REHABILITATION COUNSELING

A nationally ranked program renowned for graduating leaders in the rewarding field of Rehabilitation Counseling

Providing excellence in rehabilitation counselor education for over 50 years

GRADUATE STUDIES
ASSUMPTION COLLEGE

Light the way.
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.

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.”

NICHOLAS J. CIOE, PH.D., CRC
DIRECTOR, GRADUATE REHABILITATION COUNSELING PROGRAM

A Profession Offering Abundant Opportunities and Personal Fulfillment

ASSUMPTION COLLEGE NATIONAL RECOGNITION

- Recognized as one of the best colleges in the U.S. according to The Princeton Review in its annual “Best 385 Colleges” listing.
- Ranked in the top tier of U.S. News & World Report’s “2019 Best Colleges” ratings of approximately 200 universities in the North that offer bachelor’s and master’s degrees.
- Assumption’s graduate program in Rehabilitation Counseling is one of the Best Graduate Schools for Health 2020, according to U.S. News & World Report.

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NICHOLAS J. CIOE, PH.D., CRC
DIRECTOR, GRADUATE REHABILITATION COUNSELING PROGRAM
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, including consumer-centered practice, informed choice, and empowerment.
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
VOCATIONAL REHABILITATION COUNSELOR
ACCEPT EDUCATION COLLABORATIVE, NATICK, MA

“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!”
Applying to the Master of Arts Program

The admissions committee reviews each candidate’s application in a holistic fashion that assesses potential to successfully complete the graduate rehabilitation counseling program. Factors considered include your undergraduate cumulative GPA and a strong interest and desire to work with people with disabilities in an empowering way. Your application file will consist of the following:

- Graduate Application
- Application Fee – waived for Assumption students and alumni
- Official College Transcripts, undergraduate and graduate
- Three 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.

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

The Distinct Advantages of Studying Rehabilitation Counseling at Assumption

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 the first four years of the grant, over $671,000 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 Program at Assumption College. The scholarship is awarded annually to qualified graduate students in Rehabilitation Counseling.

Anthony “Tony” Sirignano Memorial Scholarship Award

The Anthony “Tony” Sirignano Memorial Scholarship Award is gifted to a student in the Assumption College on-campus rehabilitation counseling program during their final semester in the program. The award process is coordinated by the Rehabilitation Counseling Program Director and the Chairperson of the Metro West Work Opportunities Coalition.

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, services to transition-aged youth, or working with veterans with disabilities.
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 clinical and professional skills required of a professional rehabilitation counselor position. 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.

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.

Electives

Students consistently expressed a desire for taking electives but accreditation requirements do not leave much room. Program leadership in consultation with colleagues and the advisory board found a way to create room for an elective while still fulfilling the accreditation requirements. Students are encouraged to take an elective from the different graduate and graduate-level certificate programs at Assumption and graduate courses external to the college will be considered in consultation with the Program Director.

Placement Options in Central Massachusetts

- Massachusetts Commission for the Blind
- 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.

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.

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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.

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.
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 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.

Assumption is ranked by U.S. News in the top 40 best graduate schools in Rehabilitation Counseling

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**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, Practice, and the Profession .......................................................... 3
- RCPL 505 Introduction to Assessment and Appraisal of Individuals with Disabilities ....................................................................... 3
- RCPL 502 Rehabilitation Research and Program Evaluation ................................................................. 3
- ELECTIVE ............................................................................................................................................. 3

**FALL (YEAR 2)**
- RCPL 501 Substance Use Disorders and Addiction ........................................ 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 I ........................................ 3

**SPRING (YEAR 1)**
- RCPL 505 Introduction to Assessment and Appraisal of Individuals with Disabilities ....................................................................... 3
- RCPL 512 Occupational Analysis, Career Development Theory and Job Placement Strategies .................................................. 3

**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 699 Internship and Internship Seminar II ........................................ 3

**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 rehabilitation, 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 / 2019-20

RCP 500: Introduction to Developmental Disabilities: Theory and Practice
This course is an introduction to psycho-logical, physiological and social factors human service providers encounter during the rehabilitation process. Students are introduced to current theories that address etiology, relevant therapeutic concerns and prognosis of various developmental disabilities. Attention is also given to the practical concerns that the service provider will encounter. 3 credits

RCP 501: Substance Use Disorders and Addiction
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 on the 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
The course provides an introduction to 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 in the U.S. Historical and current-day societal attitudes and values toward individuals with disabilities will also be examined. 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 other 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 effectively utilizing medical consultation in the rehabilitation workplace. Students will have an opportunity to learn about the social, educational, and career implications of chronic illness and physical disability. The health care system, disability benefits and resources will also be addressed in this course. Prerequisite: Anatomy and Physiology is recommended but not required. 3 credits

RCP 512: Occupational Analysis, Career Development Theory and Job Placement Strategies
This course provides a comprehensive overview of the world of work for rehabilitation counselors. Students become familiar with various forms of occupational data, information, and resources and their utility in rehabilitation. Topics covered will include job classification systems, such as O*NET and the DOT, job analysis, and labor market surveys. Students will also become familiar with the major career development theories and their relevance to the vocational rehabilitation process. A variety of job placement support services and strategies will also be addressed, along with the role of state legislation related to the employment of individuals with disabilities. 3 credits

RCP 513: 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 the 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 514: 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 injured worker rehabilita-
tion, and the vocational rehabilitation and case management services provided un-
der worker's compensation, and long term disability insurance coverage. The course covers disability management systems, including risk management strategies, fo-
ressic rehabilitation, and the relevant fed-
eral and state laws. Additional topics will include issues related to Managed Care and Life Care Planning. Prerequisite: RCP 524. 3 credits
RCP 520: Principles of Psychiatric Rehabilitation
This course introduces students to the ma-
jor categories of Psychiatric Disability, in-
cluding their etiology, symptoms, diagnos-
sis, treatment and recovery. A major focus of
the course is on the core principles and evi-
edence based practices of Psychiatric Rehabilitation. Content areas include
implications of psychiatric disability throughout the life span, psychiatric dis-
ability within the family, and the rehabili-
tation counselor's role as facilitators in the
recovery process. 3 credits
RCP 525: Human Growth, Development and Disability Across the Life Span
This course utilizes a life span framework
to describe and explain the physical, so-
cial, emotional and cognitive changes that
occur across the life span. The course focuses on the major development
associated with adjustment to disability during
different developmental stages. The im-
 pact of disability on personality develop-
ment, sexual functioning, families, social function and active participation in
the community will be explored. The course
will also provide an historical and cultur-
al perspective of how disability has been
perceived through the ages, by the me-
dia 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, Practice, and the Profession
This course examines the fundamental
principles and techniques of the major
counseling theories, including Person-
centered, Cognitive Behavioral, Gestalt,
Reality, Psychoanalytic, and Behavior and
their applicability to the role of the reha-
bilitation counselor. Students will have an
opportunity to develop and practice funda-
mental 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 deve-
loping 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 is-
ues and challenges associated with each
stage. Topic areas will include: Referral and Intake; Client Evaluation and Assess-
ment; Rehabilitation Plan Development; Job Placement Planning; and Termination/ Case Closure and Follow up Issues. Other
topics covered will include scheduling and
group management, case load analysis and
goal setting, case recording and docu-
dentation, 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 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. Prerequisite: Per-
mission of instructor. 3 credits
RCP 555: Rehabilitation Program Portfolio Review and Evaluation
The Rehabilitation Portfolio is a compre-
hsive written documentation of the stu-
dent's work over the course of the gradu-
ate program. It will include all course syllabi, other course materials, written as-
signments, projects and papers. It will also
include practicum and internship informa-
tion and documentation including proj-
essor 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 their
final semester in the program. 1 credit
RCP 599: Practicum Experience and Counseling/Ethics Seminar
The purpose of the clinical practicum is to
provide a supervised practical experi-
est in rehabilitation counseling in which
students develop and practice counsel-
sing skills with actual consumers in an ap-
proved agency setting. The practicum re-
quires a total of 100 hours over the course of one semester. This experience is in
direct contact with individuals with dis-
abilities. Students receive ongoing super-
vision by an approved on site supervisor and a faculty supervisor who conducts a
weekly supervision seminar. Students will
evaluate supervised counseling services
and also examine common ethical and legal
issues that present significant challenges in
the field of rehabilitation counseling. Prerequisite: Permission of Clinical Coordinator. 3 credits
RCP 619: The Effective Use of Technology in Rehabilitation Counseling Practice
This course promotes awareness and under-
standing of the numerous forms of
technology that impact the provision of
services to a range of individuals with dis-
abilities. The course also addresses the
efficient and effective incorporation of
these technologies into the rehabili-
tation process. Special emphasis is placed
on various forms of assistive technologies
that enable individuals with disabilities to
achieve independent living goals and suc-
cessful employment outcomes. 3 credits
RCP 630: Advanced Counseling Practice
This course provides a deeper under-
standing of the counseling theories and evidence based practices that have partic-
ular relevance in rehabilitation counseling and
serving individuals with disabilities. Special emphasis will be on developing
knowledge and skills in the areas of posi-
tive psychology and motivational intervie-
wing. Prerequisite: RCP 525. 3 credits
RCP 631: 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 sex-
uality. Students will examine their personal
experiences, biases, attitudes, values and
beliefs about groups representing diver-
sity. Focus is placed on the development of
counselor's competencies, in order to ensure effec-
tive 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. Prerequisite: Permission of instructor. 3 credits
RCP 698/699: Internship and Internship Seminar I & II
The purpose of this course is to provide
supervised practical experience in re-
habilitation counseling and related re-
habilitation services. The internship in
Rehabilitation Counseling will require
600 clock hours over the course of two
academic semesters. This course in-
volves two types of clinical supervision: 1) supervised experience in an approved setting that provides services to individu-
als with disabilities; and 2) faculty super-
vision via individual and group consulta-
tions.
The internship requires students to
observe and participate in all aspects of the
delivery of rehabilitation counseling
services. The internship is an opportu-
nity to further develop and refine skills
required for effective practice in rehabili-
tation counseling. Prerequisite: Permission of the Clinical Coordinator. 6 credits total
6 credits per course (for all program
requirements start fall 2019 and later)
Meet the Rehabilitation Counseling Faculty

**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 SSI 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 assistance. 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 earned a Bachelor of Science in Psychology from Roger Williams University and a Master of Education in Rehabilitation Counseling from Williams University and a Master of Education in Rehabilitation Counseling from Williams University and a Master of Education in Rehabilitation Counseling from Williams University and a Master of Education in Rehabilitation Counseling from Williams University. Andrea has experience working in diverse environments including community mental health, public schools and college counseling centers and has provided mental health counseling to a wide range of populations. She is currently focused on college and university students. Areas of clinical interest include mindfulness, depression, anxiety and addiction.

**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 Mattes, 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 received her B.S. in Exercise Science at Boston University and her M.A. in Rehabilitation Counseling from Assumption College.

**Ryan Paskins Ph.D., LCSW**
Ryan Paskins is the online graduate program director. In this role he enjoys working with both the online graduate students as well as the campus cohorts. Prior to his appointment at Assumption, Dr. Paskins was an assistant professor at University of Wisconsin- Stout, and an adjunct professor for Utah State University. He has worked in mental health for over 10 years, and has an extensive background working with people with intellectual disabilities. He graduated from Weber State University with a double major in Social Work and Family Studies, and University of Utah with a Masters of Social Work. He completed his Ph.D. in Disability Studies with a Rehabilitation Counseling emphasis from Utah State University in 2018. His research interests include expanding supports for adults with intellectual disabilities. He has transplanted to MA and is happy to call it home with his wife and children.

**Andrea Randall, MA, CAGS, CRC**
Andrea is a Certified Rehabilitation Counselor who joined Assumption College Rehabilitation Counseling program as an adjunct professor in 2016. She received a BA in Psychology from Clark University, an MA and CAGS in Rehabilitation Counseling from Assumption College and an MA in Clinical Mental Health Counseling from William James College. Andrea has experience working in diverse environments including community mental health, public schools and college counseling centers and has provided mental health counseling to a wide range of populations. She 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 Counselor 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 Alumni 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.

**Ryan 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 the 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 dashed from or been derailed from the athletic careers that exposed them to regular violent endeavors (in particular, contact sport athletes and military veterans). He is a current member of the Army Reserve, 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.

**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 Certification 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.

"The 6-in-5 Rehabilitation Counseling program gave me a head start on attaining a master’s degree, saving both time and money. I completed six years of full-time graduate academic work in just five years. Starting these classes my senior year allowed me to easily transition into graduate degree work and research, which prepared me for a more intense and challenging curriculum. Being in the 6-in-5 program also eliminated a lot of the stress that usually comes with applying to a graduate program by making the application and acceptance period a very smooth process and experience."

**JACQUELINE KENDRICK ’19**

**DISABILITY SPECIALIST, DISABILITY RESOURCE CENTER, NORTHEASTERN UNIVERSITY**
Beyond the Classroom

City Living in the Heart of New England

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.

The college offers graduate students the opportunity to attend numerous free lectures and events, and you have complete access to the Plourde Recreation Center, a state-of-the-art facility with a beautiful pool, cardio and weight machines, and racquetball and squash courts.

Listed on Forbes.com as one of the top-10 most livable cities in the country, metro-Worcester has a population of almost 800,000. Fine dining to exotic foods, an eclectic music scene and a vibrant art community are part of the diverse culture of the city. Whether it’s sports teams, concerts by highly acclaimed artists, or national theatrical touring companies, there are numerous entertainment options in Worcester.

Travel to nearby Boston on one of the numerous daily trains from Worcester. The diverse beauties of New England are just an hour’s drive away, with mountains to the north and the Atlantic Ocean to the east. Boston, Providence and Hartford are about 45 miles away and New York City is a three-hour drive.

“This is one of the finest programs in the country”

RONALD P. CODERRE, M.A., C.A.G.S., ’72
FORMER VICE PRESIDENT FOR PHILANTHROPY
DAY KIMBALL HOSPITAL

“This is one of the finest programs in the country, exemplified by the fact that other colleges have used it as a model. Its graduates are intelligent, dedicated counselors with a proven record of success. I’ve drawn upon my experience in the program throughout every phase of my career in the human services field—as a counselor, an employer, a manager, a professional fundraiser, and executive. Assumption College is a first class community of learning.”