

Student Handbook

(Revised April 19, 2011)

Department of Clinic Administration and Rehabilitation Counseling

School of Allied Health Sciences

Texas Tech University Health Sciences Center

*This Handbook is for informational purposes only. The Texas Tech University Health Sciences Center (TTUHSC), the School of Allied Health Sciences and the Department of Clinic Administration and Rehabilitation Counseling reserve the right to change, modify, amend, or rescind, in whole or in part, this Handbook at any time without prior notice. This Handbook supersedes all previous editions published by the Department of Clinic Administration and Rehabilitation Counseling and applies to all conduct and activities effective the Summer 2005 semester. The provisions of this Handbook do not constitute a contract, express or implied, between any student or faculty member and Texas Tech University System, TTUHSC, the School of Allied Health Sciences or the Department of Clinic Administration and Rehabilitation Counseling. TTUHSC, the School of Allied Health Sciences and the Department of Clinic Administration and Rehabilitation Counseling reserve the right to publish this Handbook in an electronic version.

Table of Contents

Letter from the Department Chair	4
Mission.....	5
Vision	5
TTUHSC POLICIES & PROCEDURES	6
Directory	6
Department of Clinic Administration and Rehabilitation Counseling	7
GENERAL INFORMATION	7
Catalog, Program Curriculum and Academic Calendar	7
Address / Telephone Changes	7
Student E-mail	7
Requests for Leave of Absence	7
Financial Aid	7
Library.....	8
Professional Liability Insurance	8
Registration.....	8
Scholarships	8
Student Hospitalization Insurance	8
Student Legal Services	8
Technical Assistance and Support Services	8
Tuition and Fees	9
Counseling and Advising	9
Student Centers	9
TTUHSC Student Senate (Lubbock and Amarillo only)	9
Pharmacy (Lubbock Campus)	9
Student Health Services (Lubbock and Amarillo campus)	10
POLICIES & PROCEDURES, AND STUDENT RESPONSIBILITIES.....	11
Professional Behavior Expectations and Policy Statement.....	11
Generic Abilities	11
Course Scores	12
Enrollment and Grade Verification	12
Academic Probation.....	12
Research Activity by Students	12
<i>Academic and Clinical Behavior: Department - Student Agreement.....</i>	<i>14</i>
<i>Essential Functions/Technical Standards: Department - Student Agreement.....</i>	<i>15</i>
POLICIES AND PROCEDURES FOR STUDENT USERS OF TTUHSC	17
TTUHSC Operational Policies Related to Online Programs:	17
Computer Ethics and Responsibilities.....	17
Professional Behavior in an Online Environment.....	17
Master of Rehabilitation Counseling (MRC) Program.....	20
Curriculum, Course Descriptions and Academic Calendar	20
Mission and Philosophy	20
Goals of Program.....	21
Rehabilitation Counseling Code of Ethics	23

Rehabilitation Counseling Curriculum	23
Student Advisement.....	23
Instructional Methods.....	23
Student Evaluation.....	24
Professional Organization Membership	24
National Rehabilitation Conference Attendance	24
Student Orientation.....	24
Copyright Notice to Students	24
Technical Assistance and Support Services	25
Computer Software Requirements.....	26
Practicum and Internship Technical Requirements.....	26
Certification.....	26
Standards for Written Assignments	27
Supervised Practicum and Internship	27
Degree Plan.....	28
Academic Progress Requirements and Normative Time for Graduation.....	28
Academic Standards.....	28
Academic Probation.....	29
Dismissal from Program.....	29
Master of Science in Clinical Practice Management(CPM) Program.....	31
Curriculum, Course Descriptions and Academic Calendar	31
Mission and Philosophy	31
Program Description	31
Transfer Credits	32
Professional Behavior	33
Online Professional Behavior.....	33
Computer Software.....	33
When Courses are Offered	34
Academic Advising.....	35
Academic Progress Requirements and Normative Time for Graduation.....	35
Academic Probation.....	36
Dismissal from Program.....	37
Bachelor of Science in Clinical Services Management (CSM) Program	39
Curriculum, Course Descriptions and Academic Calendar	39
Mission and Philosophy	39
Goals of Program.....	39
Educational Objectives	40
Professional Societies.....	41
Academic Progress Requirements and Normative Time for Graduation.....	41

Dear Department of Clinic Administration and Rehabilitation Counseling Students:

Welcome to Texas Tech University Health Sciences Center's (TTUHSC) health care professional programs within the Department of Clinic Administration and Rehabilitation Counseling in the School of Allied Health Sciences. We are excited to have you become part of our institution. The faculty and staff in the Department of Clinic Administration and Rehabilitation Counseling are committed to fully supporting you in achieving your academic goals. Likewise, it is important for you to take responsibility for self-motivated learning.

You have chosen to be educated in a health care profession with opportunities in many specialized areas. To meet the changing and diverse demands of these challenging professions, your education will include intensified course work and clinical education. You should expect and understand that the upcoming years of professional education will likely be more demanding than your previous collegiate experiences.

The purpose of this student handbook is to assist in your orientation to the TTUHSC system, the School of Allied Health Sciences, the Department of Clinic Administration and Rehabilitation Counseling, and your program. You are responsible for reading this handbook and becoming familiar with its content. This handbook explains the academic policies of your program, your rights as a student, and our expectations of you in your professional development.

You will be recognized as a student in a professional program. As a component of this recognition, you will be held responsible for developing professional attitudes and judgments.

Best wishes for a successful career in your chosen health care profession.

Sincerely,

A handwritten signature in black ink that reads "Robin Satterwhite". The signature is written in a cursive style with a large, stylized initial "R".

Robin Satterwhite, MBA, EdD, FACHE
Chair, Department of Clinic Administration and Rehabilitation Counseling

School of Allied Health Sciences

Mission

The mission of the TTUHSC School of Allied Health Sciences is to provide a high quality, student-centered learning environment for graduate and undergraduate education in the allied health professions; advance knowledge through scholarship and research; and provide clinical services that improve health and quality of life in Texas and the Nation.

As part of a state-supported university system, we serve the people of Texas, with particular emphasis on developing regional solutions to meet the educational and clinical needs of rural communities of West Texas.

Vision

To earn regional and national recognition for excellence in graduate and undergraduate allied health science education, research and clinical service.

We will progress toward achieving this vision by:

1. Achieving high levels of excellence in teaching, research and clinical service, while fostering the professional and personal competence, growth and success of our students, our faculty and our staff.
2. Providing an environment that values, supports and rewards research and other scholarly activities.
3. Contributing to the improvement of health status and the reduction of health disparities in the communities we serve.
4. Expanding the cultural and ethnic diversity of our student body, faculty and staff.
5. Remaining responsive to the evolving needs of our students, patients and the communities we serve.

TTUHSC POLICIES & PROCEDURES

Texas Tech University Health Sciences Center Operating Policies (TTUHSC OP)

Students are responsible for understanding the TTUHSC policies and procedures listed below. Information for each can be found at the following web address using the TTUHSC OP code following each heading:

<http://www.ttuhscc.edu/HSC/op/opindex.htm>

Americans with Disability Act (ADA)	HSC OP 10.15
Cancellation of Students for Non-Payment of Tuition and Fees	HSC OP 77.09
Code Black, Bomb Threat Procedures	HSC OP 76.17
Code Blue, Cardio-Pulmonary Arrest Response	HSC OP 75.08
Code Brown, Severe Weather Warning and Alert Systems	HSC OP 76.15
Code Green, Internal Disaster Plan	HSC OP 76.01
Equal Opportunity Employment and Affirmative Action	HSC OP 51.01
Hazardous Material Incidents	HSC OP 75.03
Identification Badges	HSC OP 76.02
Inclement Weather	HSC OP 10.02
Infectious Disease Exposure Policy	HSC OP 10.04
Information Technology Utilization Resources	HSC OP 56.01
Research Involving Human Subjects	HSC OP 73.06
Sexual Harassment	HSC OP 70.14
Tobacco-Free Environment Policy	HSC OP 70.29
TTUHSC Facilities, Equipment, Supplies, and Services for Private Purposes Prohibited	HSC OP 61.01
TTUHSC Safety Programs	HSC OP 75.01
Vehicle Registration	HSC OP 76.30
Use of Information Technology Resources	HSC OP 56.01
Guidelines for Educational Use of Copyrighted Works	HSC OP 57.02

Department of Clinic Administration and Rehabilitation Counseling

GENERAL INFORMATION

The Texas Tech University Health Sciences Center is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, masters, doctoral, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the Texas Tech University Health Sciences Center.

Catalog, Program Curriculum and Academic Calendar

The catalog and listing of curricular content for each educational program in the Department of Clinic Administration and Rehabilitation Counseling is available for downloading as a PDF file at the following website address:

<http://www.ttuhscc.edu/sah/current/>

Address / Telephone Changes

It is the responsibility of each student to maintain a current local address and telephone number with the academic program and the Office of Admissions and Student Affairs in the School of Allied Health Sciences.

Students should provide the Registrar's office with the address of choice to receive notice of grades, semester bills, and all other correspondence sent by this office and the Bursar's office.

The School of Allied Health Sciences will not be held responsible for consequences incurred due to address changes that are not reported.

Student E-mail

All official e-mail communication to TTUHSC students is sent to their e-mail account provided by TTUHSC. It is the student's responsibility to check their e-mail account periodically to ensure that they do not miss important communications.

Requests for Leave of Absence

Applications for requesting a leave of absence from enrollment in an academic program can be obtained from the Office of Admissions and Student Affairs.

Financial Aid

Students are encouraged to obtain financial aid if needed. Financial aid information can be obtained from the Director of Student Financial Aid, who is located in room 2C-400 in Lubbock and can be contacted by phone at 806-743-3025. A general information brochure is available in the financial aid office.

An emergency loan fund for students enrolled in the School of Allied Health Sciences is available. See the Director of Student Financial Aid for more information.

Library

The Libraries of the Health Sciences Centers located in Lubbock, Amarillo, Odessa and El Paso serve all the Schools of TTUHSC including the School of Allied Health Sciences, as well as health professionals throughout the 108 county West Texas region. Detailed and up-to-date information about library locations, hours, policies and resources are available at the following website address:

www.ttuhschool.edu/libraries/

Professional Liability Insurance

Arrangements for professional (clinical) liability insurance coverage are provided by the School of Allied Health Sciences. A student may be asked for proof of liability insurance prior to assignment to clinical activities by the clinical instructor. It is the responsibility of students to possess documentation of coverage when at clinical training facilities.

Registration

The Registrar's office is located at the Lubbock TTUHSC campus and services all students. Students may also register online. Tuition and fees are due at the time of registration. For further information concerning registration procedures, contact the Registrar's office at 806-743-2300.

Scholarships

Scholarship information is available through the Office of Admissions and Student Affairs at 806-743-3220.

Student Hospitalization Insurance

All students enrolled in the TTUHSC School of Allied Health Sciences are required to have health insurance.

The Office of Student Services provides students the opportunity to purchase health insurance. Students may contact the Office of Student Services at 806-743-2300 for information concerning the purchase of health insurance.

Student Legal Services

The Office of Student Services provides legal services to School of Allied Health Sciences students. For more information contact the Office of Student Services, 806-743-2300. Services are included in the student services fee.

Technical Assistance and Support Services

The Texas Tech University Health Sciences Center offers web-based courses and distance learning programs that use the Internet to deliver the course content. To enable all students to access the course content and interact with faculty and fellow students, the Department of Clinic Administration and Rehabilitation Counseling provides technical assistance to

students. Technical assistance may be obtained by calling each program's IT personnel or by calling 806-743-3117 locally or 866-240-1182 for toll-free access. These numbers are to be used only for technical assistance to resolve web-based computer questions and concerns.

Tuition and Fees

Texas Tech University Health Sciences Center reserves the right, without notice in this handbook, to amend, add to, or otherwise alter any or all fees, rates or other charges set forth herein by action of the Board of Regents of Texas Tech University or the Texas State Legislature, as the case may be.

To be granted status as a resident of Texas for educational purposes, proper documentation must be on file in the Office of Admissions and Student Affairs. Each student will be required to complete a written residency oath upon applying. For detailed information regarding residency status, contact the TTUHSC Registrar's office.

Refer to the TTUHSC School of Allied Health Sciences Catalog for more information about education-related fee schedules.

Refund of Tuition and Fees

A student who officially withdraws from TTUHSC during the course of an academic year may be entitled to a prorated refund of tuition and fees. Forms for withdrawal are available from the Office of the Registrar, as is information about the schedule for prorated refunds.

Counseling and Advising

The University Counseling Center offers a number of services to Texas Tech students relating to personal problems, crisis intervention, marital or premarital counseling, assertion training and relaxation training. Academic counseling is provided by each academic program.

Student Centers

A student center at the Lubbock campus, called the F. Marie Hall Synergistic Center, is located on the 2nd floor of TTUHSC building and is available for Allied Health Sciences, Medical and Nursing students.

TTUHSC Student Senate (Lubbock and Amarillo only)

Students registered at the TTUHSC are eligible as members of this organization. The Student Senate consists of elected representatives from each of the four schools: Medical, Nursing, Allied Health Sciences, and Graduate. These elected students meet to discuss affairs of the Health Sciences Center schools and to provide a source of communication between the students, faculty, alumni, and professional organizations.

Pharmacy

Students can have their prescriptions filled at Student Health Services in Thompson Hall, C-102, 743-2636, at a discounted price. If a student elects to have a prescription filled at a

pharmacy other than Student Health Services the student will be required to pay the full price for the prescription.

Student Health Services (Lubbock and Amarillo campus)

The Student Health Service in Lubbock is operated by the TTUHSC School of Medicine, Department of Family Medicine.

The Family Practice Center, located at room 1C-143, is open from 8:00 a.m. to 5:00 p.m., Monday through Friday. Appointment times are available from 8:30 a.m. to 4:00 p.m. The clinic operates on an appointment basis. If you need to be seen by a physician, it is advisable to call as early as possible in the morning. If you walk in to the clinic to be seen, be prepared to wait up to two hours.

Students who are currently enrolled in the School of Allied Health Sciences and have paid the student health fee are eligible to receive care at no charge at the TTUHSC family practice center. Distance education students are not required to pay the student health fee, so this option may not be available if you have not elected to pay the student health fee. To be seen by a family practice center physician, the student must present their student ID Card at the time of the appointment. Eligible students seen in the Family Practice Center will not receive a bill; however, their insurance will be billed. Laboratory or radiology studies performed at Student Health Services will be done at no charge to the student. Payment for tests not done at Student Health Services will be the responsibility of the student. Any consultations or visits that are ordered to other departments that generate a fee or charge in the TTUHSC will be the responsibility of the student. For further information relative to the Family Practice Center or Student Health Services, contact the Office of Admissions and Student Affairs, 2B-194.

If you require medical attention after normal clinic hours, the emergency room at University Medical Center is open 24 hours a day.

All medical records are strictly confidential. By federal law information cannot be released to anyone without the consent of the student. The only exception is a court order. Students may obtain copies of their immunization records upon request.

POLICIES, PROCEDURES AND STUDENT RESPONSIBILITIES

Professional Behavior Expectations and Policy Statement

Students at all times will abide by the Texas Tech University Health Sciences Center School of Allied Health Sciences Code of Ethics, as described elsewhere in this Student Handbook. Additionally, each student will abide by his or her program's and profession's Code of Ethics located in the respective program section of this handbook.

Professional conduct, which includes courtesy and good manners, is expected in all academic and clinical settings.

Generic Abilities

Generic Abilities (GA) are attributes, characteristics or behaviors that are not explicitly part of the profession's core of knowledge and technical skills but are nevertheless required for success in the health care professions. Ten generic professional abilities and definitions applicable to the department are listed below. These *Generic Abilities* serve as a foundation for professional behavior and may be used for counseling sessions with a student concerning academic and non-academic deficiencies and may be cited as expected standards of professional student behavior in behavioral and/or academic criteria established between a Program Director and a student.

1. *Commitment to Learning* – The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.
2. *Interpersonal Skills* – The ability to interact effectively with patients, families, colleagues, other health care professional, and the community and to deal effectively with cultural and ethnic diversity issues.
3. *Communication Skills* – The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening) for varied audiences and purposes.
4. *Effective Use of Time and Resources* – The ability to obtain the maximum benefit from a minimum investment of time and resources.
5. *Use of Constructive Feedback* – The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.
6. *Problem-Solving* – The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
7. *Professionalism* – The ability to exhibit appropriate professional conduct and to represent the profession effectively.
8. *Responsibility* – The ability to fulfill commitments and to be accountable for actions and outcomes.
9. *Critical Thinking* – The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.
10. *Stress Management* – The ability to identify sources of stress and to develop effective coping behaviors.

Course Scores

Within the Department of Clinic Administration and Rehabilitation Counseling, it is each instructor's responsibility to assign weight to assignments, exams and course requirements in the manner specified in his or her course syllabus.

Enrollment and Grade Verification

Once admitted to the program students may enroll either online or by calling TTUHSC Registrar at 806-743-2300. Students may register, add or drop courses, and pay tuition and fees online.

Academic Probation

Students placed on Academic Probation must meet specific program performance standards in order to be removed from Academic Probation. A student on Academic Probation will be notified in writing by the Program Director when conditions have been met, so that the student can be considered to be in good standing.

Research Activity by Students

The policies and procedures described below pertain to student research activity conducted within all programs of the Department of Clinic Administration and Rehabilitation Counseling.

Students may be required to conduct research activities as part of their program's academic curriculum. Such research is expected to be relevant to Clinic Administration and Rehabilitation Counseling and to relate to the student's course of studies. The research projects are intended to acquaint students with proposal development, research design, ethics, identification of resources, and compliance with applicable TTUHSC policies and procedures.

All student research projects are required to have faculty supervision and Program Directors or a designated faculty member will be responsible for reviewing and approving all student research project proposals. A faculty member will serve as the Principal Investigator and it is expected that the Principal Investigator and student(s) will strive to produce a research project that is worthy of consideration for publication and/or public presentation.

Responsibilities of:

1. Principal Investigator:
 - a. must have successfully completed a facility mandated research training program;
 - b. be a designated faculty member in the School of Allied Health Sciences who is responsible for supervising student research;
 - c. obtain approval of the student research proposal by the Department Chair and the Institutional Review Board (IRB);
 - d. establish a budget for the project (to be paid from course fees);
 - e. ensure that the budget for the project is reviewed by the Program Director and approved by the Department Chair;

- f. approve all purchases. Since student research may in some cases be funded in part through course fees, the Principal Investigator will ensure that when such funds are used to support student research activity, only Department Purchasing Cards or Purchase Orders are used. Expenditures must cover only authorized expenses and direct reimbursement of student research activities is not authorized;
 - g. ensure research integrity;
 - h. ensure that there is neither a conflict of interest nor inappropriate research activity sponsored with the resources of the Texas Tech University Health Sciences Center, as defined under TTUHSC Operating Policies.
2. Student(s):
- a. must have successfully completed IRB-mandated research training program;
 - b. under the supervision of the Principal Investigator: (i) select the research activity and (ii) develop a proposal and budget;
 - c. initiate and conduct such activity in a professional manner;
 - d. are accountable and responsible for any expenditures exceeding the budgeted funds;
 - e. are expected to disseminate the results in an appropriate scholarly manner.
3. Program Director or designated faculty member:
- a. ensure that course research requirements are in compliance with the IRB policies/procedures and accreditation standards;
 - b. ensure that the Principal Investigator understands the appropriate use of research funding from sources such as course fees, grants, etc.

Academic and Clinical Behavior: Department - Student Agreement
Department of Clinic Administration and Rehabilitation Counseling
School of Allied Health Sciences, TTUHSC

Students are expected to conduct their behavior in accordance with the following regulations:

1. The use of unauthorized written or oral references during examinations (cheating) is prohibited. This applies to all forms of electronic communication (e-mail, instant messaging, etc.) for web-based examinations.
2. The inadequate citation of references or assistance on papers or class presentations (plagiarism) is prohibited.
3. Habitual tardiness, unexcused absences and lack of participation in class activities is prohibited.
4. Students will behave in accordance with the Code of Ethics set forth by the School of Allied Health Sciences and respective program/professional organizations.
5. Students will comply with all rules and regulations of the clinical facilities to which they are assigned.

I certify that I have received a copy of the Department of Clinic Administration and Rehabilitation Counseling Student Handbook for my personal use and reference.

I assume responsibility to read, review and thoroughly understand the rules, regulations, code of ethics and honor code as outlined in this Student Handbook. I agree to abide by all rules, regulations and codes while I am a student in the Department of Clinic Administration and Rehabilitation Counseling at Texas Tech University Health Sciences Center.

Within one week after receipt of this handbook, I agree that I am responsible to write an inquiry to the Program Director for clarification of any information in this handbook, including inquiry about consequences for my failure to comply. If I do NOT write an inquiry within one week after receipt, I am declaring that I fully understand my responsibilities and any consequences for my failure to meet those responsibilities.

By entering a web-based course, you are signifying that you have read and agree to all applicable guidelines, policies, regulations and rules set forth in the TTUHSC *School of Allied Health Sciences, Department of Clinic Administration and Rehabilitation Counseling* Student Handbook located at the following website:

<http://www.ttuhschool.edu/sah/current/handbooks.aspx>

and the TTUHSC Information Technology policy located at the following website:

<http://www.ttuhschool.edu/IT/policy/acceptable.aspx>

Student Signature

Signature of Department Representative

Date

Date

Essential Functions/Technical Standards: Department - Student Agreement:
Department of Clinic Administration and Rehabilitation Counseling
School of Allied Health Sciences, TTUHSC

All candidates for degrees within the Department of Clinic Administration and Rehabilitation Counseling at Texas Tech University Health Sciences Center (TTUHSC) must be able to perform the following essential functions with or without reasonable accommodations:

1. Observation (to include the various sensory modalities) - accurately observe close at hand and at a distance to gather data and learn skills.
2. Communication - communicate effectively and sensitively with clients/patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with clients or patients and communicate judgments and intervention information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice and be able to communicate clearly in writing using technical terms and documentation standards appropriate to the profession;
3. Psychomotor Skills - show sufficient postural and neuromuscular control, sensory function, and coordination to perform necessary tasks using accepted techniques; and accurately, safely and efficiently use equipment and materials during assessment and intervention with clients/patients;
4. Intellectual and Cognitive Abilities - demonstrate sufficient academic and intellectual abilities to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and clinical judgments and to be able to distinguish deviations from the norm;
5. Professional and Social Attributes - exercise good judgment and promptly complete all responsibilities required of each program; develop mature, sensitive, and effective professional relationships with others; tolerate taxing workloads; function effectively under stress; adapt to changing environments; display flexibility; and function in the face of uncertainties and ambiguities. Concern for others and interpersonal competence are requisite for all programs.
6. Perseverance and Motivation - demonstrate the perseverance, diligence and commitment to complete the education program as outlined and sequenced;
7. Ethical Standards - demonstrate professional attitudes and behaviors; perform in an ethical manner in dealings with others. All programs require personal integrity and the adherence to standards that reflect the values and functions of the School of Allied Health Sciences and the respective professions. All programs also require the honoring of professional codes of ethics.

Accepted applicants for selection to Department of Clinic Administration and Rehabilitation Counseling educational programs will be required to verify they understand and meet these essential functions or that they believe, with certain accommodations, they can meet these standards.

The 504 coordinator in the Office of TTUHSC Student Services will evaluate a student who states he/she could meet the program's essential functions with accommodation(s) and confirm that the stated condition qualifies as a disability under applicable laws.

POLICIES AND PROCEDURES FOR STUDENT USERS OF TTUHSC INFORMATION TECHNOLOGY RESOURCES

TTUHSC Operational Policies Related to Online Programs:

<http://www.ttuhs.edu/HSC/OP/op5601.pdf>

<http://www.ttuhs.edu/HSC/OP/op5702.pdf>

Computer Ethics and Responsibilities

Each student shall be responsible for ethical and courteous use of TTUHSC computer services. Because the computing systems provided to students are the property of TTUHSC, the institution has an obligation to ensure their ethical use and maintains the right to monitor all academic accounts.

Disciplinary measures will be taken when a student using TTUHSC computing resources acts unethically or irresponsibly. For a comprehensive listing of TTUHSC policies on student utilization of computer resources, refer to the following website:

<http://www.ttuhs.edu/IT/policy/use/lpc1.htm#ethics>

The following list of ethical standards has been established for all users of TTUHSC computing facilities:

1. A student shall not provide his or her password to anyone nor let anyone else have access to his or her account.
2. A student will be responsible and accountable for all usage of their computer accounts, including use by other persons.
3. A student may use only the computing resources he or she is authorized to use and only for the purposes specified when their accounts were issued or permission to use the resources was granted.
4. A student shall not access or copy software or data belonging to others or to TTUHSC without prior authorization. Unauthorized access to files of other computer users is an invasion of privacy; using another person's work without the author's permission is theft; use of a person's software license is a violation of copyright law. Invasion of privacy, theft and copyright violations are prohibited under TTUHSC policies.
5. A student shall not transport software or data provided by TTUHSC to another computer site without prior written authorization.
6. A student shall follow the published procedures for using TTUHSC computing resources and shall not modify any hardware or software provided by TTUHSC.
7. A student shall respect the rights of other students, faculty and staff. A student shall not hamper or deprive other's access to resources or encroach on another's use of computing facilities. Users shall consider the impact of their conduct on other users.

Professional Behavior in an Online Environment

According to the non-academic Misconduct Policy of the School of Allied Health Sciences, all students are expected to exhibit professional conduct in all academic and clinical

settings. The use of online educational material and TTUHSC networks is a privilege, not a right. This privilege may be temporarily or permanently revoked from a student in response to abusive conduct. Examples of such conduct include placing unlawful information on a system, abusive or otherwise objectionable language in either public or private messages, sending of messages that are likely to result in the loss of recipients' work, sending of "chain letters" or "broadcast" messages to lists or individuals or any other types of use that would cause congestion of the networks or otherwise interfere with the work of others.

The most important part of network communication is the human part. Follow the same courteous standards of behavior online that you follow in face-to-face interactions with people. Respect other people's privacy, do not abuse your power, and be forgiving of other people's mistakes.

As responsible members of an educational community, students are expected to conduct themselves courteously and in accordance with institutional policies at all times. Respectful dialogue including alternative viewpoints is an integral component of academic inquiry, in which opinions are invited and evidence is presented.

TTUHSC IT Policies: All faculty , staff, and students are expected to comply with TTUHSC IT Policies found at www.ttuhs.edu/it/policy/

Guidelines for Educational Use of Copyrighted Works – refer to TTUHSC OP 57.02, available at the following website address:

<http://www.ttuhs.edu/HSC/OP/op5702.pdf>

Any act or omission that violates federal, state, or local laws or regulations relating to computer equipment, programs, or data and which is not otherwise covered in the "Code of Student Conduct" is grounds for disciplinary action and referral to the appropriate law enforcement or investigative agency. [Listing taken from Part 9, Section B, Personal Conduct, No. 17 of the Student Affairs Handbook, (includes recently proposed changes)].

The following pages provide
policy and procedure information that
is specific to educational programs in the
Department of Clinic Administration and
Rehabilitation Counseling

Master of Rehabilitation Counseling (MRC) Program

This section of the Student Handbook describes academic policies and procedures that are specific to the MRC program. Academic policies that are common to the School of Allied Health Sciences are provided at the following website address:

www.ttuhs.edu/sah/current

Curriculum, Course Descriptions and Academic Calendar

Refer to the following website to obtain updated information about the curriculum, course descriptions and academic calendar for the TTUHSC MRC program:

<http://www.ttuhs.edu/SAH/>

Mission and Philosophy

Our mission is to provide a quality educational experience and produce graduates who have the skills, knowledge and attitudes necessary to provide rehabilitation counseling services to persons with physical, mental and/or emotional disabilities.

Work and working are highly valued in contemporary western culture. Rehabilitation practitioners have long recognized the importance of work as both means and an end. The social legitimacy of the rehabilitation professions is in large part linked to work, and the value that our society places on rehabilitation comes in part from the perceived ability to provide answers to practical concerns about work. As we move from an industrial age to an information age, significant changes are occurring world wide in how work is conceptualized, organized, and performed (Rifkin, 1995).

The field of rehabilitation counseling and the discipline of rehabilitation counseling are premised by a set of underlying values. Articulated by the Commission on Rehabilitation Counselor Certification (CRCC), these values provide an underpinning for the provision of services to persons with disabilities. These values include:

- ‡ Facilitation of independence, integration, and inclusion of people with disabilities in employment and the community.
- ‡ Belief in the dignity and worth of all people.
- ‡ Commitment to a sense of equal justice based on a model of accommodation to provide and equalize the opportunities to participate in all rights and privileges available to all people; and a commitment to supporting persons with disabilities in advocacy activities to achieve this status and empower themselves.
- ‡ Emphasis on the holistic nature of human function which is procedurally facilitated by the utilization of such techniques as:
 - interdisciplinary teamwork
 - counseling to assist in maintaining a holistic perspective
 - a commitment to considering individuals within the context of their family systems and community

- ‡ recognition of the importance of focusing on the assets of the person
- ‡ commitment to models of service delivery that emphasize integrated, comprehensive services which are mutually planned by the consumer and the rehabilitation counselor.

The MRC program is dedicated to the education of competent practitioners and leaders in Rehabilitation Counseling. The curriculum is designed to involve the learner as an active participant in the essential knowledge, skills and attitudes necessary for competent practice in the field. Faculty will be drawn from a variety of disciplines within the TTUHSC School of Allied Health Sciences. The intent of the program is to reflect the truly interdisciplinary nature of vocational rehabilitation and to facilitate the greatest sharing of knowledge possible.

The curriculum conforms closely to the stated requirements for the graduate education of rehabilitation counselor professionals as set forth by the accrediting bodies. While ensuring conformity to the curricular and skill requirements as set forth by those bodies, it is the intent of the program to graduate students who are:

1. Ready to acknowledge the importance of rehabilitation counseling in ensuring dignity, independence, and wellness for persons with disabilities;
2. Dedicated to key values, standards, and codes of ethics involved in the practice of rehabilitation counseling, as set forth by state and national licensing and certifying bodies;
3. Engaged in reflective, creative problem-solving;
4. Responsive to the needs of persons with disabilities;
5. Sensitive to the collaborative therapeutic / helping relationship;
6. Involved in leadership roles to develop and enhance the discipline of rehabilitation counseling;
7. Aware of, and able to respond to, the needs of their communities;
8. Able to act as an advocate for quality of life issues for persons with disabilities.

The curriculum will provide the personal and professional development learning processes necessary for students to acquire both competence and leadership abilities.

Student Recruitment

The rehabilitation counseling program at Texas Tech University Health Sciences Center has a strong desire to assist our students in reaching their career and academic goals. We also actively recruit students from diverse populations.

Our program is delivered entirely online, which allows us to recruit from a wider section of the population. The internet has revolutionized our society, and the development of an online MRC program has led to a greater number of individuals who can now achieve their goals of obtaining a high quality graduate education. Students in rural areas, those who must work while attending school and those who may have difficulty attending a traditional program can now attend. Our online delivery method allows the MRC program to reach a greater number of students who would be unable to pursue a graduate education in a traditional program.

Goals of Program

The MRC program has the ultimate goal of assuring our graduates have the skills, knowledge and attitudes to provide the highest quality of vocational rehabilitation services.

Toward the achievement of this goal, the MRC program provides students with the opportunity to:

- ‡ Acquire an advanced education in rehabilitation counseling.
- ‡ Enter the public and private rehabilitation fields with the skills, knowledge and attitudes to provide effective services to individuals with disabilities, including those with the most severe disabilities.
- ‡ Develop a commitment to assist individuals with disabilities to identify and use their resources to meet their developmental, vocational, independent living and educational needs.
- ‡ Develop a life long commitment to professionalism.
- ‡ Keep their skills updated through continuing education throughout their career.
- ‡ Exercise the skills and competencies on a high ethical level and with personal integrity.
- ‡ Foster lifelong habits of critical thinking and an exploratory attitude.
- ‡ Develop a commitment to the field of rehabilitation.
- ‡ Encourage the full integration of persons with disabilities and assume their rightful place as valued and contributing members of society.
- ‡ Participate in the program without discrimination on the basis of race, color, religion, national origin, age, disability, or marital status.

The MRC program will contribute to the development of practitioners, educators, and researchers through its program of academic instruction and clinical educational experiences.

Learning Objectives for MRC Program

The MRC program has identified the following seven learning outcomes for coursework and completion of the degree:

1. Students will develop a professional identity in the field of rehabilitation counseling including knowledge of the history, philosophy and laws of the field; an understanding and integration of the ethical standards for practice in the field; and the principles of disability related practice.
2. Student will be able to demonstrate an understanding of the social and cultural diversity issues in the field of rehabilitation counseling including psychosocial, cultural, racial, gender, sexual orientation, and disability differences; sensitivity to social and cultural issues; and application of strategies for intervention, self-awareness, and self-development based on psychological and social theory.
3. Students will be able to demonstrate a working knowledge and integration of employment and career development theories including barrier reduction, occupational alternatives, job modification, job placement and retention, and follow-up procedures, as well as a functional knowledge of the various assessments, skills, and services needed to practice said theories.
4. The student will be able to demonstrate, in theory and practice, knowledge and integration of counseling and consultation skills and techniques required by the

profession, including various counseling theories, practical experience, knowledge of the field, group work expertise, and the ability to work with consumers to meet the various rehabilitation goals.

5. The student will be able to demonstrate the ability to apply research and program evaluation in both course work and practice through application of research literature to practice, participation in studies and literature development, use of data in literature development, and analysis of research articles.
6. The student will be able to demonstrate working knowledge of the medical, functional, and environmental aspects of disability in regard to rehabilitation including physical, mental, psychological, developmental, and emotional disabilities.
7. The student will be able to demonstrate the necessary knowledge of rehabilitation services and resources needed in the field of rehabilitation counseling, including planning, case documentation, transition to work, substance abuse, and resource selection.

Rehabilitation Counseling Code of Ethics

Students enrolled in the Master of Rehabilitation Counseling degree program are expected to undertake all activities related to their program of study in accordance to the highest standards of professional and ethical conduct. The reason the Rehabilitation Counseling Code of Ethics website is included below. The Rehabilitation Counselor Code of Ethics is in effect immediately when you become a rehabilitation counseling student. The program faculty and students operate within the standards of ethical conduct as set forth by the Commission on Rehabilitation Counselor Certification (CRCC). The Code of Ethics is available for download at <http://www.crc certification.com/pages/30code.html>. All students are responsible for knowing and following the Rehabilitation Counseling Code of Ethics.

Rehabilitation Counseling Curriculum

All courses in the Rehabilitation Counseling curriculum are offered online. Courses are offered in Fall, Spring, and Summer semesters. The curriculum is a 48 credit hour program and based upon the requirements of our accreditation body (CORE).

Student Advisement

Each MRC student is assigned an academic advisor. Students needing clarification of program requirements should contact their advisor. The academic advisor works with students to develop their degree plan and monitors their academic progress throughout the program to completion of the degree. Each student is required to have regular meetings with their advisors to ensure steady progress towards graduation. A student who wishes to be assigned a different advisor should contact the Program Director, who will consider such a request.

Instructional Methods

Students are provided a wide variety of means to achieve course objectives, including opportunities to see and hear Microsoft PowerPoint presentations with streaming audio/video lectures on a wide variety of subjects, study a variety of supplemental readings in addition to texts, opportunities to write papers, make presentations, offer solutions and research resources applied to solving case studies. The combination of didactic courses,

practicum and internship experiences prepare the student for real world clinical settings. Appropriateness of methods of instructional decisions about pedagogical matters are made by faculty and an academic advisory committee.

Evaluation

Student performance is measured to the extent to which student learning matches intended outcomes, including the goals and objectives of the MRC program. Measures of student competence in fundamental skills such as communication, comprehension, and analysis are evaluated on a routine basis. Students have the opportunity to evaluate their classes at the end of each semester. Additionally, students have the opportunity to provide feedback on the effectiveness of the program after graduation through program-dispersed surveys.

Professional Organization Membership

Students wishing to maximize their professional potential are urged to join one of the student divisions of American Rehabilitation Counseling Association (ARCA), a division of the American Counseling Association (ACA), or the International Association of Rehabilitation Professionals (IARP), National Rehabilitation Association (NRA) or National Rehabilitation Counselor Association (NRCA). An advisor's signature is needed to validate student status. Visit the website of each national association to obtain forms. Return the completed forms to the Clinical Education Supervisor for signature to verify student status.

National Rehabilitation Conference Attendance

Students are encouraged to attend national rehabilitation association conferences in order to become exposed to leaders in the rehabilitation field. If you are looking for a job, a national conference is a very helpful way to be exposed to a network of rehabilitation professionals.

Student Orientation

It is the student's responsibility to be familiar with the program policies and procedures. Students are required to review the following:

1. This *Student Handbook* for the Department of Clinic Administration and Rehabilitation Counseling.
2. The Master's of Rehabilitation Counseling Portal page.
3. Orientation class for the program, which is made available to students upon entry into the program.

The program Portal page contains all of the necessary information for students regarding degree planning, registration, textbooks, technology requirements, etc.

Copyright Notice to Students

On November 2, 2002, President Bush signed into law the "Technology, Education, and Copyright Harmonization Act," more commonly known as the "TEACH Act." The legislation updates the distance education provisions of the Copyright Act and will have a major impact on all colleges, universities and K-12 schools that utilize distance learning technologies. The Act essentially changes the terms and conditions under which educational institutions may incorporate copyrighted works into their electronic courses.

Students are cautioned that materials used in the courses may be subject to copyright protection. The transmission of course content is made solely for students enrolled in TTUHSC courses only. TTUHSC materials may not be redistributed or broadcast to others to promote the university, or to the public, or shared with other colleagues at other institutions. By law access to courses must be restricted only to individuals presently enrolled in TTUHSC courses. Course materials may not be retained or stored electronically on the computer network for a period longer than is necessary for the student to use the copyrighted material. As a result, the materials made available through E-Reserve, WebCT and other electronic means will be removed from the website at the end of each semester. TTUHSC interprets the law so that no more than 10 copyrighted articles will remain on E-Reserve at one time for each class. Some courses may require more than 10 copyrighted articles, therefore students are cautioned to download articles when they are available. Once the articles are removed from the website, they will not appear again during the course.

Technical Assistance and Support Services

The MRC program is a distance-learning program that uses WebCT to deliver the course content. In order that all students may access the course content and interact with faculty and fellow students, technical support is offered to students to access the program course materials during normal work hours Monday through Friday. Technical support is not offered for software that is not required by the MRC program.

TTUHSC accepts the obligation to address student technology support needs related to providing resources necessary to achieve academic success. TTUHSC School of Allied Health Sciences strives to assure a consistent and coherent framework for students and faculty to deal with technological changes relevant to Internet communication and distance education needs. When changes in technology are eminent, we strive to minimize the impact on students and faculty. We strive to provide reasonable technical support for each educational technology hardware, software and delivery system to the program.

Person to person assistance is available to students by calling 1-866-240-1182, which is a toll-free phone number. Request to be connected with Curt Finger for personalized technical support.

If a technological problem interferes with a student's ability to complete an online quiz, the students are instructed to call the instructor, or the student support help desk and ask that the quiz be reset. No student will be penalized for technical problems experienced during online quizzes.

The MRC program has a technical support person assigned to the program to help solve technical problems students may have accessing the WebCT and associated sites. It is possible that new and experienced students will have difficulties with learning the WebCT website. Problems may be as complex as negotiating problems with Internet Service Providers (ISP), making the MRC website fully visible through a firewall, etc. Other problems may be relatively simple, such as what to do if your computer mouse ceases to function. It is our goal to provide the highest quality of technical support within the financial

resources available to the program. This paradigm of technical support is essential to the success of our program's operation.

Although many students are fortunate to have employers that let them study on the job, it is ultimately the student's personal responsibility to make sure their computers are compatible with the technology used by the MRC program. We are willing to provide technical assistance to students to get full benefit from the courses, however our resources are limited.

Computer Software Requirements

Students should refer to the MRC portal for computer software requirements.

Practicum and Internship Technical Requirements

MSN Messenger - MSN Messenger is free and required for us to provide technical assistance inexpensively. It is required during your practicum and internship. This is an instant messaging service available from Microsoft. With this product you will be able (depending on your connection speed) to discuss the course in real time with your professors and interact with technical support personnel. This software makes it possible to conduct clinical supervision and to quickly solve computer problems.

Web-Conferencing Kit - This consists of a webcam and a headset with a microphone. You will be using these items with MS Messenger in order to communicate with your instructors in the MRC program. The webcam and microphone will allow you to see your professors and talk to them in real time over great distances. Students involved in Practicum and Internship are required to have a Web camera and a headset with a microphone that works with Windows XP. Having just a microphone is not acceptable as stand alone microphones produce too much noise interference. This is the responsibility of the student and is required.

Certification

Several professional certification options are available to MRC students. These certifications are instrumental, at times essential, in furthering the graduate's career. As most professional certifications, these credentials are not automatically acquired by completion of the academic program. Rather, the completion of scholastic work and attainment of the Master's Degree in Rehabilitation Counseling makes the graduate eligible to obtain a CRC.

Certified Rehabilitation Counselor (CRC) – The CRC is a nationwide measure of professionalism for rehabilitation counselors. The student is required to sit for the CRC examination offered by the Commission on Rehabilitation Counselor Certification (CRCC), a division of the Board of Rehabilitation Certification. The examination is comprised of questions across 12 knowledge domains underlying rehabilitation counseling. Each of the following categories are further subdivided into subcategories found in the CRC Certification Guide at:

<http://www.crccertification.com>

Further information is available about the CRC by contacting:
Commission on Rehabilitation Counselor Certification
1835 Rohlwing Road, Suite E, Rolling Meadows, Illinois 60008
847-394-2104 or 800-842-4977
<http://www.crccertification.com>

There are other certifications/licensures that students may be eligible to sit for upon completion of the program, with or without additional coursework. These include a certification for vocational evaluation, case management, and disability case management certification, as well as a licensed practical counselor.

Standards for Written Assignments

All written assignments, including papers, reports and bibliographies are expected to follow the professional publication guidelines of the American Psychological Association. TTUHSC students may purchase a current copy of the APA Manual from the TTUHSC bookstore, online, or in other bookstores. Consistently using the APA Manual is necessary for success in the program. The APA Manual is revised every few years, therefore students are advised to stay alert for newer editions by referring to the following website:

<http://www.apa.org>

Written assignments, unless otherwise specified, are to be in MS Word, which is available by downloading a copy from the e-Raider site (see technical requirements above).

Supervised Practicum and Internship

Because of the nature of this distance education program, students are required to take the responsibility to explore their community and locate suitable practicum and internship opportunities. Degree seeking students are required to accumulate 100 clock hours of practicum experience. Of this 100 hour requirement, 40 hours must be in direct contact with clients. The Practicum requirements are intended to prepare the students for the Internship experience. The practicum is required to be supervised by a Certified Rehabilitation Counselor who is willing to provide the one-on-one weekly supervision to the student in a setting that meets program criteria.

The student is also required to complete 600 clock hours (240 hours of direct client contact) of internship supervised by a CRC. Approval of the practicum and internship experience is determined based on the following:

1. The student takes the responsibility to see the TTUHSC School of Allied Health Sciences Affiliation Agreement is completed, signed and returned to TTUHSC School of Allied Health Sciences. Students may not count practicum or internship hours prior to having a completed Affiliation Agreement signed by all required parties.
2. Students may not begin internship until all requirements for practicum have been completed.
3. The site meets the criterion established by the program and is approved by the Clinical Education Supervisor prior to starting the practicum or internship.
4. The site supervisor is willing to provide the level of supervision required (i.e., at least one hour of face-to-face supervision per week).

Degree Plan

All students are required to file a degree plan with the MRC program within the first semester of enrollment. The degree plan is a formal agreement between the student and program regarding when the student will take core courses and electives required for graduation. The degree plan process consists of:

1. Discussions with your academic advisor about the degree plan.
2. Filling out and signing the necessary forms.
3. Sending the signed original to your academic advisor.

To change your degree plan you must submit the request in writing to your academic advisor prior to the semester of change. The request will be considered by the Academic Advising Committee.

Non-degree seeking students are required to submit a written document to the Program Director that specifies the course(s) and the semester(s) for which they intend to enroll. Prior approval from the Program Director is required for all course enrollments by non-degree seeking students.

Students may transfer up to 9 graduate credit hours (excluding Practicum or Internship hours) upon entering the MRC Program, with the permission from the program. Additional graduate credit hours may be considered in extenuating circumstances with program approval.

Any transfer of credits taken while enrolled in the TTUHSC MRC program (i.e., take a MRC course at another school while currently enrolled) will only be allowed with prior program approval and may not exceed the 9 credit hour total limit.

Academic Progress Requirements for Graduation

Students are required to successfully complete (i.e., pass with a grade of C or better) at least 15 curricular credit hours in an academic year (defined as consecutive Fall, Spring and Summer semesters). Within the first semester of enrolling in the program, students must choose between a typical degree plan (taking 6 credit hours per semester) or an accelerated degree plan (taking 9 credit hours per semester). Any deviations from this schedule require the approval of the advisor.

While the MRC program is not a lock step program, it is necessary to complete certain courses before entering others. In particular, Foundations of Rehabilitation Counseling must be taken within the first year of course work and a student must complete Counseling Theories before being allowed to enroll in the Practicum or Internship courses. Internship may not be taken before Practicum.

Academic Standards

1. Each student of the MRC program must maintain a cumulative GPA of 2.7 or higher at the end of each semester, as well as receive grade of C or better in all courses taken.
2. Each student must file a degree plan within first semester of enrollment.

3. Students are required to meet course requirements for participation, assignments and testing.

Academic Probation

Failure to maintain a cumulative GPA of 2.7 or higher, or receiving a grade of "D" in any course, will result in the student being placed on Academic Probation.

1. A student placed on Academic Probation due to low cumulative GPA (below 2.7) will remain on Academic Probation until the cumulative GPA is raised to 2.7 or higher. For a student to return to good academic standing and be removed from Academic Probation in this situation, he or she must raise his/her cumulative GPA to 2.7 or higher. The student may remain on Academic Probation for reasons of low cumulative GPA for no longer than two semesters.
2. A student placed on Academic Probation due to a grade of "D" will remain on Academic Probation until they have the opportunity to obtain a passing grade in the course by re-taking that course and receiving a passing grade of "C" or better. Students must enroll and receive a passing grade in the course in which the original grade was a "D" the next time that course is offered in the curriculum. For course work that is re-taken under such circumstances, both the original and re-taken course grades are used to calculate cumulative GPA and both grades will appear on the student transcript.

Failure by the student to meet the above requirements for removal from Academic Probation will normally result in a recommendation from the Program Director to the Department Chair that the student be dismissed from the program for reasons of academic deficiency. Refer to "Dismissal from Program" section below for additional information.

Dismissal from Program

A student enrolled in the MRC program will normally be dismissed for any of the following reasons:

1. Poor academic performance:
 - a. Failure to be released from Academic Probation within the time frame specified above in the "Academic Probation" section above.
 - b. A final grade of "F" in any course.
2. Failure to follow degree plan procedures as outlined in the "Degree Plan" section above.
3. Inadequate progress on degree plan:
 - a. Failure to complete (i.e., receive passing grades) at least 15 credit hours in an academic year, defined as consecutive Fall, Spring and Summer semesters.
4. Violation of the Rehabilitation Counseling Code of Ethics.
5. Violation of academic and/or non-academic misconduct policies of the School of Allied Health Sciences. For policies and procedures related to behavioral deficiencies and misconduct, refer to the SOAHS Student Policies.

Dismissal procedures will occur in compliance with the dismissal policy established by the School of Allied Health Sciences. Refer to the section entitled "Dismissal on Academic Grounds" in the School of Allied Health Sciences *Student Handbook*, available at the following website:

<http://www.ttuhs.edu/SAH/>

Remediation

Students who are placed on probation will receive remediation from the MRC program to ensure the greatest possibility of returning to good academic standing. This remediation will be dependent upon the situation resulting in probation, and will be developed with the student, advisor and program director.

Master of Science in Clinical Practice Management (CPM) Program

This section of the Student Handbook describes academic policies and procedures that are specific to the CPM program. Academic policies that are common to the School of Allied Health Sciences are provided at the following website address:

www.ttuhs.edu/sah/current

Curriculum, Course Descriptions and Academic Calendar

Refer to the following website to obtain updated information about the curriculum, course descriptions and academic calendar for the TTUHSC CPM program:

<http://www.ttuhs.edu/SAH/>

Philosophy of CPM Program

Our Vision is to be the graduate degree of choice for working healthcare professionals.

Our Mission is to provide practicing patient care providers and administrators with relevant, creditable and practical skills that will allow our graduates to excel as leaders, supervisors and managers in their organizational environment.

Our Objective is to help our students advance professionally, become more successful in their current job, and obtain positions of greater responsibility in the healthcare setting.

Our Goal is to be both professors and mentors in the degree experience and professional development process.

Program Description

Our degree is a Healthcare Master's Degree with special emphasis on ambulatory care and group practice management. MSCPM students entering the program will be required to complete 36 semester hours to meet degree requirements. They will include 30 hours of core class requirements and 6 hours of elective courses. Each course will be offered at least once a year.

Our students are preparing for leadership, management or supervisory positions in the healthcare field as CEOs, COOs, clinic managers, department heads, program directors, group practice managers, section supervisors, program coordinators, healthcare consultants, or other senior level healthcare positions. With ambulatory care becoming the fastest growing sector of health service delivery in America, our graduates are on the cutting edge of relevancy and creditability supporting the nation's healthcare growth.

Educational Objectives

The CPM program is designed to prepare current healthcare professionals with advanced training that will allow them to excel as a clinical supervisor across the healthcare spectrum. Upon completion of the program, students will possess the competencies and experiences necessary for successfully meeting the challenges presented by the current and evolving healthcare delivery systems. The curriculum is designed to address competencies that are needed by managers in a number of areas:

- The student will be able to evaluate, implement, and recognize the different aspects of operational management.
- The student will be able to evaluate the key components of organizational behavior.
- The student will be able to distinguish the significant elements of the healthcare delivery system and assess how they integrate with one another.
- The student will be able to analyze an organizational strategic plan and implement a departmental plan that will support the organization's goals.
- The student will demonstrate an understanding of departmental financial management that supports organizational success.
- The student will be able to analyze different marketing strategies common within healthcare organizations.
- The student will demonstrate an understanding of healthcare billing and coding and illustrate common practices of healthcare coding.
-
- The student will be able to collect and synthesize relevant research and communicate findings effectively to those in their area of responsibility.
- The student will understand the principles of small group leadership and team building.

Professional Societies

Students are encouraged to join either of the following associations. Members receive access to the association web site and journals and periodicals regarding healthcare administration issues:

American College of Healthcare Executives: <http://www.ache.org>

Medical Group Management Association: <http://www.mgma.org>

Transfer Credits

The CPM program will accept up to two courses for a student from other colleges or universities that are comparable in course content and academic level at the discretion of the CPM Program Director and with concurrence of the TTUHSC Registrar to count towards

the hours needed for a CPM degree. A student who wishes to enroll concurrently in another college or university course must have written permission from the CPM Program Director. Transfer credit may be denied if this approval is not obtained in advance. A student must have at least 30 resident credit hours to receive a degree from the TTUHSC CPM Program.

Professional Behavior

According to the Non-academic Misconduct Policy of the School of Allied Health Sciences described in this *Student Handbook*, all students are expected to exhibit professional conduct in all academic and clinical settings.

Online Professional Behavior

Texas Tech University is committed to an open, frank, and insightful dialogue in all of its courses. Diversity has many manifestations including diversity of thought, opinion and values. The CPM program encourages all students to be respectful of that diversity and to refrain from inappropriate commentary. Should such inappropriate comments occur, we will intervene and request that inappropriate content be removed from the Course Room. In some cases there may be academic disciplinary action. Students should be guided by common sense and basic etiquette.

Never post, transmit, promote, or distribute content that is known to be illegal. If you disagree with someone, respond to the subject, not the person. Avoid overtly harassing, threatening, or embarrassing fellow learners. Also refrain from transmitting or distributing content that is harmful, abusive, racially or ethnically offensive, vulgar, sexually explicit, or otherwise. Class/section norms of conduct may vary, but there is no place where hate speech is tolerated. Never post harassing, racist, threatening, or embarrassing comments. In summary - Be polite!

The use of online educational material and mechanisms is a privilege, not a right. This privilege may be temporarily or even permanently revoked at any time for abusive conduct. Abusive conduct includes but is not limited to:

1. Placing unlawful information on the network.
2. The transportation of copyrighted software from one site to another without the owner's expressed permission.
3. The use of abusive or otherwise objectionable language in either public or private messages.
4. The abuse and misuse of "netiquette."
5. Sending of chain letters that may result in a loss of network privilege.

For further explanation of expectations for online professional behavioral, refer to the section of this *Student Handbook* entitled "Policies and Procedures for Student Users of TTUHSC Information Technology Resources."

Computer Software

Students can download an updated version of Internet Explorer at no charge at the following website:

<http://www.microsoft.com/windows/ie/default.asp>

A student might also be required to download other miscellaneous software, usually available at no charge. All students will be notified at the beginning of each semester about the software requirements that are necessary for the following semester.

Student Responsibilities for Computer/Internet Problems

Students must have contingency plans for computer and Internet problems. Some suggestions include becoming familiar with Internet/free PC usage within your community, or seeking out friends, family, and even coworkers who have Internet services. It is your responsibility to have a backup plan for PC and Internet failure. PC and Internet failure is not a blanket excuse to turn in late assignments and not participate in the course room.

Course Work

A detailed syllabus will be provided for each course. The class requirements, assignments, schedule, and the grading methodology will be included in that syllabus. Each student is responsible for reading, understanding and abiding by the contents of this syllabus at the beginning of each semester. If the requirements of any CPM course are not understood, it is the responsibility of the student to contact the instructor for clarification within one week of receiving this syllabus.

The published grade ranges must be used by all faculty. However, the actual evaluation of students' work will be determined by the individual faculty member. The means of evaluation may include examinations, papers, case studies, projects, group activities, peer evaluations, and class participation, depending on the specific subject matter of the course and the individual faculty's preferences. Each faculty establishes appropriate evaluation methods for his/her course(s) to assess the achievement of educational objectives.

Letter grades will be reported to students. The following standard will be used in reporting grades:

90 - 100 = A
80 - 89 = B
70 - 79 = C
60 - 69 = D
< 60 = F

It is CPM policy that decimal places not be rounded up. Therefore a student with an 89.9 average at the end of the course will receive a grade of "B" in the class.

When Courses are Offered

Courses are generally offered at least once per year, depending on the degree plans of the students, faculty availability, and institutional resources. Courses, including but not limited to course time and dates, may be changed at anytime and without notice. In the event that

a course is not offered and is required for the degree-seeking student, an independent study may be supplemented, if advance approval is obtained for the CPM Program director.

Academic Advising

Each student is provided with an academic advisor. Academic advising is performed on an as-needed basis.

Academic Progress Requirements and Normative Time for Graduation

Academic Progress Requirements and Normative Time for Graduation Students are required to successfully complete (i.e., pass) at least 9 curricular credit hours in an academic year (defined as consecutive Fall, Spring and Summer semesters). Any deviations from this schedule require the approval of the Program Director.

Normative time for graduation is four years. In other words, all degree requirements must be completed within four calendar years of matriculation into the program.

In certain courses, prerequisite or co-requisite requirements must be met prior to enrollment. Course offerings and prerequisite/co-requisite requirements may change at any time and without prior notice to the student.

Academic Integrity

Healthcare professionals are expected to practice with a commitment to high standards of conduct and integrity. The development of the commitment begins with academic training. Academic misconduct is considered to be contrary to professional ethics. Academic misconduct includes, but is not limited to: cheating, plagiarism, falsification of records, intimidation and any other actions that may distort the evaluation of a student's academic performance or achievement, assisting others in such acts, or attempting to engage in such acts. Refer to the TTUHSC catalog and student manual at <http://www.ttuhs.edu/sah/current/handbooks.aspx> .

Plagiarism

CPM Students are required to be the authors of their own work. Use of another author's previously written, (published or unpublished work) must be accompanied by specific citation and reference. Generally, plagiarism is defined as the deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise.

If a student is found plagiarizing, your professor has the right to admonish you, require you to redo the assignment, and/or fail you on the assignment at his or her discretion. In very worst case scenarios, the student will immediately be processed for dismissal. Multiple cases of plagiarism may result in dismissal from the program.

Assistance on Written Work

The Publication Manual of the American Psychological Association (6th edition) is the default format for all papers produced in the CPM program. Individual instructors may modify said standard as required for specific course deliverables.

As a graduate student, you are assigned research papers and projects to enhance your education and to allow the faculty to evaluate your work. For genuine education and evaluation to take place, papers and projects must be your own work. You are encouraged and expected to use outside sources such as books, journal articles, class notes, group discussion sessions, student-teacher conferences, and so forth to make your education as rich and complete as possible. However, you must also cite the sources used in the development of your projects and papers.

When you use published sources (to include previous papers written by you) for ideas or expression of ideas, you must acknowledge them through accurate citation and documentation. The knowledge represented in your paper(s) must be your own. If it is not, you must provide proper credit. For example: You may use a typist to type your manuscript(s). You may also receive editorial and/or methodological advice from faculty or peers, and you may act on their advice provided you understand what you are doing (i.e., the knowledge and rationale are yours). However, you may not allow anyone to write your paper or make substantive changes in your paper(s).

Graduate papers should present clear evidence of the quality of your self-education, not of someone else's. That quality is what the faculty will evaluate.

Using the same paper for multiple purposes is prohibited. Throughout the year, students are required to submit graduate papers for separate courses concerning health care issues. Many times, students focus their interests in one subject area during a semester. It is the policy of this program that identical research papers will not be accepted to meet requirements for different courses at any time during the year. However, if a student wishes to use a graduate paper with the same topic for two different courses, the student must meet with instructors involved to discuss how the requirements for each course will be met using the same paper. The instructor must agree and approve the request. Failure to gain approval from all instructors involved constitutes unethical behavior on the part of the student.

Academic Probation

Failure to maintain a cumulative GPA of 2.7 or higher, or receiving a grade of "D" in any course, will result in the student being placed on Academic Probation.

1. A student placed on Academic Probation due to low cumulative GPA (below 2.7) will remain on Academic Probation until the cumulative GPA is raised to 2.7 or higher. For a student to return to good academic standing and be removed from Academic Probation in this situation, he or she must raise his cumulative GPA to 2.7 or higher. A student may not remain on Academic Probation due to a cumulative GPA below 2.7 for more than three consecutive semesters or the completion of 15 consecutive credit hours, whichever occurs first.

2. A student placed on Academic Probation due to a grade of "D" will remain on Academic Probation until they have the opportunity to obtain a passing grade in the course by re-taking that course and receiving a passing grade of "C" or better. Students must enroll and receive a passing grade in the course in which the original grade was a "D" the next time that course is offered in the curriculum. For course work that is re-taken under such circumstances, both the original and re-taken course grades are used to calculate cumulative GPA and both grades will appear on the student transcript.

Failure by the student to meet the above requirements for removal from Academic Probation will normally result in a recommendation from the Program Director to the Department Chair that the student be dismissed from the program for reasons of academic deficiency. Refer to "Dismissal from Program" section below for additional information.

Dismissal from Program

A student enrolled in the CPM program will normally be dismissed for any of the following reasons:

1. Poor academic performance:
 - a. Failure to be released from Academic Probation within the time frame specified above in the "Academic Probation" section.
 - b. Receiving a grade of "F" in any course.
 - c. Receiving a grade of "D" or "F" when retaking a course for which the original grade was "D".
2. Failure to complete (i.e., receive passing grades) at least 9 credit hours in an academic year, defined as consecutive Fall, Spring and Summer semesters.
3. Failure to complete curricular degree requirements within four years of matriculation.
4. Violation of academic and/or non-academic misconduct policies of the School of Allied Health Sciences. For policies and procedures related to behavioral deficiencies and misconduct, refer to the "Non-Academic Misconduct Policy" section in the "School of Allied Health Sciences Policies & Procedures Information, Policies and Procedures" portion of this *Student Handbook*.

Dismissal procedures will occur in compliance with the dismissal policy established by the School of Allied Health Sciences. Refer to the section entitled "Dismissal on Academic Grounds" in the School of Allied Health Sciences *Student Handbook*, available at the following website:

<http://www.ttuahsc.edu/sah/current/handbooks.aspx>

Code of Ethics for the CPM Program

As a student in the CPM Program, there are certain academic, professional, interpersonal, and personal standards that are expected. It is the objective of the program to enhance each of these areas with the goal of producing graduates who are well-rounded, productive, and ethical professionals and citizens.

Personal Standards

Demonstrate the highest standards of moral and ethical conduct. In order for students to be good citizens and professionals they must be cognizant of the importance of honest, truthfulness, and personal integrity. This means that there are no allowances made for lying, cheating, plagiarism, or other forms of dishonesty in dealing with classmates, professors, or any part of the Program.

Interpersonal Relations

Be respectful to faculty and fellow students. Accept the personal responsibility to be intolerant of all forms of discrimination. The program has a diverse student body reflecting many different beliefs and backgrounds. It is imperative that we learn to respect and understand our differences, and strive to use those differences to learn more about and appreciate other people and cultures. At the same time, we must foster an environment where individuals feel comfortable challenging each other's views as well.

Class Preparation and Classroom Conduct

In order to obtain optimal results for the program it is essential for students to take an active role in the educational and learning process. Students should maintain a cordial and respectful attitude in all on-line discussions. Furthermore, student should complete assignments on time and submit quality work worth of a professional degree program.

External Relations

Promote a positive image of the program and the university in the community. An outsider's opinion of the CPM Program and TTUHSC may be based solely on the behavior and performance of students. It is important that students are aware of the broad impact of the actions in the community.

Professional Obligations

Accept as your professional responsibility the need to keep current on literature and activities in the healthcare administrative and business professions. Participate in professional societies related to your job.

Bachelor of Science in Clinical Services Management (CSM) Program

This section of the Student Handbook describes academic policies and procedures that are specific to the CSM program. Academic policies that are common to the School of Allied Health Sciences are provided at the following website address:

www.ttuhs.edu/sah/current

Curriculum, Course Descriptions and Academic Calendar

Refer to the following website to obtain updated information about the curriculum, course descriptions and academic calendar for the TTUHSC CSM program:

<http://www.ttuhs.edu/SAH/>

Mission and Philosophy

The faculty of the CSM program believe that every student utilizes his or her education in various life situations. The knowledge gained must not be used to exploit others, but to serve as a tool to improve the healthcare business. We hope to develop students with a sense of responsibility and a desire to contribute to their profession, patients, organizations, coworkers and subordinates, and the communities they serve.

The objectives of the healthcare management profession are to enhance the overall quality of life, dignity and well-being of every individual needing healthcare services, and to create a more equitable, accessible, effective and efficient healthcare system. Healthcare executives have an obligation to act in ways that will merit the trust, confidence, and respect of healthcare professionals and the general public.

Since every management decision affects the health and well-being of individuals and communities, healthcare executives need to carefully evaluate the possible outcomes of their decisions. In organizations that deliver healthcare services, they must work to safeguard the rights, interests, and prerogatives of patients or others served.

Goals of Program

The intent of the CSM program is to provide management training to allied health technicians and technologists who wish to advance to supervisory levels in a healthcare organization. The program is presented in a web-based format and will allow program participants to stay in their communities without sacrificing family, professional, and community responsibilities. Among the goals of the CSM are:

1. To create course content that builds foundational skills for the development of a decisive and ethical management response to the requirements of healthcare organizations for effective management and supervision of their clinical services operations and sub-units.
2. To create a non-traditional program that is responsive to the scheduling needs and the educational and professional goals of working healthcare technicians and technologists.

3. To support the Texas initiative for closing the educational gap for first generation college students, particularly community college A.A.S. degree graduates.
4. To improve and expand educational access to students from rural and medically underserved areas.
5. To educate students to be competent and effective resource managers and personnel supervisors of clinical service management activities.
6. To educate students in mastering and using management and decision-making skills as the foundation for their clinical service management activities.
7. To educate students about professional ethics in management and legal issues in healthcare.
8. To develop in students the management skills, knowledge, and abilities that are essential for optimizing their roles as members of an interdisciplinary health care team and leaders in the community.
9. To educate students to value, promote, and improve the quality of health care through the unique and cooperative contributions of healthcare professionals in an interdisciplinary approach.
10. To educate students in the acquisition and use of state of the art technologies in health care delivery, research activity, and clinical education.
11. To develop students as effective advocates for patient rights within the current and evolving health care environments.
12. To educate students in the value of critical interpretation of data for effective resource management and contribution to the decision making process of their organization.
13. To educate students who accept responsibility for personal and professional growth and participate in the further development of their chosen professional goals.
14. To sustain students in a lifelong process of learning.

The curriculum will provide the personal and professional development learning processes necessary for students to acquire both competence and leadership abilities.

Educational Objectives

The CSM program is designed to prepare students with competencies needed to enter various supervisory and entry level management positions in hospital departments, community agencies, long term care facilities, sub-acute care facilities, home health agencies and independent living centers. Upon completion of the program, the students will possess the competencies and experiences necessary for successfully meeting the challenges presented by the current and evolving healthcare delivery systems. The curriculum is designed to address competencies that are needed by managers in four broad categories:

1. Resource management (human, material, and financial)
2. Information systems (medical records and computer support)
3. Healthcare organizations and systems (institutional, regional, integrated)
4. Operational clinical management (decision making and clinical outcomes)

Professional Societies

Students are encouraged to join either of the following associations. Members receive access to the association web site and journals and periodicals regarding healthcare administration issues:

American College of Healthcare Executives: <http://www.ache.org>

Medical Group Management Association: <http://www.mgma.org>

Academic Progress Requirements and Normative Time for Graduation

Students are required to successfully complete (i.e., pass) at least 9 curricular credit hours in an academic year (defined as consecutive Fall, Spring and Summer semesters). Any deviations from this schedule require the approval of the Program Director.

Academic Requirements/Probation

A student must achieve a cumulative GPA of 2.0 or higher on all CSM coursework and may not have a final grade of "D" or "F" in any CSM course to be eligible for graduation. Students who do not have a cumulative GPA of 2.0 or higher at the completion of the CSM coursework must seek guidance from his/her advisor and then enroll in additional relevant coursework to raise his/her cumulative GPA to a 2.0 or higher. Additionally, failure to maintain a cumulative GPA of 2.0 or higher, or receiving a grade of "D" or "F" in any course, may result in the student being placed on Academic Probation.

1. A student placed on Academic Probation due to low cumulative GPA (below 2.0) will remain on Academic Probation until the cumulative GPA is raised to 2.0 or higher. For a student to return to good academic standing and be removed from Academic Probation in this situation, he or she must raise her/his cumulative GPA to 2.0 or higher.
2. A student placed on Academic Probation due to a grade of "D" or "F" will remain on Academic Probation until they have the opportunity to obtain a passing grade in the course by re-taking that course and receiving a passing grade of "C" or better. Students must enroll and receive a passing grade in the course in which the original grade was a "D" or "F" the next time that course is offered in the curriculum. For course work that is re-taken under such circumstances, both the original and re-taken course grades are used to calculate cumulative GPA, and both grades will appear on the student transcript.
3. Students may not re-take a course in which they have successfully passed more than 2 times. For instance if a student earns a D and subsequently a C in the same course the student may not take this same course for a third or more time.