanding of rehabilitation, and the role of the rehabilitation specialist in the private-for-profit sector. The focus is on how workers rehabilitate, and the vocational rehabilitation and case management services provided under work compensation, and long term disability insurance coverage. The course covers disability management systems, including risk management strategies, forensic rehabilitation, and the relevant federal and state laws. Additional topics will include issues related to Managed Care and Life Care Planning. Prerequisite: RCP 505. 3 credits
Course Descriptions / 2017-18

RCP 520 Principles of Psychiatric Rehabilitation Counseling

This course introduces students to the major categories of Psychiatric Disability, including their etiology, symptoms, prognosis, treatment and recovery. A major focus of the course is on the core principles and evidence-based practices of Psychiatric Rehabilitation. Content areas covered include implications of psychiatric disability throughout the life span, psychiatric disability within the family, and the rehabilitation counselor’s role as facilitators in the recovery process. 3 credits

RCP 525 Human Growth, Development, and Disability across the Lifespan

This course utilizes a life span framework to describe and examine the physical, social, emotional and cognitive changes that occur across the life span. The course focuses on the major determinants associated with disability during different developmental stages. The impact of disability on personality development, social functioning, families, social functioning and active participation in the community will be explored. The course will also provide an historical and cultural perspective of how disability has been perceived through the ages, by the media and society, in general. Students will have an opportunity to examine their own experiences, attitudes, values, and beliefs toward disability as they relate to disability in their lives. 3 credits

RCP 530 Introduction to Counseling Theory and Practice

This course examines the fundamental principles and techniques of the major counseling theories, including Person-centered, Cognitive-Behavioral, Gestalt, Reality, Psychoanalytic, and Behavioral and their applicability to the role of the rehabilitation counselor. Students will have an opportunity to develop and practice fundamental counseling skills. Students will also examine common ethical issues that arise in the counseling relationship and the nature and importance of supervision in counseling. 3 credits

RCP 540 Case Management and Rehabilitation Plan Development

This course will examine the concept of case management as a critical component of the role of the rehabilitation counselor. There will also be an emphasis on the importance of community outreach and the rehabilitation counselor’s role in developing and maintaining effective working relationships with community agencies. This course will review the major stages of the rehabilitation process, and examine the case and caseload management issues and challenges associated with each stage. Topics will include: Referral and Intake, Client Evaluation and Assessment, Rehabilitation Plan Development, Job Placement Planning, and Termination, Case Closure and Follow-up Issues. Other topics covered will include scheduling and time management, caseload analysis and goal setting, case recording and documentation, and ethical case management decision-making. 3 credits

RCP 550 Principles of Family and Group Process

This course focuses on the nature of groups in human services and rehabilitation and provides students with an understanding and appreciation of group process and group dynamics, and the fundamental skills in group facilitation and group leadership. Family systems and family processes will also be examined. The course includes an experiential component in which students experience what it is like to be a member of a group. Persequency Permission of instructor. 3 credits

RCP 555 Rehabilitation Program Portfolio Review and Evaluation

The Rehabilitation Portfolio is a comprehensive written documentation of the student’s work over the course of the graduate program. It will include all course syllabi, other course materials, written assignments, projects and papers. It will also include practice, clinical and internship information and documentation including progress notes and performance evaluations. Student journals regarding each course and other noteworthy experiences will also be required. Students will present their completed portfolio to faculty during the final semester in the program. 1 credit

RCP 599 Practicum in Rehabilitation Counseling

The purpose of the clinical practicum is to provide a supervised practical experience in rehabilitation counseling in which students develop and practice counseling skills with actual consumers in an approved agency setting. The practicum requires a total of 150 hours over the course of one semester, 40 hours of which is in direct contact with individuals with disabilities. Students receive ongoing supervision by an approved on-site supervisor, and a faculty supervisor who conducts a weekly supervision seminar. Students will also examine common ethical and legal issues that present significant challenges in the field of rehabilitation counseling. Persequency: Permission of Clinical Coordinator. 3 credits

RCP 619 The Effective Use of Technology in Rehabilitation Counseling Practice

This course promotes awareness and understanding of the numerous forms of technology that impact the provision of rehabilitation services to a range of individuals with disabilities. The course also addresses the efficient and effective incorporation of these technologies into the rehabilitation process. Special emphasis is placed on various forms of assistive technologies that enable individuals with disabilities to achieve independent living goals and successful employment outcomes. 3 credits

RCP 630 Cultural Responsiveness in Counseling

This course promotes knowledge and understanding of the role of culture in counseling. Cultural influences will be considered as representing a wide range of diversity issues including ethnicity, race, religion, age, gender, geography and sexuality. Students will examine their personal experiences, biases, attitudes, values and beliefs about groups representing diversity. Focus is placed on the development of cultural competencies to ensure effective counseling services to all clients with compassion and sensitivity while valuing cultural backgrounds. 3 credits

RCP 640 Directed Study

Individually supervised study and projects with advisor when appropriate. Persequency: Permission of instructor. 3 credits

RCP 688/699 Internship and Internship Seminar I & II

The purpose of this course is to provide supervised practical experience in rehabilitation counseling and related rehabilitation services. The internship in Rehabilitation Counseling will require 600 clock hours over the course of four academic semesters. This course involves two types of clinical supervision: 1) supervised experience in an approved setting that provides services to individuals with disabilities; and 2) faculty supervision via individual and group consultation. The internship requires students to observe and participate in all aspects of the delivery of rehabilitation counseling services. The internship is an opportunity to further develop and refine skills required for effective practice in rehabilitation counseling. Persequency: Permission of the Clinical Coordinator. 8 credits total (4 credits per course

RCP 690 Cultural Competencies in Human Services

This course focuses on the development of cultural and diversity competencies that are critical to the role of the rehabilitation counselor. Students will also consider the role of cultural and diversity competencies in rehabilitation counseling and in the context of the workplace. Students will explore the influence of cultural and diversity competencies on rehabilitation counseling practice and delivery. Persequency: RCP 599, RCP 630. 3 credits

RCP 691 Internship and Internship Seminar I & II

The course is designed to provide a supervised practical experience in rehabilitation counseling and related rehabilitation services. This course includes an experiential component in which students experience what it is like to be a member of a group. Persequency: Permission of instructor. 3 credits

RCP 692 Internship and Internship Seminar I & II

The purpose of this course is to provide supervised practical experience in rehabilitation counseling and related rehabilitation services. The internship in Rehabilitation Counseling will require 600 clock hours over the course of four academic semesters. This course involves two types of clinical supervision: 1) supervised experience in an approved setting that provides services to individuals with disabilities; and 2) faculty supervision via individual and group consultation. The internship requires students to observe and participate in all aspects of the delivery of rehabilitation counseling services. The internship is an opportunity to further develop and refine skills required for effective practice in rehabilitation counseling. Persequency: Permission of the Clinical Coordinator. 8 credits total (4 credits per course

RCP 693 Internship and Internship Seminar I & II

The course is designed to provide a supervised practical experience in rehabilitation counseling and related rehabilitation services. This course includes an experiential component in which students experience what it is like to be a member of a group. Persequency: Permission of instructor. 3 credits

Meet the Rehabilitation Counseling Faculty

Nicholas J. Cioe, Ph.D., CRC
Director, Graduate Rehabilitation Counseling Program
Dr. Nicholas Cioe is Director of the Rehabilitation Counseling program at Assumption College. Prior to joining Assumption, Dr. Cioe served as adjunct faculty at Salve Regina University and worked as a clinician and administrator in various brain injury rehabilitation settings throughout the country. He graduated from the College of the Holy Cross as a Psychology major/Philosophy minor, and Southern Illinois University – Carbondale with a Masters in Rehabilitation Counseling and Ph.D. in Rehabilitation Counseling Education. He has presented at local, regional, and national conferences and has published several book chapters and in peer-reviewed journals. His research interests include outcome measurement, counselor education, brain injury, and issues related to veterans with disability. He is a Certified Rehabilitation Counselor (CRC) and Certified Brain Injury Specialist Trainer (CBIST).

Marta Carlson, Ph.D.

Marta Carlson is the Associate Director of the Student Development and Counseling Center at Assumption College and has been an adjunct faculty member in the Graduate Program in Human Services since 2009. She has a doctoral degree in Counseling and Human Services with a concentration in Counseling Education and Supervision from Syracuse University, is a licensed mental health counselor in Massachusetts, and is a licensed psychologist in Rhode Island. Her areas of interest in both teaching and practice include group psychotherapy, eating disorders and other process additions, and training and supervision.

Laura Castello, MA, CRC

Laura is a Certified Rehabilitation Counselor working as a Transition Specialist at McLean Hospital. She earned her MA in Rehabilitation Counseling at Assumption College and joined Assumption as an Adjunct Faculty member in 2016 after putting her Rehabilitation Counseling knowledge to work during a 3 year Peace Corps tour. Laura specializes in mental health rehabilitation utilizing a Dialectical Behavior Therapy framework and also uses the rehabilitation philosophy as an executive function coach for students transitioning to college.

Patti Clay, MS, NCC, LPC

Patti Clay has a B.A. from Purdue University, an MS from Western Connecticut State University and is a licensed professional counselor. She has worked in the field of Rehabilitation for the last 18 years. Ms. Clay has been involved in Rehabilitation grants including SOAR and SSDI counseling to special education students and their parents for the state of Connecticut. She has been a vocational rehabilitation counselor for the Bureau of Rehabilitation Services, a Senior Benefit Consultant for the Connect to Work Center at the Department of Rehabilitation Services/Bureau of Rehabilitation Services and an Education Consultant for BRIS with primary responsibilities in the areas of school to work transition and personal assistant. Ms. Clay is currently, Bureau Chief of the Department of Rehabilitation Services, Bureau of Rehabilitation Services/Community Living Division.

Andrea L. Coraccio, M.Ed., CRC

Andrea is a graduate of Psychology from Roger Williams University and a Master of Education in Rehabilitation Counseling from Springfield College. She has worked as a Vocational Consult for Unum, a disability insurance company, since 2002. Prior to working at Unum she worked for MRC as a job placement specialist. In her spare time she loves to cook, run, read and spend time with her two children and husband.
Jessica Corneau, MA, CRC
Jessica, a 1999 graduate of the Rehabilitation Counseling program at Assumption, has been teaching two of the vocationally focused courses in the program since 2001 and, more recently, in the online program since 2012. Her background in the field includes VR counseling work in the private and public sector, although her heart lies in the public VR system and the diversity that counselors are exposed to in that environment. She currently works full time for the State of CT, Bureau of Rehabilitation Services, as a VR Supervisor.

Calvin Hill, Ph.D.
Dr. Hill currently serves as Vice President of Inclusion and Community Engagement at Springfield College, in Springfield, Massachusetts. In this role, among other responsibilities, he is responsible for creating an inclusive and diverse campus community. In addition to his administrative appointments, he also has numerous years of teaching experience. Dr. Hill began his teaching career at Anna Maria College in Paxton, Massachusetts, where he served as assistant professor in the Division of Business, Law and Public Policy. Dr. Hill has been a faculty member in the Rehabilitation Counseling Graduate Program at Assumption College for over 12 years. Dr. Hill received his bachelor of arts degree in history-political science from Battman College – Lindsborg, Kansas, masters of science degree in student personnel administration from Emporia State University – Emporia, Kansas, and a doctorate of philosophy degree in political science from Howard University – Washington, DC.

Stefanie Howe, Ph.D., CRC
Stefanie Howe graduated from the Rehabilitation Counseling program at Assumption College in 2007. She has been teaching in the field of rehabilitation counseling since 2011, and has a background in disability law, research, and disability insurance. She currently works in the federal government disability programs.

Kirby Matteson, CRC, LRC, CCM
Kirby is a certified and licensed rehabilitation counselor who has been an adjunct faculty member since fall 2016. Kirby is a Case Manager for the spinal cord injury program at Spaulding Rehabilitation Hospital in Charlestown, MA. Her passion is working with individuals and their families at the time of traumatic injury and new onset of disability to be a support, resource and advocate. She has been teaching since the spring of 2013 and has a background in disability law, research, and disability insurance. Kirby is currently focused on working with college and university students. Areas of clinical interest include mindfulness, depression, anxiety and addiction.

Nicole S. Robert, MA, CRC
Nicole Robert has been an adjunct faculty member in the Rehabilitation Counseling graduate studies program since 2017, teaching Case Management and Internship Studies. In addition, she serves as a member of the department advisory board. Nicole is a Certified Rehabilitation Counseling who currently oversees Vocational Rehabilitation services to Veterans in a management capacity. She also has a background working within the State VR and non-profit rehabilitation systems. Nicole is a proud Assumption Alumna for both her B.A. and M.A.

Susan R. Sabelli, MA, CAGS, CRC, LRC
Susan Sabelli serves as clinical coordinator for the Institute for Social and Rehabilitation Services for both undergraduate and graduate students. She is a certified Rehabilitation Counselor and the holder of the first license for Rehabilitation Counselors offered by the Commonwealth of Massachusetts. Susan received an A.B. from Merrimack College and an M.A. and C.A.G.S. from Assumption College.

Timothy Schmutte, Ph.D.
Timothy Schmutte is a clinical psychologist who has devoted 20 years to helping people across the lifespan recover in medical and rehabilitation settings. He has spent the last 10 years as an adjunct professor for over 15 years. Currently, he works as a researcher in psychiatric rehabilitation at the Program for Recovery and Community Health in the Department of Psychiatry at Yale University. Timothy received a Ph.D. in Clinical Psychology from Ferkau Graduate School of Psychology, Albert Einstein College of Medicine, Yeshiva University.

Susan Scully-Hill, Ph.D., CRC
Susan Scully-Hill is Director of the Department of Human Services and Rehabilitation Studies and Assistant Professor of Human Services and Rehabilitation Studies. She has been a faculty member since 1998. Previous to her faculty appointment at Assumption College, she was an assistant professor at Emporia State University, teaching both undergraduate and graduate classes in Counselor Education and Rehabilitation Programs. She has numerous publication credits in many areas related to the human services, education and rehabilitation counseling professions. Susan received her B.A., M.A., and Ph.D. from Michigan State University.

Gary Senecal, Ph.D.
Gary Senecal received his Ph.D. in psychology from the University of West Georgia. He has been teaching at The College of the Holy Cross and Assumption College for that last 3 years. His research focuses on the social psychology of violence, the theoretical psychology of violence, masculine identity, and the career transitions of individuals who have retired from or been deaccredited from careers that exposed them to regular violent endeavors (in particular, contact sport athletics and military veterans). He is a current member of the Army Reserves, former collegiate football player, and former college football coach. He currently resides in Worcester, MA, with his wife and children.

Justin S. Somers MA, CAGS, CRC
Justin Somers is a certified rehabilitation counselor with a focus on rehabilitation of veterans. He employs an eclectic and person centered approach to rehabilitation counseling and has been an adjunct faculty since fall 2015. Justin received a BS in Psychology from Plymouth State University and an MA and CAGS in Rehabilitation Counseling from Assumption College.

Traci-Marie Sweet, Psy.D., MBA, MACAGS
Dr. Sweet is a graduate of Assumption College’s Rehabilitation Counseling Program where she received her Master of Arts and Certificate of Advanced Graduate Studies in 1996. She went on to pursue her doctoral degree in Clinical Psychology at Cal Southern University and an MBA in Organizational Behavior at Wilmington University. In the Behavioral Health field for 26 years, Dr. Sweet has long had a passion for understanding the mind-body-spiritual connection; and, as such she has returned to school to pursue her MD in Alternative Medicine. Dr. Sweet is Certified by the American Alternative Medicine Association and the American Association of Drugless Practitioners, a Certified Clinical Hypnotist, and Reiki III provider. From Central Massachusetts, Dr. Sweet also makes her home on the Gulf Coast of Florida.

Heather Ward Harris, MRC, CRC
Heather Harris came to Assumption College as an online adjunct faculty in 2010. She has taught for the University of Kentucky’s online Master’s program in Rehabilitation Counseling since 2004. She is a Certified Rehabilitation Counselor and has owned her own vocational consulting business since 2007. Heather received a B.S. from Eastern Kentucky University and an MRC from University of Kentucky.
Beyond the Classroom

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Assumption College is located in Worcester Massachusetts, New England’s second-largest city, and home to 12 colleges and more than 30,000 students. The campus is nestled on 185 park-like acres in a safe and serene section of the city, with easy access to internships and entertainment.

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