The Mission of the Graduate Programs in Rehabilitation (GPR) at the University of Iowa is to prepare qualified rehabilitation counseling professionals who will assist persons with disabilities and other individuals who have barriers in meeting their functional needs in the areas of employment independent living, and personal or economic development. The Graduate Programs in Rehabilitation prepare these professionals to provide quality rehabilitation counseling services within an interdisciplinary and community-based context, serve as change agents and advocates for their clients, and sources of specialized knowledge and consultants for professionals, employers and others in the communities that they serve.

FROM THE COORDINATOR'S DESK

Welcome to the Rehab Review's Fall edition! We are very pleased with your responses to our new COLORFUL format that we decide to do it again. Remember, if this is the first time you received our newsletter, please fill out the Online Personal Information Form.

Our goal with this new edition is to provide our faculty, students, and readers in general with some relaxing and enjoyable reading. As the readers will observe our faculty and students have been very busy and as a result many accomplishments have been achieved. BRAVO! In the Rehab. Review we want to take this little space to wish all our students, faculty, and readers Happy Holidays!

IN THIS ISSUE

- News from the Department of Counseling, Rehabilitation, and Student Development
- Legal Issues in Rehabilitation Workshop
- Follow up history: "Feels like home: The experience of James Bethea and Phillip Lewis in Gambia, Africa"
- Iowa Center for Assistive Technology and Educational Resources (ICATER). An overview.
- Welcome to our new master and doctoral students.
- Big 3 Consortium Update
- Writing Resources
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Dr. Maki is the president of the Council on Rehabilitation Education (CORE). This year CORE has undertaken many important actions that he reports here.

The main activities and discussions of this past year are summarized in the Executive Committee Report. The primary focus of our 30th Anniversary this year has been the standards review and will continue through our annual meeting and into next year. As I have reflected on this process and this anniversary year I have concluded we have come along way and yet there is far to go. I would like to share some specific thoughts.

As an organization we are dependent to a large extent on volunteer efforts of the members of the Commission and Council past, present and future.

Our profession is comprised of individuals who value professionalism who believe, as research has shown, that qualified providers are critical to the delivery of effective services to consumers.

Our history has demonstrated vision and foresight in the establishment of the first counseling accreditation program, which from the start has valued data in its decision making process.

We have also continuously valued development of our organization, the programs we accredit, and the professionals who receive their pre-service preparation through accredited programs.

Our tradition and experience as a counseling accrediting body has led the way for others, specifically CACREP. It is important for us to look to their experience as well and learn what we can to better our process and serve the best interests of our programs and their graduates.

ACA, NBCC and CACREP have advanced an agenda to enhance and include counseling as a profession in the health care delivery system. Rehabilitation counseling organizations including ARCA, NRCA and the Alliance in partnership with CRCC and CORE have had a similar agenda. Together and in collaboration the potential for success of these agendas is far greater than when a parochial posture has been posited by either camp.

At this time it is my opinion that the rehabilitation counseling stakeholders must join in the professionalization process that now is primarily influenced by the voices of ACA, NBCC and CACREP. This is very clear especially when counselor licensure is considered. There are those amongst us who have argued that to join forces or to find equivalence among such things as curricular standards in some way jeopardizes the very existence of our unique profession. There are others, and I count myself amongst them, that argue that to not seek equivalence specifically in curricular
standards does in fact jeopardize the viability and existence of our profession now and in the future.

Like CACREP and NBCC, CORE and CRCC must be present and recognized at meetings of ASPA and AASCB where policy and the nature of the credentials to practice are established. Equivalency of our curricular standards is a critical and essential step to our being included in these partnerships and our graduates in these marketplaces. Every year that the gap between rehabilitation counseling and the general profession of counseling grows, it is to the detriment of rehabilitation counselors and our potential clients. We are an affiliate member of AASCB, yet we are silent, invisible and unknown to most members of this group who are responsible for the implementation of licensure in their respective states. We could and should be present and educating them on rehabilitation counseling and our equivalence with the rest of the counseling field.

Those who argue that licensure is not important to rehabilitation counselors, need to consider what it means to be restricted from practice as now almost all states do have a licensure law and the exam for most states is drawn from NBCC NCE. Some states have by working collaboratively and have accepted the CRCC exam as equivalent. The conjunctive scoring process currently underway by CRCC is an excellent example of how we can demonstrate equivalence in our graduates who are indeed qualified counselors.

Most state boards use the CACREP curricular areas to qualify an applicant for license with CORE graduates needing a curriculum review to determine equivalence to CACREP. At this time of Standards Review I urge CORE to align our curricular areas with CACREP as a review of their standards shows that there is not a significant difference in areas. It will allow state licensure boards to see the equivalence in our standards without needing endless explanations and needless determinations of non-equivalence. The Joint CORE/CACREP site visits is an example of collaboration and partnership that respects our differences yet efficiently determines our common ground.

CORE has been a leader in the accreditation movement. Professionalization and credentialing of the counseling profession are key to the viability of our profession. We have the opportunity at this point in time with our Standards review to declare our equivalence with the rest of the counseling movement and need not fear that to do so betrays our history or will undercut our practice. In fact I argue that to not do so is living in the past on dated logic without facts to support the current context and environment of our field. Our best practice continues to be based on research, such as the most current role and function study. For the continued viability of our profession, CORE needs to be proactive and foresighted in the articulation of the new standards.

I want to thank all of the members of the Commission and Council, especially Lance Carluccio and Art Dell Orto who have performed the enormous task of gathering data and drafting the Standards Review document. They did this in a profession and timely manner. In addition I want to acknowledge Don Linkowski for the responsible job he did in this his first year as our Executive Director. Finally, Sue Denys in our Administrative Office performed her duties in an efficient and personable manner.
I hope our deliberations will be respectful, productive and ultimately serve the best interests of our stakeholders.

LEGAL ISSUES IN REHABILITATION WORKSHOP

The Department of Counseling, Rehabilitation, and Student development, College of Education, in cooperation with the Center for Law, Health, Policy, and Disability, College of Law were proud to conduct a one day workshop entitled “Legal issues in Rehabilitation”. This workshop offered a 5.5 credit hours of continuing education to over 92 participants representing wide cross section of the rehabilitation community.

Domestic violence: Laws and issues for counselors, The Family Medical Leave and the ADA, Civil Rights claim process, Applicability of the ADA to the Ticket to Work Program, and the keynote presentation by Professor Blanck on the Evolving of the ADA were some of the topics presented in this exciting program.

First of all we want to express our most meaningful words of thanks to our speakers Professor Peter Blanck, Associate Dean Linda McGuire, Professor Len Sandler, James Schmeling, Miriam Righter, John Lundquist, and Heather Shank for their voluntary collaboration with this project. We hope to have their same commitment in a future occasion. Thanks All!

Also, we need to acknowledge our participants for their support and interest in the program presented. This would not have been possible without the extensive time spent by Advisory Board member Rich Webster, a graduate from our program and attorney with consultation with Julie Svec another Advisory Board member. Bravo!

For those who for any reason were unable to be part of this event we want to share some of the information provided in this exiting program. If you want to access and download some of the information presented CLICK HERE!

FOLLOW UP HISTORY: "FEELS LIKE HOME": THE EXPERIENCE OF JAMES BETHEA AND PHILLIP LEWIS IN GAMBIA AFRICA

Through the College of Public Health James Bethea and Phillip Lewis were two of thirty-three students from four different Universities selected to study abroad, and to gain practical experience in The Republic of The Gambia, West Africa. James and Phillip examined rehabilitation issues and the delivery of services to persons with disabilities. This opportunity was made possible by the Center for International Rural and Environment Health at The University of Iowa, and with the assistance of Dr. Shannon P. Marquez, Ph.D. Dr. Marquez is The Deputy Director for the center, and was very instrumental in coordinating the internship placements for each disciplinary area. The Center allowed students from diverse disciplines to participant
in a research and internship experience abroad, which was geared toward researching and addressing environmental concerns in Africa. The length of the experience was six weeks (May 26 to July 7). The considered this opportunity to be an experience of a lifetime personally, spiritually, and professionally? Lewis said.

In their personal reflections Bethea and Lewis have the following observations: Initially, our personal goal was simply to fulfill a quest as an African-American to visit Africa, the Motherland. More personally, this international experience was an occasion to participate and embrace Africa’s cultural heritage in its richness and diversity, in which we had only read or heard of. Studying abroad to Africa was unique and priceless opportunity to make a spiritual pilgrimage back to the land of our ancestral past. As an African Americans in the United State (US) we both felt that a piece of our true racial identity was somewhat vague and limited in our personal worldview understanding of our roots and heritage, as we understand it. We were eager to learn more about the people, land, religion, and culture. The history of the slave trade, race relations, and fight for civil rights of the past has prompt a certain degree of curiosity for quite some time in search for truth and honesty about this historical tragedy. Going to Africa provided us with an opportunity to personally embrace the roots and cultural heritage, in an effort toward enhancing our understanding of our racial identity.

As an African-Americans we feel that there should be an established or better sense of knowledge and awareness about our cultural heritage. The experience of being in Africa has helped us to gain a sense of dignity, pride, and respect for our racial identity despite the historical tragedy of the slave trade and race relations that seem to somewhat distorted our self worth and value in the US. The experience in Africa has served as a catalyst for cultural emancipation and spiritual fulfillment, which has help to bridge the gap between our limited understandings of our place in America. The experience gained through studying abroad was an opportunity to physically make a connection back to the motherland, which has strengthen our worldview and racial identity, which is important in the areas of multicultural counseling as noted in Maki and Riggar, (1997).

Academically the practicum experience was both very discouraging and stimulating form a rehabilitation counselor perspective. It was discouraging to see that there are so little resources or legal mandates that are available to effectively assist, serve, and enhance the quality of life for those persons with disabilities, as compared to the US. On the other hand, it was stimulating to examine the delivery of services, and to see that there was in place a plan in development, which appeared to be a constant effort to improve the quality of life for those persons with disabilities. Lack of knowledge, awareness, resources, and level of training appeared to hamper the opportunity to provide effective services for those persons with disabilities, and to the people at large. Considering the present inadequacies and being mindful of the constraints faced by a weak economy the health and social welfare agency in Africa appear to have a positive vision to improve the delivery of services in the future.

The Vision 20/20 is a legislative mandate, which is planed to allocate the funding and resources to provide effective and affordable health care for
all the people in The Gambia by 2020. The 20/20 vision is a long term objective by the government to strengthen the health sector, in which will include providing effective services for those persons with disabilities and create jobs for those who deliver services to those persons with disabilities. Intermediate objectives for the health sector are to improve the administration and management of health services, provide better infrastructure for referral hospitals and health facilities, which will extend primary health care services to all communications. Simultaneously, to build a well-motivated and trained staff for the array of institutions to ensure effective and efficient health services for all.

Overall, this experience and opportunity to study abroad has been priceless. We learned so much about our roots and heritage, which was truly uplifting as the experiences, has enhanced our personal racial identity and worldview understanding. We encourage other students to take advantage of any opportunity to study abroad to gain international experience in their field of study. The experience will be rewarding personally, academically, professionally, and spiritually.

IOWA CENTER FOR ASSISTIVE TECHNOLOGY AND EDUCATIONAL RESOURCES (ICATER): AN OVERVIEW

Located in the College of Education, the Iowa Center for Assistive Technology and Educational Resources (ICATER) offers a place for the advancement and dissemination of assistive technology. The emphases of ICATER are training, research, and providing community resources. The Center provides hands-on training in assistive technology to educators, counselors, and the community. The center also engages in research projects to aid in examining the effectiveness of assistive technology in education and work.

Who can benefit from ICATER services? All people interested can benefit from ICATER services. From students with disabilities (primarily COE students), instructors, K-12 teachers, families, and the community in general. ICATER will provide them with the necessary information and training (when pertinent) to aid the understanding and use of assistive technologies.

Recently David Dawson, PhD and Director of ICATER was awarded with a special grant which provide for new and more sophisticated equipment for the center. New computers are equipped with the latest versions of AT programs such as: Zoom Text, Jaws for Windows, Open Book, Dragon Naturally Speaking, and many other applications.

In her recent visit to the University of Iowa, Mrs. Vilsack was shown the new equipment and had the opportunity to try it. (Picture courtesy of Doug Allire, COE ITC) To read the entire history of Mrs. Vilsack's visit to UI visit the Education First newsletter Here.

Also ICATER is proud to announce their new web site. In this new site you will find information regarding ICATER services, as well as information for students, teachers, counseling professionals, and families. A new feature of this web site is the inclusion of an AT applications.
**Glossary** in which you will find useful definitions, concepts, and their source for further reference. Visit ICATER at: [http://projects.education.uiowa.edu/icater/index.html](http://projects.education.uiowa.edu/icater/index.html)

The Rehab Review wants to extend our best wishes and congratulate David for being the recipient of the **Counselor & Disability Awareness Award**.

**Congratulations!!!**

**WELCOME PICNIC FOR NEW DOCTORAL AND MASTERS STUDENTS IN REHABILITATION**

As has become a tradition in our program Rehabilitation faculty and more senior students got together at Mc Bride Lake to **welcome new doctoral and master's students** to the Rehabilitation programs. This cookout allows our new students to informally share good times and great food before things get more serious. We wish well for all of our senior and new students in their semester. **Go Hawks!**

**BIG III CONSORTIUM UPDATE**

During the month of September the rehabilitation education faculty and doctoral students from **Pennsylvania State University, Michigan State University, and The University of Iowa** held their 6th annual conference designed to enhance professional development, further professional networking, and to develop cross-institutional research partnerships. Since its beginning The Big Three **Consortium** has achieved many goals and provided its members with great memories and professional satisfaction.

This year's meeting will have a special meaning for our Iowa folks. Well after a quick 14 hours trip around Michigan the "Hawkeye fans" arrived to the **Kellogg's Biological Station** for their 2 days retreat.

This year's program covered many important topics for the development of these future Rehab. Educators. Some of the topics discussed were: the access of database information for rehabilitation research, the role and function of Rehabilitation Counselors, writing rehabilitation research, and CORE & CACREP accreditation standards. The group decided in explore on a new research project directed to the management of information in rehabilitation education. We want to acknowledge our speakers for their commitment and dedication with this group of students. We hope to see you all next year.
Also, we are proud to announce the beginning of the Big 3 web page. This site will provide information regarding Big 3 presentations, conferences, and educational material related to Rehabilitation Counseling, Education, and Research. Visit us at: http://www.ed.psu.edu/cned/Big3/

A quick note: The University of Iowa doctoral students and faculty, members of the Big III Consortium wanted to have a short note for one of our mentors in this journey. **Dr. Herbert GET WELL!!**

**WRITING RESOURCES**

Meet the new CRSD Writing Consultant, **Sarah Prineas.** Sarah has a PhD in English with a minor in Rhetoric, Composition, and the Teaching of English from the University of Arizona; she has years of experience in composition instruction and curriculum design, and she has written and edited a writing textbook for first-year students. She is new to Iowa City, having moved here last year with two small children and her husband, who is a faculty member in the department of Physics and Astronomy. She also has an appointment as an adjunct professor of English and teaches an honors seminar on fantasy and science fiction literature.

If you have a paper or assignment to complete, remember that writing is a process. The Writing Consultant can help you with every part of that process: interpreting assignments, brainstorming ideas, organizing sources, creating outlines, drafting, revising, and polishing. She can also help you deal with the conventions demanded by the APA style format. You may schedule half-hour appointments with the Writing Consultant as you engage in the process of writing a paper; a sign-up sheet is posted outside her office in LC N372.

If you have questions or wish to schedule an appointment, email **Sarah-Prineas@uiowa.edu** Another resource is the Writing Center web page at http://www.uiowa.edu/~writing. Both students and faculty members are encouraged to turn to the Writing Consultant for assistance with papers, assignments, grants, syllabi, dissertations, and so on.

**ADVISORY BOARD UPDATE**

The RCE Program Advisory Board is actively involved in such activities as advising on curriculum, assisting in faculty recruitment, and strategic planning. The members of this board are prominent rehabilitation professionals, and RCE Program faculty and students assist us in maintaining high standards that allow us to produce quality rehabilitation professionals. **Click here to see the Advisory Board roster.**

This semester the meeting took place during the month of October under almost
perfect attendance. The officers of this year’s Board are: Eda Holt, Chair; Julie Svec, Chair-Elect; Lowell Brandt, Secretary. The Board welcomed new members Julie Fidler-Dixon, (On with life, Ankeny, IA), Arlyn E. Weineth, (VA, Veterans Benefit Administration), Michelle McWorther (MA students), Larry Quigley, (MA student) Ana Harpster and Yarette Perez-Babin (First year doctoral students). During this meeting some of the topics discussed were the role of the Advisory Board in the process of recruitment for a new rehabilitation faculty position. Also, the Board members took a stand to assist in the fund raising for our Rehabilitation programs. It has to be noted that the Advisory Board also assisted in the promotion of the Legal Issues Workshop. We want to thank our staff and Board members for their collaboration, commitment, and support.

FEATURED STUDENT

This section is devoted to recognizing the hard work and achievements of our students. On this occasion we want to recognize someone who has come a long way and achieved many important and wonderful goals. Our featured student is Donna Runge.

She lives in Rock Island, Illinois and has worked for the Iowa Division of Vocational Rehabilitation Services for the past four years. Currently she one of six Ticket to Work counselors in the State of Iowa and is located in the Davenport Area Office. As a Ticket Counselor, Donna is also a consultant to the DVRS office in Dubuque, Iowa. Before working at DVRS, Donna spent 14 years in the field of employment and job training and 8 years as both a full-time teacher and a substitute teacher. She earned her B.A. degree in 1974 from Augustana College in Rock Island, Illinois with a major in the Social Sciences of Psychology, History, and Government. In 1980 she received her teaching credentials from the former Marycrest College in Davenport, Iowa.

Donna commented: started the graduate program in rehabilitation counseling in June of 2000 and chose Law and Disability as my specialty area. It has been a joy to work with persons with disabilities for the last four years. I went into the field because I wanted to give both hope and encouragement to persons who many times have none. I have always felt that each individual is given a gift or a talent. It is so exciting to help someone with a disability meet his or her challenge head on and turn it into a gift. I can tell you that many times my clients give me more than I could ever give them. Attending graduated classes in the rehabilitation counseling area has helped me better serve my clients through a greater understanding of their disabilities and the obstacles they face as well as ways to enhance their abilities rather than focusing on their limitations. I am truly rewarded when one of my clients is able to take ownership of their employment plan and finds that they too can be successful. The joys of my life are my daughters and their families – especially my two grandchildren?

Donna had give presentation at state and national conferences such as ACA and IRA in which she had shared her experiences and expertise. We are very proud of Donna and we hope that her hard work stimulate other students in pursuing their personal and professional goals.

UIRCA NEWS By Susan Michaelson (Former President)
Stacia Wissink was appointed president of the UIRCA. The organization was restructured and has an officer's committee. Stacia has many great ideas, a lot of enthusiasm, and the dedication to making the organization visible on campus and in the community as well. Some of the new projects of UIRCA include the update of the organization's website and the involvement in some community projects. Rehabilitation students are welcome to be active in UIRCA meeting. The next one will be on December 9 in Jones Commons. For more information please contact Stacia at: stacia-wissink@uiowa.edu.

RECENT ACHIEVEMENTS OF REHABILITATION STUDENTS AND FACULTY MEMBERS

The purpose of this section is to acknowledge the hard work of our students and faculty members regarding their research, publications, and presentations. Before we mention them let's give them all a big BRAVO!!!

First we want to congratulate Nicole Pizzini, Phillip Lewis, and James Bethea in their successful comps defense. We are very proud of you all.

PUBLICATIONS


* John Wadsworth, PhD and doctoral students Quincy Smiling and Phillip Lewis have published their article "Responding to Sudden Cardiac Failure: Ethical and Legal Issues for Rehabilitation Counselors" in the volume 33 of the Journal of Applied Rehabilitation Counseling.

* John Wadsworth, PhD, Tom Upton, PhD (former UI student), and Angela Halfman (former CRSD writing consultant) were accepted to publish their article “Strategies to Improve the Writing of Graduate Students”. This article will be available on the next issue of the Rehabilitation Education Journal.

* Harold B. Engen, PhD and Robert D. Dawson, PhD published an article entitled "Counseling Simulations: An Interactive CD-Rom Approach". The article may be found in the recent edition of the Journal of Technology in Human Services.


**PRESENTATIONS**

This following section will highlight those presentations made by our students and those activities in which they will be sharing their projects and research.

* This Summer doctoral student Christine Malaski co-presented a workshop in Toronto Canada. The workshop was entitled "Stigma Busters: Improvisational Theatre to Inform and Educate". This workshop was directed towards families and persons with MR related conditions.

* Masters students Stacia Wissink and Donna Runge presented their research project at the Iowa Rehabilitation Association Conference (IRA). It has to be noted that Stacia and Donna also presented their project at the ACA conference this past March in New Orleans.

* Quincy Smiling and Dr. Wadsworth (picture to the left) and Noel Estrada-Hernandez (picture to the right) also presented their research projects at the IRA conference held on September 2002. Quincy and Dr. Wadsworth presentation was entitled "Rehabilitation Counselors Reactions to Medical emergency: The Effects of Stigma ". Noel's presentation "Vocational Interests of Students with Visual Impairments in Puerto Rico" looked at the vocational exploration process and vocational interests of students who have visual limitations.

Third year doctoral student Nicole Pizzini presented at THE GAINS CENTER 2002 National Conference in San Francisco on Oct. 30. She presented on a panel to discuss "Innovative Initiatives Within the Iowa Department of Corrections". Her discussion focused on the development of a psychoeducational group on co-occurring substance related disorders and mental health disorders for female offenders, a psychoeducational group on cultural diversity
for at risk groups, and a psychoeducational group on eating issues/healthy lifestyles for female offenders.

It has to be noted that Nicole provides substance related disorder trainings for new Crisis Center Volunteers and worked with the 6th Judicial District and external evaluators in the evaluation of the Offender Workforce Development Specialist Training.

*Dr. David Dawson* and doctoral student *Noel Estrada-Hernandez* were accepted to present their work in *Assistive Technology* at the NCRE conference this coming February (2003) in Tucson, Arizona.

**PROFESSIONAL NEWS. By Vilia M. Tarvydas, PhD, CRC, LMHC**

**What’s New in Licensure?**

Several new developments in licensing may affect you or someone you know. Here are the basics for more information contact the Iowa Board of Behavioral Science Examiners or review its web site.

***Iowa Mental Health Counselor Licensure***

The Licensure board has recommended that the upgrade to **LMHC-only supervision** for mental health counseling supervised experience hours be **postponed until at least 1/06** due to problems in access to LMHCs on a statewide basis. This change is currently proceeding through the rule-making processes required by the state. If this rule is passed, the situation would be re-assessed at that time. Some rural counties have virtually no access to LMHC supervisors, and the state needs to enable a steady supply of properly prepared LMHCs to serve the state’s residents. This rule would mean that Supervision may be provided by professionals who have essentially the same education experience and training as that necessary for the LMHC credential. This generally means that the person holds a graduate-level degree and/or is licensed in a mental health profession such as psychology, psychiatry or social work. These alternate supervisors are approved by the Board on a case-by-case basis after proper documentation is submitted. We will inform you regarding the final outcome of this recommendation, or you may monitor the Board web site.

The CRCC examination is now accepted as an alternative examination to meet the Iowa LMHC examination requirement in addition to the NCE and the NMHCE or NBCC. Information on how to submit CRC scores will be added to Official Board publications soon.

To keep informed of licensure requirements, the Board’s Web Page can be found at: [www.idph.state.ia.us/licensure/board_home.asp?board=be](http://www.idph.state.ia.us/licensure/board_home.asp?board=be)

Contrary to popular misinformation, LMHCs in the State of Iowa are permitted to both diagnose *and* treat mental illnesses (ethically, within their personal scopes of competent practice). This impression may have been created by erroneous information on the American Counseling Association’s web site. This oversight has been brought to their attention and was corrected recently.
Licensed Mental Health Counselors are considered mandatory reporters for child or dependent abuse and are impacted by a new continuing education requirement. As of May 1, 2002 the Iowa Department of Public Health (DPH) must approve the training curricula for selected mandatory reporter training programs, and LMHCs must complete a DPH-approved training course in mandatory reporting of abuse. Please note that this differs from DHS approved courses. Completion of approved training is good for a 5 year time span. However, licenses must be renewed every 2 years and therefore sometime within 5 years the renewee must document completion of the required training. Complete information about the process and a complete listing of the approved training courses is available at the Abuse Education website: www.idph.state.ia.us/bh/abuse_ed_review_curricula.asp, or by contacting Mary Anderson at (515) 242-6333.

A license is mandatory to practice as a mental health counselor in the State of Iowa. Mental health counseling is defined in Chapter 154D of the Iowa Code as the provision of counseling services involving assessment, referral, consultation, and the application of counseling, human development principles, learning theory, group dynamics and the etiology of maladjustment and dysfunctional behavior to individual, families, and groups.

Chapter 154D does not prevent qualified members of other professions from providing services of a mental health counseling nature consistent with the accepted standards of their respective professions, but these persons shall not use a title or description denoting that they are licensed mental health counselors. Chapter 154D.4 of the Iowa Code does exempt from licensure students whose activities are conducted within a course of professional education in mental health counseling and a person who practices mental health counseling under supervision as part of a clinical experience. If you are not a student but think you may be practicing in an exempt setting, it is your responsibility to verify this determination by reviewing Chapter 154D.4 of the Iowa Code, or contact the licensure board to verify this judgment.

We really urge students to take a look at the IMCHA web site. The URL is www.imcha.net

We hope you have enjoyed our FALL Edition of the Rehab Review. If you have any comments or you want to see something on our newsletter please contact use at: noel-estradahernandez@uiowa.edu.

If this was the first time you receive The Rehab Review, Please fill out the Online Personal Information Form.