



Graduate Study in Rehabilitation Counseling

We are pleased you are interested in The University of Iowa's Graduate Programs in Rehabilitation (GPR). We hope the information you find here will serve as an introduction and a resource. If you are considering graduate study in rehabilitation, The University of Iowa's GPR has much to offer you.

The program offers both an M.A. degree in Rehabilitation Counseling with innovative specialization such as mental health counseling and a Ph.D. in Rehabilitation Counselor Education with intensive preparation and direct experience for future roles as counselor educators, supervisors and researchers. The program received the 1997 President's Award for Exemplary Education Program of the American Rehabilitation Counseling Association, and is ranked third in the nation among graduate degree programs in rehabilitation by U.S. News and World Report.



Visit us on the World Wide Web

<http://www.education.uiowa.edu/rehab/>
THE UNIVERSITY OF IOWA

Iowa City, Iowa

REHABILITATION COUNSELING: THE PROFESSION

Rehabilitation counseling is a versatile specialization of counseling that began over 80 years ago serving the needs of veterans returning from World War I and workers injured in industry. Major strides in the growth and definition of the field occurred after 1954 with the recognition of rehabilitation counseling in federal legislation and the allocation of training funds for the education of rehabilitation counseling professionals. Today, there are approximately 15,000 Certified Rehabilitation Counselors (CRCs) among the estimated 122,000 rehabilitation counselors practicing in the United States (Bureau of Labor Statistics, 2004), addressing the vocational, psychosocial, and independent living needs of the estimated 49 million persons with physical, cognitive, emotional, social, and developmental disabilities.

Rehabilitation counselors work in a variety of settings including state vocational rehabilitation organizations and Veteran's Administration vocational rehabilitation programs; mental health practices; psychiatric rehabilitation agencies; community non-profit rehabilitation centers and supported employment programs; private for-profit worker's compensation and insurance rehabilitation agencies; and private practices.

Many new and exciting types of settings and services are emerging in rehabilitation counselor practice. Rehabilitation counselors may be found in such diverse areas as: disability management in industry; schools, hospitals and clinics; residential and independent living agencies; university student support services, corrections facilities; and employment agencies, as well as employee assistance programs. Rehabilitation counselors provide interventions that are designed to assist persons with dis-

abilities in adapting to the demands of the environment and that prepare the environment to accommodate the needs of the individual and enhance the full participation of persons with disabilities in the community. In 2006 the median expected salary for a typical Vocational Rehabilitation Counselor in the United

States is \$49,448 (Source: www.salary.com).

National professional standards require that the qualified rehabilitation counseling professional has (a) completed a master's degree in rehabilitation

Iowa's Historical Leaders

Beatrice Wright (M.A. '40/Ph.D. '42)

Dr. Wright completed her dissertation in social psychology under Dr. Kurt Lewin and Dr. Tamara Dembo before a formal course of study in rehabilitation counseling existed.

Her research planted the seed for the rehabilitation tradition at Iowa, and developed the powerful theory of somatopsychology. Wright became one of the most well-respected, prominent, and inspirational rehabilitation psychologists in the history of rehabilitation.

John E. Muthard

Dr. Muthard established Iowa's Graduate Programs in Rehabilitation in the 1950s. These were the first rehabilitation graduate programs west of the Mississippi River. Together with Paul Salomone (MA '62/PhD '68), Muthard wrote the first role and function study of rehabilitation counselors beginning the line of research that defines the profession and the work performed by its practitioners.

Marceline E. Jaques (MA '46/PhD '59)

Dr. Jaques is the first woman in the nation to receive a doctoral degree in Rehabilitation Counselor Education. She, after early research, continued the important work on rehabilitation counselor role and functions. She went on to become the first woman to direct a rehabilitation counselor education program, as well as provide national leadership in the early years of the profession.

C. Esco Obermann (BA '27/MA '31/PhD '38)

Dr. Obermann served as program coordinator for Iowa's Graduate Programs in Rehabilitation in the 1960s, and wrote the definitive text on the history of vocational rehabilitation.

He chaired the National Rehabilitation Counseling Association's Ethics Committee who drafted the profession's first code of ethics in 1968.

counseling or a closely related program (e.g., counseling); (b) achieved national certification; and (c) attained the appropriate state licensure in those states that require this level of credential for counseling practice.

Rehabilitation Counselor

A rehabilitation counselor is a counselor who possesses the specialized knowledge, skills, and attitudes needed to collaborate in a professional relationship with people who have disabilities to achieve their personal social, psychological, and vocational goals.

Scope of Practice

The scope of practice statement of a profession is a formal statement by the profession's credentialing bodies that describes the range and types of services that are provided by its practitioners. This statement for rehabilitation counselors is:

Rehabilitation counseling is a systematic process that assists persons with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated setting possible through the application of the counseling process. The counseling process involves communication, goal setting, and beneficial growth or change through self-advocacy and psychological, vocational, social, and behavioral interventions.

Techniques and Modalities:

- Assessment and appraisal.
- Diagnosis and treatment planning.
- Career counseling.
- Individual and group counseling

treatment interventions.

- Case management, referral, and service coordination.
- Program evaluation and research.
- Interventions to remove environmental, employment, and attitudinal barriers.
- Consultation services
- Job analysis, job accommodation, job development, and placement services.
- Consultation on rehabilitation technology.

GRADUATE PROGRAMS IN REHABILITATION

The programs are consumer-focused rehabilitation counseling and counselor education programs. Since 1956, The University of Iowa has contributed numerous practitioners, educators, researchers, and administrators to the

profession of rehabilitation counseling.

The programs have achieved national recognition through many faculty and student awards and publications. The master's program in Rehabilitation Counseling is accredited by the Council on Rehabilitation Education (CORE) and by Council on Accreditation on Counseling and Related Education Programs (CACREP) in Community Counseling.

Since 2000, U.S. News and World Report's national ratings of graduate programs have ranked the University of Iowa's Rehabilitation Counseling Program 3rd in the nation. In 1997 the American Rehabilitation Counseling Association awarded its President's Exemplary Rehabilitation Education Award to our master's and doctoral programs in rehabilitation. The award acknowledged "the demonstration of excellence in innovative and exemplary academic program efforts that offer significant potential for improving the standards and practices of graduate rehabilitation education." The combination of these two honors have demonstrated the strength of the educational approach taken to prepare rehabilitation counselors for the future needs of

Vision and Mission

The Faculty and Students of the Graduate Program in Rehabilitation are inspired and guided by our vision and mission statements.

Program Vision

To be the premier graduate rehabilitation counselor education program recognized for its diversity, and known for excellence in teaching, learning and research.

Program Mission

The mission of the Graduate Programs in Rehabilitation at The University of Iowa is to increase opportunities for participation and choices of people served through education, training, research, leadership, and community engagement.

the profession, here at the University of Iowa. Our programs have a major impact on the field of rehabilitation counseling.

The Graduate Programs in Rehabilitation are part of the College of Education as well as the Department of Counseling, Rehabilitation, and Student Development. In addition to rehabilitation counseling, the Department provides accredited M.A. programs in school counseling and student development in postsecondary education. At the doctoral level, the Rehabilitation Counselor Education Program, along with Ph.D. programs in counselor education and supervision, and student development in postsecondary education, combine to form the accredited doctoral program in counselor education. The close coordination and support among the Department's programs provide students access to a wide range of faculty and courses.

An Established and Innovative Program

Iowa's Graduate Programs in Rehabilitation have evolved over more than 50 years. The first master's degree in rehabilitation counseling was awarded at The University of Iowa in 1956, and in 1959 Marceline Jaques became Iowa's first doctoral graduate in rehabilitation counselor education and the first woman in the nation to receive her Ph.D. in this field. Since its founding, the program has produced more than 50 doctoral degree and hundreds master's degree graduates.

Our programs are an institutional member of the National Council on Rehabilitation Education (NCRE) and have been chartered as Rho Upsilon Chapter of Chi Sigma Iota, the Counseling Academic and Professional Honor Society International. The University of Iowa Rehabilitation Counseling Association (UI-ARCA) is a recognized student organization affiliated with the American Rehabilitation

Counseling Association (ARCA), and has the honor of being its first student chapter. UI-ARCA provides the opportunity for students to develop both personally and professionally. In addition, through the interests and efforts of individual faculty members, the programs have ties with a wide range of professional organizations in counseling and rehabilitation.

THE MASTER OF ARTS PROGRAM

The master's degree program prepares professionals to provide direct services and coordinate resources for persons with disabilities. A position as a qualified rehabilitation counselor requires a master's degree. The degree usually requires two years of full-time academic course work, including summers, and a minimum of 1,000 hours of supervised

clinical experience. Graduate students generally have undergraduate degrees in rehabilitation services, psychology, sociology, or other human service fields. Other job titles for a rehabilitation counselor might include job placement or vocational specialist, mental health counselor, case manager, or vocational counselor.

Accreditation and Credentials

The University of Iowa master's degree program in rehabilitation counseling is accredited by the Council on Rehabilitation Education (CORE) and the Council on Accreditation on Counseling and Related Professions (CACREP) in Community Counseling. Master's graduates are eligible for certification by the Com-

Nicole Oxenford

Master's Student
Rehabilitation Counseling

I was interested in Mental Health Counseling and learned that it was one of the specialization areas. I liked the idea of helping people get back into the community and find jobs because I know how much it means to feel like a contributing member of society. No one should have to live an idle life if they choose otherwise. Also, I believe that everyone should get a fair shot at doing whatever they want, disabled or not.

The experiential focus of the program helps students to get the real world experience that really matters and employers look at when deciding to hire someone or not. As a result of a conference I attended as a student, I acquired a full-time job for internship and after graduation. That is only one example of how the program teaches students to become involved and make connections. This program is beneficial on so many levels.

My advice to future program students is to get involved. Go to UI-ARCA. Go to conferences. Impress your practicum and internship supervisors. I know from personal experience that it is hard to work and go to school, but now is the time to work hard in the Program and get ahead. It isn't easy. The professors expect a lot from the students, but you will thank them later. Your work will not go unnoticed.



mission on Rehabilitation Counselor Certification (CRCC) and the National Board on Counselor Certification (NBCC) upon completion of an approved internship and satisfactory performance on the certification examination. Although these certifications are not required for employment in all settings, they represent professional recognition of an individual's education and competencies and may be necessary to function in certain types of practice or to obtain some forms of reimbursement. Many states also offer credentialing for licensed professional counselors (LPC) or licensed mental health counselors (LMHC) and students may work with their advisors to select a course of study to fulfill coursework for licensure. For example, the program's specialization in Mental Health and Psychiatric Rehabilitation fulfills Iowa's coursework requirements to become a Licensed Mental Health Counselor.

Specialization

In addition to a strong generalist approach to preparing professional counselors, the program's 60-semester-hour curriculum includes a 12-credit specialty emphasis area of the student's choice. This added specialty course work allows students to pursue an advanced level of preparation in practice areas that are of current importance in the field and may facilitate access to additional credentials relevant to that area. The specialization requires a minimum of 12 semester hours, including nine semester hours of didactic course work and three semester hours of supervised professional practice appropriate to specialty.

Plan of Study

The master's degree program provides a systematically planned curriculum that blends academic work with supervised

clinical experiences. The program can be completed in two academic years or four semesters plus two summer sessions (24 months). Graduates of this 60-semester-hour nonthesis program are likely to have completed the academic

course work for counselor licensure in many states. Faculty assist students in planning their course work for licensure in states in which they may desire to practice.

Areas of Specialization: A Unique Strength

Students meet with their academic advisors to determine the coursework necessary to complete their specialization, and enhance their ability to gain future credentials. Recent specialization areas offered are:

- Mental Health Counseling and Psychiatric Rehabilitation
- Aging and Rehabilitation
- Correctional Rehabilitation
- Brain Injury Rehabilitation
- Law and Disability
- Disability Management
- Substance Abuse/Mental Health Counseling
- Assistive Technology
- Multiculturalism
- Spanish-English Rehabilitation
- Non-Profit Agency Management

Lowell Brandt

M.A., 1979

Warden, Iowa Medical Classification Center Department of Corrections

The University of Iowa's Rehabilitation Counseling program provided me with a theoretical and philosophical framework which helped guide my approach to working with offenders. The program also gave me a new appreciation for the impact of physical disabilities on personalities and behavior.

Graduates of this program will be well-versed in ethics and professionalism. They will understand the value of collaboration with others in learning more about their chosen career. They are dedicated and eager to learn. I believe that the field of corrections may offer more employment opportunities for people trained in the rehabilitation counseling field over the next 20 years. The corrections population is aging and with the aging process come more disability issues. Corrections is also experiencing an increase in the number of clients who have physical and/or mental disabilities. The courts had been reluctant to send such clients to corrections in the past but have been more willing to do so since the capacity to work with those clients has increased. Rehabilitation counselors who are skilled in mental health and substance abuse issues will be of particular value to corrections.

I advise you to appreciate the impressive stature of the program and the faculty. Experience as many different disabilities and organizations working with the disability community as you possibly can. Understand that this is a rigorous program but the rigor is what makes it excellent.

Plan of Study

MASTER OF ARTS TYPICAL PLAN OF STUDY

YEAR ONE - SUMMER

7C:221	Theories of Counseling	3 s.h.
7C:278	Applied Microcounseling	3 s.h.
7C:280	Intro. to Counseling & the Counseling Profession	[1 s.h.]

FALL

7C:241	Intro. to Rehabilitation Counseling & Case Management	3 s.h.
7C:247	Medical Aspects of Disability	3 s.h.
7C:348	Prepracticum in Rehabilitation Counseling & Case Management.	3 s.h.
7C:341	Job Development, Placement & Follow-up	3 s.h.

SPRING

7C:210	Rehab. Client Assessment	3 s.h.
7C:342	Psychosocial & Developmental Aspects of Disability	3 s.h.
7C:349	Practicum in Rehabilitation Counseling & Case Management	3 s.h.
7C:250	Multiculturalism in the Helping Professions	3 s.h.
7C:249	Psychiatric Disorders & Interventions	3 s.h.

YEAR TWO - SUMMER

7C:202	Intro. to Group Counseling	3 s.h.
7C:248	Diagnosis & Treatment Planning for Psychiatric Rehab	
	OR	
	Specialty Course	3 s.h.

FALL

7C:350	Advanced Practicum in Rehab. Counseling & Case Management	3 s.h.
	OR	
7C:351	Internship in Substance Abuse/ Mental Health Counseling	
7B:206	Research Process & Design	3 s.h.
7C:270	Issues & Ethics in Counseling	3 s.h.
	Specialty Course	3 s.h.

SPRING

7C:352	Internship in Rehab. Counseling & Case Management	9-12 s.h.
	Specialty Course	3 s.h.

SPECIALTY COURSES

12s.h.: 9 s.h. didactic course work and 3 s.h. professional practice appropriate to specialty at practicum or internship level.

NOTE: Basic rehabilitation courses, supervised practica, internship, and the comprehensive examination are **NOT** offered during summer sessions.

Comprehensive Examinations

In two areas:
Counseling, Rehabilitation & Student Development (3 hours) and Rehabilitation Counseling (3 hours).

MINIMUM PROGRAM REQUIREMENT: 60 s.h.

Admission Requirements

A completed application to the M.A. program must include:

- An application to The University of Iowa's Graduate College;
- An application to the Graduate Programs in Rehabilitation, including a statement of professional goals;
- Official transcripts of all previous college work;
- Three letters of recommendation;

In addition, the Graduate Programs in Rehabilitation considers these factors:

- Undergraduate GPA of 3.0 or better;
- An official report of your Graduate Record Examination (GRE)

Verbal and Quantitative scores;

The following factors also are considered:

No specific undergraduate major area of study is required, though we are interested in applicants who usually have majored in one of the social sciences at the undergraduate level, have a good academic record, relevant experience, and a strong desire to assist individuals with disabilities. Evidence of experience with persons with disabilities is considered relevant, and post-baccalaureate work experience relevant to the field of rehabilitation is preferred.

A personal interview with the faculty is required either in person or by telephone. This interview is scheduled once a completed application is received. In reviewing applications, the faculty considers the relevant qualifications of candidates across all required areas. No one criterion is used in selecting candidates. All interested persons are encouraged to apply. Specific questions concerning the status of your application should be directed to the Office of Student Services, N310 Lindquist Center, (319) 335-5260.

Admissions Deadlines and Process

For current information about admissions deadlines and processes, you can visit www.education.uiowa.edu or call 319-335-5359 or 335-5260.

Mike Hoenig, M.A.

M.A., 1987
State and Community Projects
Center for Disabilities
and Development
University of Iowa
Iowa City, IA



While in college, I discovered my interest in and aptitude for counseling.

At that time, I was benefiting greatly as a recipient of the Iowa Department for the Blind's rehabilitation counseling services. It seemed only natural to put my skills and interests to work by giving to others what was being given to me.

I came to the program as a 20-year-old with very little confidence. Faculty and a TA challenged me, forcing me to grow up very quickly. The teaching, advocacy, and networking skills which I learned through the Rehabilitation Counseling program have been essential tools for my career advancement, providing the springboard for my directing an advocacy training program at the University of Iowa and serving on the Iowa Secretary of State's Help America Vote Act (HAVA) Advisory Committee.

The program is time-intensive, but the hard work which you put into it is well worth it.

The master's degree program accepts approximately 15 students per year. The class proceeds through a sequenced plan of study beginning each summer semester. Therefore although students may be admitted in any semester, it is highly recommended that full-time students begin in the summer semester. For the best consideration for financial aid, early applications (as early as January) are strongly encouraged. You will be notified in writing once a decision regarding your application has been made. This is approximately one month after the application deadline.

for details: www.education.uiowa.edu/rehab

Practicum and Internship Sites for Rehabilitation Counseling

Abbe Center for Community Mental Health
Cedar Rapids, IA

The Arc of Johnson County
Iowa City, IA

Area Substance Abuse Council (ASAC)
Cedar Rapids, IA

Center for Disability and Development
The University of Iowa, Iowa City, IA

Center for Independent Living IA/IL
Rock Island, IL

Community Mental Health Center for Mid-Eastern IA
Iowa City, IA

Corvel Corporation
Des Moines, IA

Covenant Medical Center - Rehabilitation Unit
Waterloo, IA

Crisis Center
Iowa City, IA

Department for the Blind
Cedar Rapids, IA; Des Moines, IA

Department of Correctional Services
Cedar Rapids, IA

Department of Veterans Affairs, Vet Center
Cedar Rapids, IA; Rock Island, IL

Gillian Fox, M.A., L.B.S.W.

M.A., 2005, L.B.S.W.

Executive Director

LIFE Skills, Inc.

Iowa City, IA



The program appealed to me primarily because it was part of the College of Education, and the Program allowed me some flexibility to attend part time while I continued to work full time. I felt that the program was respectful of non-traditional students, and this was a good academic match for me.

I have a strong theoretical base and have confidence in my ability to make accurate and effective decisions regarding my work with individuals who have disabilities. The program taught me how to provide services using best practices, backed up by current research and to do so with a major emphasis on ethical standards. All of these together have made me have a stronger career in Rehabilitation Counseling.

Regarding advice to new students, I would encourage them to take the program very seriously. As they enter the field of Rehabilitation Counseling, many people will rely on them to assist with important issues which will impact their lives. Providing services which have such a tremendous impact on someone's life is significant and should be done so with a sound knowledge and theory base.

Our theory for selecting personnel who work with the individuals who use services at this agency is "only the best." The students from the Rehabilitation Counseling program have repeatedly proven to be "the best." With more than 10 years of experience supervising Rehabilitation Counseling students, I have never been disappointed in the quality of professionalism and sound knowledge/theory base. Rehabilitation Counseling students are some of the most ethical and well trained professionals I have ever met in over 25 years of practice.

Department of Veterans Affairs,
Vocational Rehabilitation & Employment Services
Cedar Rapids, IA; Denver, CO; Des Moines, IA

Domestic Violence Intervention Project
Iowa City, IA

Employment Plus
Iowa City, IA

Evert C. Conner Center for Independant Living
Iowa City, IA

Goodwill Industries of Souteast Iowa
Cedar Rapids, IA

Goodwill Industries of Southeast Iowa
Coralville, IA

Goodwill Industries-Employment Services
Iowa City, IA

Grant Wood Area Education Agency
Coralville, IA



Keith Ruff and Chris O' Hanlon (M.A., 1994)
Evert Conner Center for Independent Living

Heart of Iowa - ASAC
Cedar Rapids, IA

Hillcrest Family Services & Supported Living
Iowa City, IA

Hope House
Iowa City, IA

House of Mercy
Des Moines, IA

IMPACT:
University of Iowa Hospital and Clinics
Iowa City, IA

Iowa Center for AIDs Resources & Education
(ICARE)
Iowa City, IA

Iowa Vocational Rehabilitation Services
Iowa City, IA; Cedar Rapids, IA; Des Moines, IA

Kirkwood Skill Center
Cedar Rapids, IA

LIFE Skills, Inc.
Iowa City, IA

Mercy Behavioral Services
Cedar Rapids, IA

Mid-Eastern Center on Chemical Abuse
(MECCA)
Iowa City, IA



Orville Townsend (M.A., 1972)
Iowa Vocational Rehabilitation Services

On with Life, Inc.
Ankey, IA

Pathways Adult Day Health Center
Iowa City, IA

The Principal Financial Group
Des Moines, IA

ResCare
Fairfield, IA, Washington, IA

Student Disability Services
Iowa City, IA

The Arc of Johnson County
Iowa City, IA

Student Disability Services
The University of Iowa, Iowa City, IA

Systems Unlimited
Iowa City, IA

Vera French Mental Health Center
Davenport, IA

Women's Resource and Action Center
Iowa City, IA

THE PH.D. PROGRAM IN REHABILITATION COUNSELOR EDUCATION

Our Program curriculum is unique in the nation providing one of the most in depth course sequences to prepare graduates for their future leadership, teaching, and supervisory responsibilities. The Ph.D. program prepares professionals for leadership roles in rehabilitation counselor education, research, administration, and service delivery systems. Persons admitted to the program focus on three areas of advanced development: counselor education and supervision, research, and professional practice. The program is flexible, permitting students to select and pursue individualized plans of study within the required curriculum.

The purpose of the Ph.D. program is to provide rehabilitation counselors the opportunity to master knowledge, clinical, teaching, and supervisory skills, as well as research competencies at the most advanced levels. Doctoral graduates are expected to have the knowledge and skills to teach at colleges and universities, to supervise other professionals, to provide advanced clinical services to clients, and to have the competencies to engage in and evaluate theoretical and empirical research.

The Ph.D. requires a minimum of 90 graduate semester hours, which would include relevant coursework taken at the masters level. Most students complete their course work in three years and require another year to complete the dissertation requirement. If a student has not completed the rehabilitation counseling master's degree curriculum, these courses or their equivalencies also are required. The Adviser and curriculum plan committee will determine what courses must be taken to correct deficiencies. This curriculum ensures exposure to vocational rehabilitation as well as independent living rehabilitation processes, concepts, programs, and services.

Admission Requirements

A completed application to the Ph.D. program must include:

- An application to The University of Iowa's Graduate School.
- An application to the Graduate Programs in Rehabilitation, including a statement of professional goals.
- An official report of your Graduate Record Examination (GRE) Verbal and Quantitative scores.
- Official transcripts of all previous college work.
- Three letters of recommendation.
- Graduate GPA of 3.0 or better.

The following factors also are considered:

- A master's degree in rehabilitation counseling or a related area.
- One year of full-time work experience in rehabilitation or a related field.
- A written statement of purpose for pursuing the Ph.D. in rehabilitation counselor education, including career objectives.
- A personal interview with the faculty is required either in person or by telephone. Generally, this interview is scheduled once a completed application is received. In reviewing applications, the faculty considers the composite fitness of candidates across all required areas. No one criterion is used in selecting candidates. All interested persons are encouraged to apply.

Admissions Deadlines and Process

Applications are accepted for Fall, Spring or Summer semester entry, although Fall semester entry is strongly advised. Faculty begin consideration of applications on January 15 for Fall Semester, on November 15 for Spring Semester and on April 1 for Summer Semester entry.

For the best consideration for financial aid, early applications are strongly encouraged. You will be notified in writing once a decision regarding your application has been made. This is typically one month after the application deadline.

For current information about admissions deadlines and processes, you can visit www.education.uiowa.edu or call 319-335-5359 or 335-5260.

PH.D. IN REHABILITATION COUNSELOR EDUCATION TYPICAL PLAN OF STUDY

REQUIRED COURSES:

Course Number	Course Title	Semester Hours
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THEORY

7C:353	Advanced Counseling & Psychotherapy	3
7C:357	Advanced Group Counseling & Psychotherapy	3
7C:255	Vocational Psychology	3
7C:454	Supervision Theory and Practice	3
7C:450	Seminar: Advanced Social Psychology of Disability	3
7C:369	Advanced Seminar: Rehabilitation Counseling and Psychology	3

RESEARCH TOOLS & APPLICATIONS

7P:143	Introduction to Statistical Methods (or equivalent) (Not required – May be taken as an elective review)	3
7P:243	Intermediate Statistical Methods	4
7P:246	Design of Experiments	4
	Minimum of one course beyond 7P: 243 (note: must be at least 3 s.h. and from list of approved courses and chosen with advisor approval.)	3-4
7C:460	Seminar: Research in Counseling	3
7C:338	Essentials of Qualitative Inquiry	3
7C:461	Practicum in Research	3
7C:455	Seminar: Research in Rehabilitation Counselor Education	3
7C:456	Research in Rehabilitation Counselor Education	
7C:493	Ph.D.Thesis in Rehabilitation Counseling	10-15

PRACTICAL APPLICATIONS AND ETHICS

7P:217	Seminar in College Teaching	1-3
7C:360	Advanced Practicum in Counseling	3
7P: 385	Teaching & Learning in Higher Education	3
7C:380	Practicum in College Teaching	3
7C:400	Seminar: Ethics and Professional Issues in Counseling	3
7C:455	Supervising the Counseling Practicum	6

MINOR

Outside the Department
(e.g., Sociology, Educational Measurement and Statistics, Law and Disability) 9 s.h. (Min.)

ELECTIVES

Note: To be determined in consultation with student's advisor
Elective Options Include:

1. Students may choose to complete the following CACREP required courses and receive a letter stating the coursework was completed:

7C:347	Home/School/Community: Systems Interventions	3
7P:354	Multicultural Competencies: Theory, Rsch & Prac. OR Advanced multicultural counseling course	3
	At least one course in human development	3
	At least one advanced course in psychological or educational measurement (such as 07P:310, 07P:312, 07P:315, or 07C:248)	3
7C:465	Internship in Counselor Education	3

2. Students may choose to complete additional coursework in college teaching and receive certificate of teaching.

Tom Upton, Ph.D.

Ph.D., 2000
Associate Professor, Southern Illinois
University, Carbondale IL.

My interest in rehabilitation counseling emanated from personal experience. I became aware of the importance of having sensitive, trained professionals to assist with my own rehabilitation. As a senior in high school, I was a passenger in a devastating motor vehicle accident. On March 18, 1988 my entire life changed. One of my friends died and I was forever changed. Injuries included multiple fractures including a severe brain injury. I was in a coma for three weeks. While working with PA-OVR, I ultimately decided to pursue professional training in rehabilitation.

While working as a Senior Vocational Rehabilitation Counselor in Florida, the thought of doctoral work entered my mind. I know that I was making large differences in my clients' lives, but I wanted to make a larger contribution. Ultimately, I decided that through teaching I could positively impact more people (through students) in rehabilitation. I applied to many top schools and chose to visit the UI first. This program seemed to have professionals that I would fit well with, have the small program I wanted, and be in a good-sized town. I liked the program, the town, and all the possibilities that seemed to be present. The program curriculum, faculty, financial opportunities, and connections were commensurate with other schools to which I had applied and I felt like we fit into the program at The University of Iowa.

I was fortunate enough to have worked with the Rehabilitation Counseling and other Department faculty. I was shaped by their examples and now shape many rehabilitation counselors-in-training in the Rehabilitation Institute at SIUC. With my faculty's support, I designed, piloted, and provided meaningful brain injury rehabilitation services to the local community. Also, I sought and gained a NIH predoctoral fellowship for this research. Without the support of my advisor and my own efforts these would not likely have been achieved. My education provided me with the confidence, knowledge, abilities, and skills to perform relevant research and serve persons with disabilities.

ADDITIONAL DOCTORAL PROGRAM REQUIREMENTS

Plan of Study

Each student is required to submit a curriculum plan called the Plan of Study, which is reviewed annually. The rehabilitation counseling faculty conducts an annual review of each student. Retention in the program is dependent upon satisfactory progress as stated in departmental requirements for maintaining candidacy and its Review and Retention Policy.

Minor

The minor is an important way in which doctoral students can pursue their individual interests and prepare to pursue specialized work in their future career. The minor will be planned individually in collaboration with the doctoral student's minor advisor and curriculum plan committee. This area will be taken outside of the Department.

Examples of recent minors include:

- Consultation
- Measurement and Statistics
- Women's Studies
- Correctional Rehabilitation
- Counseling Psychology
- Law, Health Policy & Disability
- Public Health Administration

Comprehensive Examinations & Dissertation

Comprehensive Examinations

Comprehensive examinations will be taken for a total of 9 hours and will cover the counselor education department core comprehensive (three hours), rehabilitation counselor education (three hours, covering theory, practice, and research), and the minor area (three hours).

Dissertation

A major research study is planned in collaboration with the student's dissertation committee chair. A minimum of two members of the rehabilitation counselor education faculty must serve on the dissertation committee (one of whom must be the student's major advisor).

A rehabilitation counselor education faculty member must chair or co-chair the committee.

SOURCES OF FINANCIAL ASSISTANCE FOR GRADUATE STUDY

Financial aid is available on a limited basis for full- and part-time graduate students. Sources of support include University or grant-supported fellowships or traineeships, departmental research or teaching assistantships, loans, and part-time employment with local rehabilitation agencies.

Most aid is in the form of employment for students (research or teaching assistantships). Assistantships may be available through other departments on campus. Teaching and research assistantships offer stipends for academic year, one-quarter and half-time assignments. Additional support for summer sessions is often available. For some assistantships, students pay in-state tuition regardless of their residency status.

For a listing of assistantship positions available in the College of Education: <http://www.education.uiowa.edu/tess/assistantships/index.htm>.

Funded graduate students are eligible for inclusion in the comprehensive health insurance program available to University faculty and staff.

The cost of living in Iowa City is moderate and comparable to most Midwestern cities. Current financial aid information is available from the Office of Student Financial Aid, The Univer-



Michael T. Hartley

Doctoral Student
Rehabilitation Counselor
Education
University of Iowa

When interviewing at potential doctoral programs, this program stood out for several reasons. First, I accurately sensed the strong sense of student collegiality and community. Second, the faculty's level of professionalism and scholarship was clearly apparent. Finally, all the faculty members were interpersonally approachable and warmly embraced my uniqueness.

The exposure to professional issues and emphasis on critical thinking skills here at the UI will be invaluable to my career as a rehabilitation counselor educator.

My advice to future students is to honestly express professional expectations and needs. The program is flexible and allows students to adapt the program to fit individualized goals. The College of Education offers amazing resources to assist students to develop into educators and researchers.



"The Doctoral Program in Rehabilitation Counselor Education helped open doors I believed were closed to me."

Quincy Smiling, Ph.D., 2004, Assistant Professor,
Winston-Salem University Winston-Salem, NC

sity of Iowa, 208 Calvin Hall, Iowa City, IA 52242-1315, (319) 335- 1450.

Special Notes for International Applicants

Due to increases in the INS workload, are anticipated delays in the issuance for visas for international students. We therefore wish to make both admission and funding decisions as early as possible so students will have sufficient time to secure visas. Students applying for admission and assistantships should make sure all materials arrive by January 15 for all completed applications.

International students are required to provide a TOEFL score with their applications. Depending on the TOEFL score, the student may be required to take and pass course work in English usage, designed to test the proficiency of international students.

STUDENT RESOURCES

Educational Technology Center (ETC)

<http://www.education.uiowa.edu/edtech/>

The Education Technology Center (ETC) provides access to a variety of services for College of Education student, faculty and staff. Resources include an open computer lab, three computer classrooms, an Iowa Communications Network (ICN) classroom, wireless laptop technology within Lindquist Center, AV equipment for checkout, digital video editing suites, and our recently opened ePortfolio™ Support Center.

Iowa Center for Assistive Technology Education and Research (ICATER)

<http://www.education.uiowa.edu/icater/>

The Iowa Center for Assistive Technology Education and Research (ICATER) offers a place for the advancement and dissemination of assistive technology. The emphases of the Center are education, training and research. The Center provides hands-on training in assistive technology to College of Education students and faculty. The center also engages in research projects to aid in examining the effectiveness of assistive technology in education, living and work.

Writing Center

<http://www.education.uiowa.edu/writing/>

The Writing Center is a service available to any student, faculty member or professional of the Counseling, Rehabilitation and Student Development Department who desires assistance with academic or professional writing.

Office of Student Disability Services (SDS)

<http://www.uiowa.edu/~sds>

The University of Iowa is committed to equality of educational opportunity for all students. The Office of Student Disability Services (SDS) facilitates academic accommodations and services for students with disabilities so that these students have equal access to University programs and activities, and can participate fully in all aspects of University life.

The core functions of Student Disability Services include:

- Establish and communicate criteria for disability services at the University;
- Review documentation to verify eligibility for SDS services;
- Facilitate academic accommodations for qualified students with disabilities; and
- Support disability-related services and opportunities for students with disabilities.

For more information on campus

resources for students with disabilities, contact the Office of Student Disability Services:

Burge Residence Hall

Phone: (319) 335-1462

Fax: (319) 335-3973

TTY: (319) 335-1468

<http://www.uiowa.edu/~sds/>

Office of Graduate Ethnic Inclusion

<http://www.grad.uiowa.edu/ogeii/>

One of The University of Iowa's top institutional goals is to continue to promote excellence in education by increasing the diversity of the University's faculty, staff, and students. Already, about one in 10 University students belongs to a racial or ethnic minority group, and there are numerous campus organizations devoted to building and enhancing a sense of community for members of traditionally underrepresented groups.

For more information on campus

Checklist for Application

- Completed application for admission to the Graduate College.
- Two copies of official transcripts from all institutions attended (send one copy to Graduate Admissions and one to the Graduate Programs in Rehabilitation.)
- Graduate Record Examination (GRE-General Test) Scores (institution code: R6681; Department code: 2205)
- Completed Application for Graduate Awards, if requesting a graduate assistantship or scholarship (Send directly to Graduate Programs in Rehabilitation.)
- Three letters of recommendation (address letters to the Admissions Committee, Graduate Programs in Rehabilitation, and send it directly to Graduate Programs in Rehabilitation.)
- Statement of Purpose (send directly to Graduate Programs in Rehabilitation.)

resources for minority students, contact the Office of Graduate Ethnic Inclusion:

Graduate College

6 Gilmore Hall

The University of Iowa

Iowa City, IA 52242

Phone: (319) 353-2147

<http://www.grad.uiowa.edu/oge/>

FACULTY

Dennis C. Harper, Professor

Licensed Psychologist and Professor, Graduate Programs in Rehabilitation and Department of Pediatrics

M.A., School Psychology, The University of Iowa, 1966

Ph.D., Psychology, The University of Iowa, 1972

Dennis Harper, Ph.D., ABPP-Clinical, UI professor of pediatrics, holds appointments in counseling, rehabilitation, and student development in the College of Education and health



management and policy in the College of Public Health. He is a leading authority in the study of children with chronic health disabilities and adults with mental retardation during the aging process. Harper joined the UI faculty in 1972, and from 2002 - 2006 was head of developmental and behavioral medicine and clinical director of the Center for

Disabilities and Development, Iowa's premier program for children with disabilities. Currently he is Director of the Iowa R*E*A*C*H Program, a two year post-secondary certificate program meeting the transitional needs of students with multiple learning difficulties.

Dennis R. Maki, Professor and Chair

Certified Rehabilitation Counselor, National Certified Counselor, Approved Clinical Supervisor, Licensed Mental Health Counselor

Professor, Graduate Programs in Rehabilitation

Chair, Department of Counseling, Rehabilitation and Student Development
M.A. in Rehabilitation Counseling, 1975, Michigan State University



Ph.D. in Rehabilitation Counseling Psychology, 1979, University of Wisconsin-Madison. Dr. Maki has worked as a rehabilitation counselor and vocational evaluator in community-based rehabilitation facilities. He is the past President of the Council on Rehabilitation Education (CORE). He is a Past President of the American Rehabilitation Counseling Association and recipient of numerous awards, including the National Council on Rehabilitation Education's Rehabilitation Educator of the Year and the National Rehabilitation Counseling Association's Rank of Fellow. Dr. Maki has been appointed to the Commission on Rehabilitation Counselor Certification and elected President of Rho Chi Sigma, the Rehabilitation

Counseling and Services Honor Society. He is the Director of the Iowa Center for Assistive Technology and Research (ICATER). Dr. Maki has served as co-editor for special issues for the Journal of Applied Rehabilitation Counseling from 1983 to 1994. Maki has co-edited three textbooks in the Springer Series on Rehabilitation, Applied Rehabilitation Counseling (1986), Rehabilitation Counseling: Profession and Practice (1997), and Handbook of Rehabilitation Counseling (2004).

John S. Wadsworth, Associate Professor

Certified Rehabilitation Counselor, National Certified Counselor

Affiliate Faculty, Aging Studies Program
M.A., 1989, Southern Illinois University

Ph.D. in Rehabilitation Counselor Education, with Certificate in Aging Studies, 1996, The University of Iowa. Dr. Wadsworth joined the



Rehabilitation Counselor Education faculty in 2000. He directs the Master's Program in Rehabilitation Counseling and assists graduates as they conduct their own job searches. As a long time Iowa City resident, his knowledge of workplaces and employers assists graduate students in building links to communities in Iowa. Dr. Wadsworth coordinates the specializations in aging and rehabilitation, case management, and disability management. Dr. Wadsworth serves on the Executive Board of the National Council on Rehabilitation Education and is appointed as an editorial board member for several professional

journals. He has published extensively in the area of aging and developmental disabilities. His current research interests center on written and oral communication.

Vilia M. Tarvydas, Professor & Program Coordinator

Certified Rehabilitation Counselor, Licensed Mental Health Counselor

M.A., 1975, University of Wisconsin-Milwaukee

Ph.D. in Rehabilitation Psychology, 1987, University of Wisconsin-Madison. Dr Tarvydas has had more than 30 years experience as a rehabilitation counselor educator and as a practicing rehabilitation professional. Her scholarly works and professional presentations have concentrated on the areas of ethics and ethical decision-making, professional standards, and traumatic brain injury rehabilitation. Additionally, she has been prominent in leadership of the major professional organizations in rehabilitation counseling, having served on the board of directors of the National Rehabilitation Counseling Association, vice chair of the Commission on Rehabilitation Counselor Certification, and as president of the American Rehabilitation Counseling Association (ARCA), and National Council on Rehabilitation Education (NCRE). She is currently chair of the Iowa Board of Behavioral Science, chair of its Disciplinary Committee and President-Elect of the Ameri-



can Association of Counseling Boards. Dr. Tarvydas has presented numerous national and international programs and published extensively on ethical decision-making and professional standards. The third edition of her textbook, *Counseling Ethics and Decision Making*, was published in 2007. Dr. Tarvydas developed The Institute on Disability and Rehabilitation and Ethics (IDARE), located within The University of Iowa College of Education.

Jodi Saunders, Associate Professor

Certified Rehabilitation Counselor

M.A. Michigan State University

Ph.D., 2007, Michigan State University joined the Rehabilitation Counselor Education faculty in 2003. She coordinates the clinical portion of the Master's Program in Rehabilitation Counseling and directs the doctoral program. She teaches the Pre-Practicum, Practicum, Advanced Practicum, Internship, and Counseling Theories courses at the Master's level, as well as the Seminar in Rehabilitation Counseling



Research at the doctoral level. Before coming to Iowa City, Dr. Saunders was an Assistant Professor at the University of Wisconsin-Madison, and an Assistant Professor (Visiting) at Michigan State University. She was previously employed for 12 years as a Michigan Vocational Rehabilitation Counselor. Dr. Saunders'

research interests include ethics and ethical decision-making; vocational outcomes for persons with disabilities; self-concept and persons with disabilities; and professional issues in rehabilitation counseling. She has published extensively in the professional literature. Dr. Saunders has served as Secretary for the American Rehabilitation Counseling Association (ARCA) and for the Commission on Rehabilitation Counselor Certification (CRCC). She has been appointed Chair of CRC Examination, and is a member of the CRCC Ethics Committee. Dr. Saunders was elected CRCC President, and began serving in this capacity in July of 2006.

Noel Estrada-Hernandez, Assistant Professor

Certified Rehabilitation Counselor

M.A., 2001, Rehabilitation Counseling, University of Puerto Rico, Río Piedras Campus

Ph.D., 2004, Rehabilitation Counselor Education, The University of Iowa, Dr. Estrada-Hernández joined the Rehabilitation Counseling faculty as Postdoctoral Research Fellow in August 2004 and was appointed Assistant Professor in 2006. Dr. Estrada-Hernández primary responsibilities include conducting research and teaching various core courses in the MA program in rehabilitation counseling.



Some of these courses include Psychosocial and Developmental Aspects of Disability, Medical Aspects of Disability, Multiculturalism in Helping Professions, and Introduction to Rehabilitation Counseling and Case Manage-

ment. In addition, Dr. Estrada-Hernández developed an introductory course on Assistive Technology that is offered to all the students in the College of Education. His research interests include the areas of psychosocial adaptation to disability, especially on persons with Albinism, employment/vocational outcomes on persons with visual impairments, professional issues (e.g. ethics, consumer involvement, and multiculturalism).

ADJUNCT FACULTY

Bobbie O'Rourke

Staff Nurse, Mercy Hospital, Iowa City; Private Practice, Psychiatric Associates, Iowa City

B.S.N., 1975;

M.A., 1986;

Dr. O'Rourke, Ph.D. in Rehabilitation Psychology, 1996, The University of Iowa, has worked as a nurse providing services to adults with acute and chronic mental health needs, as well as providing rehabilitative psychiatric treatment to persons in her private practice. She has also worked in the areas of assessment of head injury, learning disorders, and psychosocial adjustment. Currently she is providing psychological services to clients in a private health care setting. Dr. O'Rourke has taught a variety of courses in counselor education to graduate and undergraduate students, including Practicum and Internship Supervision, the Psychology of Women, and Interpersonal Effectiveness. She was also a clinical preceptor with the College of Nursing and provided clinical supervision to senior nursing students during their preceptorship in mental health. Dr. O'Rourke has published in the areas of ethics decision-making and sexual abuse as well as disability and feminism. She currently coordinates the specialization in psychiatric rehabilitation for the graduate rehabilitation programs.

Orville H. Townsend

Supervisor, Iowa Division of Vocational Rehabilitation Services (IDVRS), Iowa City Office. B.A., 1967.

Mr. Townsend, M.A. in Rehabilitation Counseling, 1972, The University of Iowa, has worked

as a vocational evaluator and rehabilitation counselor within the state and federal Division of Vocational Rehabilitation Services program for more than 25 years. He has been supervisor of the Iowa City Area Office for the last 14 years.

Mr. Townsend has served as chair of the Diversity Committee for the IVRS, and has been active in this area at the state and regional level for the Department of Education. He has lectured extensively within the Graduate Programs in Rehabilitation and supervised internships and practica. Townsend currently coordinates the community-based public sector specialization for the programs. In 1970, Townsend won the National Rehabilitation Association's Graduate Student Literary Contest for his paper, "Vocational Rehabilitation and the Black Counselor: The Conventional Training Situation and the Battleground Across Town."

James Schmeling

James Schmeling, J.D., is Interim Co-Director and formerly Associate Director of the Law, Health Policy & Disability Center (LHPDC) in the University of Iowa College of Law. He also holds an appointment as an Adjunct Assistant Professor of Rehabilitation Counseling in the College of Education. He is a policy researcher and administrator for the LHPDC. As an administrator he is responsible for coordination of all Center projects with their various sponsors and he supervises the directors of the LHPDC's research, technology, and technical assistance and outreach teams. As a researcher in the LHPDC, he has focused on policy barriers, civil rights, and legal issues of importance in employment, technology for independent living and environmental access.

Mr. Schmeling is project director for the National Council on Disability's ADA Employment Study, and is a senior researcher for the RRTC on Workforce Investment and Employment Policy for Persons with Disabilities. He also currently is a senior researcher for two DOL funded projects, one a technical assistance project for Workforce Investment grantees and Disability Program Navigators, the other the National Center on Workforce and Disability. His studies

include small business and entrepreneurial activity, employment policy, work incentives, corporate culture, disability programs and policy, tax policy and asset accumulation and information technology in employment, government, and education. He has published on entrepreneurial activity of individuals with disabilities, Supreme Court interpretations of the ADA, the applicability of the ADA to Ticket to Work Employment Networks, access to courts, the study of corporate culture, and disability as a component of diversity. Mr. Schmeling received his J.D., with distinction, from the University of Iowa in 1999 and his B.A. in political science from Iowa State University in 1997.

Leanne Eichinger

Certified Alcohol and Drug Counselor, Iowa

Ms. Eichinger, 1988 – M. Ed, Counseling Psychology, Long Island University, CW Post Campus Licensed Mental Health Counselor, New Mexico, is a master's level counselor with over eighteen years' experience in mental health, substance abuse, family, youth, geriatric, and grief counseling with emphasis on co-occurring disorders. She has fifteen years' experience in classroom and training settings. Ms. Eichinger is employed as a master's level psychologist with the Iowa Department of Corrections, Mount Pleasant Correctional Facility, Women's Unit, Special Needs, in Mount Pleasant, Iowa.

Emeritus Faculty

Ralph R. Roberts, Ph.D., Associate Professor Emeritus

For graduate admissions questions, see the Graduate College website: <http://www.grad.uiowa.edu/students/prospective/>

For more information on the Graduate Programs in Rehabilitation, see the College of Education, Department of Counseling, Rehabilitation, and Student Development website: <http://www.education.uiowa.edu/crsd/>