

# MS IN COUNSELING (CLINICAL REHABILITATION COUNSELING)

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**SACRAMENTO STATE**  
*Redefine the Possible*

## In Workflow

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## Approval Path

1. Tue, 21 Sep 2021 22:34:31 GMT  
Carlos Nevarez (nevarezc): Approved for GPSE Committee Chair
2. Wed, 22 Sep 2021 16:36:27 GMT  
Carlos Nevarez (nevarezc): Approved for GPSE Chair
3. Thu, 14 Oct 2021 22:00:04 GMT  
Bitá Rivas (b.rivas): Approved for ED College Committee Chair
4. Fri, 22 Oct 2021 17:34:20 GMT  
Karen O'Hara (kdohara): Approved for ED Dean

## History

1. Mar 24, 2021 by Bitá Rivas (b.rivas)
2. Apr 29, 2021 by Janett Torset (torsetj)

Date Submitted: Fri, 17 Sep 2021 03:22:34 GMT

## Viewing: MS in Counseling (Clinical Rehabilitation Counseling)

**Last approved: Thu, 29 Apr 2021 23:23:47 GMT**

**Last edit: Thu, 23 Sep 2021 23:08:13 GMT**

Changes proposed by: Bitá Rivas (223000752)

**Academic Group: (College)**

Education

**Academic Organization: (Department)**

Graduate Professional Studies in Education

**Catalog Year Effective:**

2022-2023 Catalog

**Individual(s) primarily responsible for drafting the proposed degree major program:**

Name (First Last)	Email	Phone 999-999-9999
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**Type of Program Proposal:**

Concentration

**Program Change Type:**

Non-Substantive

**Is this a pilot program?**

No

**Is this a Fast Track program?**

No

**Title of the Program:**

MS in Counseling (Clinical Rehabilitation Counseling)

**Designation: (degree terminology)**

Master of Science

**Briefly describe the program proposal (new or change) and provide a justification:**

The justification for the proposed name change for the concentration from rehabilitation counseling to the designation of "Clinical Rehabilitation Counseling" is that it aligns with the clinical nature of the program. Students are LPCC (Licensed Professional Clinical Counselor) license eligible upon graduation, it also aligns with the curriculum that is currently being taught, as well as the current CACREP (national accreditation) standards that are being met within the concentration. Objectives of the degree program have been edited to include the clinical mental health and addiction services that are infused into the clinical rehabilitation curriculum.

**Objectives of the degree program:**

To prepare counselors with the knowledge, skills, and self-awareness to serve in professional roles within their specialty concentration. The Counselor Education program seeks to provide students with the knowledge and skills necessary to address the needs and concerns of a diverse society. Graduates will develop a strong foundation in counseling theories and techniques to apply in a multicultural society. Emphasis is placed on both personal and professional development with experiential learning infused throughout the entire curriculum:

1. Students will evaluate and apply knowledge of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
2. Students will analyze the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others.
3. Students will analyze and evaluate the theories of individual and family development across the lifespan, theories of normal and abnormal personality development, and will understand strategies and interventions using developmental theories.
4. Students will analyze and evaluate approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.
5. Students will analyze and evaluate counseling theories and models for case conceptualization.
6. Students will demonstrate expertise in essential interviewing, counseling, and case conceptualization skills. Students will demonstrate use of counseling skills.
7. Students will demonstrate expertise in counseling skills and theories via live supervision and audio/video recordings of skills. Students will integrate knowledge and skills, building on conceptualization skills appropriate per specialty.
8. Students will analyze and evaluate theories of dynamics associated with group process and development and theoretical foundations of group counseling and group work.
9. Students will expertly demonstrate ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results and will demonstrate use of assessment results to diagnose developmental, behavioral, and mental disorders.
10. Students will apply qualitative, quantitative, and mixed research methods.

The Clinical Rehabilitation Counseling concentration builds upon the core program outcomes of the Masters of Science Counseling program shared 45 units with two additional outcomes specific to the Clinical Rehabilitation concentration. Clinical Rehabilitation Counseling offers students the opportunity to gain several specialized skills for working with individuals with disabilities, addiction, and co-occurring disorders. Students in this program are prepared to work in a wide variety of settings, including private practice, community agencies, private organizations, college campuses, and state departments. Students develop skills to understand medical and psychosocial aspects of disability and its impact on co-occurring disorders including substance abuse and clinical mental health. The Clinical Rehabilitation Counseling Specialization is also designed to provide students with all the educational competencies required by the California State Board of Behavioral Sciences (BBS) for licensure as a Licensed Professional Clinical Counselor (LPCC). The following summarizes the additional Clinical Rehabilitation Concentration objectives:

1. Students will apply advanced knowledge of foundations of Clinical Rehabilitation Counseling including the medical and psychosocial aspects of disability, comorbid conditions, diagnosis and treatment planning, and the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders, to address the needs of individuals within the Clinical Rehabilitation Counseling context.

2. Students will apply advanced skills within Clinical Rehabilitation Counseling, case management, trauma informed care, integration of services, including diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs.

## University Learning Goals

### Graduate (Masters) Learning Goals:

Critical thinking/analysis  
 Communication  
 Information literacy  
 Disciplinary knowledge  
 Intercultural/Global perspectives  
 Professionalism  
 Research (optional)

**Will this program be required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

No

### Catalog Description:

**Total units required for MS: 60**

## Program Description

The 60-unit Master of Science in Counseling prepares professional counselors for employment in a variety of settings such as public and private agencies, universities and colleges, schools and private practice. This degree meets the educational requirements for becoming a Licensed Marriage and Family Therapist (LMFT) and/or a Licensed Professional Clinical Counselor (LPCC) in the State of California. The 59-unit Pupil Personnel Services, School Counseling Credential prepares professional counselors to work within the K-12 educational system.

The programs are clinically oriented, with didactic and experiential courses, a 100-hour clinical practicum, and 600 hours of field experience. The program is a full time three-year program and students will take between 9-12 units each fall and spring to complete within the three years. Students are admitted into a cohort and will follow the course sequence designated by their program concentration. The cohort model allows students to advance together throughout their education while building support and connections within their peer group. Students are encouraged to advance their advocacy and professional experiences through such activities as participation in professional organizations, research, and presentations at the state, regional, and national level; involvement in the CSUS Multicultural Conference; (<https://www.csus.edu/college/education/engagement/multicultural-education-conference.html>)and/or involvement in the Counselor Education Student Counseling Society. Both leadership and research opportunities are supported through faculty mentorship. The curricular experience is organized around core foundation courses, an intensive on-campus practicum training clinic experience, interpersonal growth experiences, advanced theory and practice courses, and a culminating field study placement.

### Clinical Rehabilitation Counseling Concentration

- The MS in Counseling program, and Clinical Rehabilitation Counseling concentration, is designed to provide all the educational competencies required by the California State Board of Behavioral Sciences (BBS) for licensure as Licensed Professional Clinical Counselor (LPCC). The Clinical Rehabilitation Counseling concentration will prepare graduates with specialized skills to help individuals with cognitive, physical, sensory, psychiatric, and other disabilities work through a variety of mental health issues and provide treatment of mental disorders, including co-occurring disorders. Students will be practice skills within the principles and practices of clinical counseling such as assessment, diagnosis, treatment, referral, and prevention. Clinical Rehabilitation Counselors work in a wide variety of settings including private practice, community-based mental health facilities, substance treatment facilities, schools, hospitals and/or other treatment centers, private agencies, college campuses, and state agencies.
- This concentration trains Clinical Rehabilitation Counselors to consider the medical, psychosocial, family, co-occurring, substance use, trauma, and environmental influences on disability and the individual's ability to function in their environment. Clinical Rehabilitation Counselors are trained to identify and implement interventions to optimize rehabilitative functioning.
- The program includes training in counseling techniques, medical and psychosocial aspects of disability, comorbid conditions, diagnosis and treatment planning, and the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders.
- Students in the Rehabilitation program are eligible for their Licensed Professional Clinical Counselor (LPCC) license and Certified Rehabilitation Counselor (CRC) credential.

Note: Only students who are already enrolled in the School Counseling Concentration at California State University, Sacramento may apply to the Pupil Personnel Services School Counseling Internship Credential Program (<http://catalog.csus.edu/colleges/education/graduate-professional-studies-education/pupil-personnel-services-school-counseling-internship-credential/>).

The MS Counseling: Career Counseling; Marriage, Couple and Family Counseling; Rehabilitation Counseling; and School Counseling concentrations at Sacramento State are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP (<https://www.cacrep.org/>)).

**Note:** For additional information on credentials, see the “College of Education” section of this catalog. Program requirements are subject to change in order to maintain compliance with relevant state and national certification, licensure, and/or accreditation requirements. Interested parties should refer to the current student handbook for up to date program information.

### Special Features

- An on-campus Center for Counseling and Diagnostic Services brings clients from off campus to be counseled by students in the program and provides opportunity for video and audio feedback.
- Trainees provide off-campus counseling in local agencies, school districts, hospitals, and non-profit organizations.
- The Masters in Counseling Program and participating school districts collaborate with the Migrant Education Advisor Program (MEAP), which is a collaborative partnership with the Office of Migrant Education.
- Faculty actively support diversity and focus on multicultural counseling skills throughout the curriculum.
- Classes are offered during the morning, afternoon, and evening.

**Admission Requirements: Course prerequisites and other criteria for admission of students to the degree major program, and for their continuation in it.**

## Admission Requirements

Admission as a classified graduate student in the Master of Science in Counseling program requires:

- A baccalaureate degree;
- Good academic standing at the last college attended;
- A grade point average of at least 3.0 (on a 4.0 scale) in the last 60 semester (or 90 quarter units);
- Completion of the University application materials;
- Completion and submission of all Departmental application materials which include:
  - Application form;
  - Written statement(s) delineated in application;
  - Copies of transcripts (from all universities and colleges attended);
  - Professional letters of recommendation (2 total);
  - Relevant work experience via a Resume/CV.
- Participation in an In-Person Admission Evaluation, which may include (but is not limited to) interviews, experiential activities, and writing samples.

Selected applicants, based on paper screening of completed applications, will be invited for an In-Person Admission Evaluation. Decisions for admission into the Master of Science in Counseling program are made based on a comprehensive assessment of **all application materials** and performance in the In-Person Admission Evaluation.

### Admission Procedure

The M.S. in Counseling accepts applications each fall for admission the following year. **The program does not offer spring admissions.** Applicants must complete a university application and program supplemental application by the posted application deadline date for the term applying.

*For more admissions information and application deadlines, please visit the Office of Graduate Studies website (<http://www.csus.edu/gradstudies/>).*

Prospective applicants, including Sacramento State graduates, must submit the following to the Office of Graduate Studies, River Front Center 215, (916) 278-6470:

- an online application for admission;
- official transcripts from all colleges and universities attended, *other than Sacramento State*;
- an online program supplemental application for admission, please see the department website (<https://www.csus.edu/college/education/masters-programs/>) for more information.

Admission is competitive with a limited number of students admitted each year. At the end of the application and screening period, a program recommendation will be submitted to the Office of Graduate Studies for further review. Decisions regarding admission are then mailed to each applicant. Following admission, students are assigned to a faculty advisor who assists with academic advising.

Students are strongly advised to remain in communication with the Counselor Education Program (by attending group advising sessions and meeting with their assigned faculty advisor each semester) as well as with any licensing or credentialing boards related to their area(s) of specialization (i.e., California Board of Behavioral Sciences, Commission on Rehabilitation Counselor Certification) since licensing and credentialing requirements may change. Catalog rights hold only degree requirements; they do not protect students from changes such as prerequisites required for a given course, field study hours, individual course requirements, or additional requirements imposed by licensing or credentialing agents. Students should note that the Counselor Education course listings are subject to modification.

### Minimum Units and Grade Requirement for the Degree

Units required for the MS: 60

Minimum Cumulative GPA: 3.0

## Advancement to Candidacy

Each student working toward a Master's degree must file an application for Advancement to Candidacy for the Master's degree. The purpose of this application is to provide certification to the Office of Graduate Studies that the student will complete or has completed the necessary requirements and acceptable electives for the Master's degree with a minimum 3.0 GPA. The Advancement to Candidacy application should be filed upon completion of 30 units in the program.

**Note:** Students must meet the Graduation Writing Assessment Requirement (GWAR) before advancing to candidacy.


The Advancement to Candidacy form will be made available to admitted students through Canvas. Students should complete the relevant form electronically in consultation with their assigned academic advisor. Once the form is endorsed by the student and the advisor, it will be verified by the Department's Graduate Coordinator and then forwarded to the Office of Graduate Studies for final approval. (The form is also available from the Office of Graduate Studies; however, it does not include the Departmental instructions). The completed form is submitted to the Department's Graduate Coordinator for signature, then forwarded to the Office of Graduate Studies for final approval. An Advancement to Candidacy must be on file prior to submitting a Petition to Graduate to the Office of Graduate Studies.

For Counselor Education information please visit the College of Education: Master's Programs Website (<https://www.csus.edu/college/education/masters-programs/>) where you will find the Counselor Education webpage (<https://www.csus.edu/college/education/masters-programs/counselor-education.html>) and under the "Current Students" link, the Forms and Handbooks (<https://www.csus.edu/college/education/masters-programs/current-students.html>) page where you can obtain the Student Handbook. It is highly recommended that students read the Student Handbook.

As defined by policy <http://www.csus.edu/umannual/acadaff/fsm00010.htm>, a change in units constitutes a substantive change to the program. If your changes constitute a substantive change, please refer back to the "Program Change Type" field above to ensure that "Substantive" is selected.

**Program Requirements: (If new courses are being created as part of a new program, it will be useful to propose courses first.)**

## Program Requirements<sup>1,2</sup>

Code	Title	Units
<b>Required Courses for All Concentrations (44 Units)</b>		
EDC 210	Multicultural Counseling	3
EDC 214	Dynamics of Human Development	3
EDC 216	Counseling Theory	3
EDC 218	Assessment In Counseling	3
EDC 219	Group Processes in Counseling	3
EDC 231	Diagnosis and Treatment Planning	3
EDC 233	Substance Use and Addiction Counseling	3
EDC 244	Trauma and Crisis Counseling	3
EDC 250	Education Research 	3
EDC 252	Legal and Ethical Issues in Professional Counseling	3
EDC 260	Career Development	3
EDC 280	Practicum in Communication	2
EDC 475	Practicum In Counseling	3
EDC 480	Field Study In Counseling	6
<b>Total Units</b>		<b>44</b>

<sup>1</sup> Minimum GPA: 3.0

<sup>2</sup> *Academic Residence:* A minimum of 42 approved semester units in 100-, 200-, and 500-series offerings must be earned in residence at California State University, Sacramento.

## Concentration Requirements

### Rehabilitation Counseling (15 Units)

Code	Title	Units
EDC 239	Foundations in Rehabilitation Counseling	3
EDC 240A	Medical Aspects of Disability	3
EDC 240B	Psychosocial Aspects of Disability	3
EDC 254	Counseling and Psychotropic Medicine	3
EDC 263	Case Practices in Rehabilitation Counseling	3

### Culminating Requirement (1 Unit)

All students in the M.S. in Counseling program must enroll in EDC 500<sup>1</sup> during their final semester in the program and complete the Counselor Preparation Comprehensive Examination (CPCE).

In order to pass this multiple choice examination, a student must meet the minimum criterion score set by the Counselor Education Program. Categories covered include:

- Human Growth and Development
- Social and Cultural Foundations
- Helping Relationships
- Group Work
- Career and Lifestyle Development
- Appraisal
- Research and Program Evaluation
- Professional Orientation and Ethics

<sup>1</sup> Department petition required the semester prior to enrollment.

**For graduate programs, the number of declared undergraduate major and the degree production over the preceding years of the corresponding baccalaureate program:**

There is no corresponding baccalaureate program.

### **Fiscal Impact to Change an Existing Program**

**Indicate programmatic or fiscal impact which this change will have on other academic units' programs, and describe the consultation that has occurred with affected units:**

n/a

**Provide a fiscal analysis of the proposed changes:**

n/a

**How will the above changes be accommodated within the department/College existing fiscal resources?**

n/a

**Will the proposed changes require additional resources?**

No

**What additional space, equipment, operating expenses, library, computer, or media resources, clerical/technical support, or other resources will be needed?**

n/a

Key: 492