

Student Handbook

(revised Summer 2005)

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.

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Summer 2005

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, CHE
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

TTUHSC School of Allied Health Sciences Faculty and Staff Listings

ADMINISTRATION

Room 2B-184, 3601 4th Street, Lubbock, TX 79430
Phone 806-743-3223 / Fax 806-743-3249

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Dean

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Associate Dean

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Assistant Dean for Research

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Director of Administration

Roundy, Sharon sharon.roundy@ttuhsc.edu 806-743-3223

Dick, Deena deena.dick@ttuhsc.edu 806-743-3223

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INSTRUCTIONAL TECHNOLOGY AND STUDENT SUPPORT SERVICES

Fell, Vince vince.fell@ttuhsc.edu 806-743-3117 / Room 3C-111

Blanco, Fabian fabian.blanco@ttuhsc.edu 806-743-3117 / Room 3C-111
Toll-free computer technical assistance: 866-240-1182
Student Support Website: <http://www.ttuhsc.edu/sah/itss/default.htm>

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ADMISSIONS AND STUDENT AFFAIRS

Room 2BC-194 / Phone 806-743-3622 / Fax 806-743-2994

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Director

Roberts, Lindsay lindsay.roberts@ttuhsc.edu
Assistant Director

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MASTER OF REHABILITATION COUNSELING PROGRAM

Faculty

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Program Director

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Support staff

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MASTER OF SCIENCE IN CLINICAL PRACTICE MANAGEMENT PROGRAM

Faculty

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Program Director

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Support Staff

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CLINICAL SERVICES MANAGEMENT PROGRAM

Faculty

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Regional Dean

Adlong, Lisa lisa.adlong@ttuhsc.edu 354-5589
Administrative Assistant

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ODESSA CAMPUS ADMINISTRATION
Room 2C-68, 800 West 4th Street, Odessa, TX 79763
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Department Chair

Smith, Amy Jo amyjo.smith@ttuhsc.edu 806-743-2263 X224
Administrative Assistant

Department of Clinic Administration and Rehabilitation Counseling

GENERAL INFORMATION

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.ttuhs.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.

CPR Certification

Students who receive clinical training at clinical settings that require certification in cardiopulmonary resuscitation (CPR) must maintain current CPR certification throughout their academic and clinical training program. The student is responsible for obtaining and retaining this certification.

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 Academic 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.ttuhscc.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

Departmental programs notify students about the time of registration. The Registrar's office is located in room 2B-400 at the Lubbock TTUHSC campus and services students at the Lubbock, Amarillo and Odessa campuses. 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.

Clinic Administration and Rehabilitation Counseling Teaching Laboratories

The teaching laboratories are to be maintained in a manner consistent with a patient care environment. All equipment and supplies should be kept in a designated storage location. It is the responsibility of faculty and students to ensure that the laboratories are a safe, clean, and well-organized clinical teaching environment.

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.

Student Messages

Mailboxes are assigned to each student to enable them to receive written messages from their program, faculty and other students. Students should check their mailboxes regularly to ensure timely communication. Students are encouraged to communicate electronically with faculty and other students via e-mail. Students should be aware that some of the faculty will utilize e-mail for class assignments.

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 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 the Programs for Academic Support Services which is located in the basement of the Administration Building, 742-3664. Counseling services are also available at the Amarillo and Odessa campuses.

Campus Parking (Lubbock and Amarillo)

Parking permits are required for all motor vehicles parked at TTUHSC. TTUHSC students should obtain their permits from the TTUHSC Traffic & Parking Office, BB-097, 806-743-2557. Refunds are available if the permit is used for part of a session.

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. There are also student centers at the Amarillo and Odessa campuses.

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 (Lubbock Campus)

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.

Recreation and Entertainment (Lubbock Campus)

The students of TTUHSC have the opportunity to participate in a variety of recreational activities, entertainment, and cultural events. For recreation the Student Recreation and Aquatic Center is located on the west side of the main campus of Texas Tech University and provides a wide variety of indoor activities and programs. The facilities include gymnasiums, racquetball and handball courts, weight rooms, indoor archery range, and multi-purpose rooms for such sports as wrestling and fencing as well as activities such as aerobics and crafts. Outdoor sports include tennis, golf, soccer, baseball, and other field sports. Outdoor recreational equipment may be rented. The aquatic center has an Olympic size pool with a bubble top. Information is available at the Student Recreation Center or 742-3351.

Texas Tech University also provides a variety of entertainment, cultural events, and student organizations. Information can be obtained from the Office of the Dean of Students, 250 West Hall, 742-2192.

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. In Amarillo, The Family Practice is located at the Baptist-St. Anthony's Health System.

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. To be seen by a family practice center physician, the student must present their student ID Card at the time of the appointment. A TTUHSC Red Card can be obtained at the central registration desk on the first floor of the TTUHSC. 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 Abilities* were identified through a study conducted at UW-Madison (May et al., *Journal of Physical Therapy Education*, 9:3-6, 1995). The ten generic professional abilities and definitions 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 laboratory exercises in the manner specified in his or her course syllabus.

Enrollment and Grade Verification

Once admitted to the program students may enroll either online at "TechSIS" at:

<http://techsis.admin.ttu.edu/student/>

or by calling TTUHSC Registrar at 806-743-2300. Students may register, add or drop courses, and pay tuition and fees online.

Warning about Failure to Meet Academic Performance Standards

A student who is not meeting academic standards in any didactic course will be notified in writing by the Program Director during the semester. A student who is not meeting performance expectations of a clinical educational experience will be notified in writing by the Program Director at the midterm of the clinical educational experience. Copies of all warning letters will be placed in the student's file.

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 in an actual clinical setting or in a simulated or demonstration setting in the classroom.
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 rehabilitation 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.

If a student states he/she can meet the essential functions with accommodation, then the University will determine whether it agrees the student can meet the essential functions with reasonable accommodation; this includes a review of whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety or the educational process of the student or the institution, including all course work, clinical educational experiences and internships deemed essential to graduation.

I certify that I have read and understand the essential functions listed above and I believe to the best of my knowledge that I meet each of these standards without accommodation. I understand that if I am unable to meet these standards I will not be admitted into the program.

Student Signature

Date

Alternative statement for student requesting accommodations.

I certify that I have read and understand the essential functions listed above and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact the 504 coordinator in the Office of TTUHSC Student Services to determine what accommodations may be available. I understand that if I am unable to meet these standards with our without accommodations, I will not be admitted into the program.

Student Signature

Date

Adapted from: Student Job Description, Department of Occupational Therapy, University of Texas Medical Branch and Guideline Technical Standards for Entry-Level Athletic Training Education: <http://www.cewl.com>

POLICIES AND PROCEDURES FOR STUDENT USERS OF TTUHSC INFORMATION TECHNOLOGY RESOURCES

TTUHSC Operational Policies Related to Online Programs:

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

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

Minimum Computer System Requirements

The learning environment for department online educational programs (i.e., ScD, MRC, CPM, CSM) relies heavily on technological capabilities and interplay of the learner and instructor. For all Department of Clinic Administration and Rehabilitation Counseling web-based courses, the following minimum system requirements are necessary to ensure maximum learning capacity:

Operating system: Windows 2000 or higher (Windows XP in MRC program)

CPU (Processor): 750 MHz or higher.

Memory: 256 MB of RAM or higher.

Browser: Internet Explorer 6.0 or more recent is the preferred and supported browser. In addition, students need the latest version of Windows Media Player. Netscape is not acceptable, since Netscape 6.0 is currently not supported for WebCT 3.x or higher.

Internet Connection: 56 kps or faster modem connection.

Note that only "wintel" PCs are supported; Apple Macintosh computers are not supported.

If the student does not have the minimum PC Platform, he or she may purchase a newer version from the Hi-Tech store at a student rate. Visit the following website for more information:

<http://www.hightech.uc.ttu.edu/>

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.ttuhsoc.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.

Netiquette

Short for network etiquette, netiquette is the code of conduct regarding acceptable online behavior. The term netiquette is commonly used in reference to popular forms of online communication, including e-mail, forums and chat. While some netiquette issues are technical in nature, all fundamentally concern the manner by which people relate to each

other. Once the technical nuances are grasped and abstract concepts are understood, online etiquette is not much different than offline (i.e., interpersonal) etiquette.

Computer Security and Privacy (Board of Regents' Minutes, Item M105, Attachment M8; 04.24--3/23/84)

Computer abuse is currently covered by several Federal laws (such as the Computer Fraud and Abuse Act of 1986) and State laws (such as the Texas Computer Crimes Statute), and new laws are in legislative committee awaiting hearings. Violation of such laws may include heavy fines and imprisonment upon conviction. The security policy adhered to by the University is as follows:

1. All faculty, staff and students shall be responsible for complying with this policy on computer security and privacy.
2. The University President shall appoint an administrator responsible for developing and maintaining University regulations and procedures regarding security and privacy of computer data, software, and hardware.
3. Any student's or faculty/staff employee's use of University computing facilities is a privilege that shall be revoked for violation of this policy, regardless of the need for computer use in performing assigned duties.
4. Any student or faculty/staff employee (regardless of employment contract or tenure status) found to be involved in infractions of this policy, University policy, or civil or criminal laws regarding University computer security and privacy shall be subject to disciplinary actions including, but not limited to, revocation of computing privileges, suspension, dismissal, prosecution, and restitution for damages. Involvement, as used here, includes, but is not limited to, participating, encouraging, aiding, or failing to report known infractions.
5. Some jobs or activities of the University involve access to resources critical to computer security and privacy. The University may require faculty/staff employees or students involved in these jobs or activities to disclose personal histories, participate in special training and/or sign special agreements concerning computer use.
6. All students and faculty/staff employees shall cooperate with official state and federal law enforcement authorities in aiding the investigation and prosecution of any suspected infraction of security and privacy involving either University personnel or University computing facilities.

Copyright Infringement:

Unauthorized duplication of copyrighted information or data and software packages is a direct infringement of the federal copyright law; see Federal section, Title 17 Copyrights §117.

It is illegal to make, use, or distribute unauthorized copies of software, graphics, music or any other creative art or intellectual property for multimedia projects or any other use. This includes the copying of software programs, etc., required in a class. Anyone who engages in illegal copying shall be subject to disciplinary action under TTUHSC policies and, in addition, shall be subject to criminal prosecution under state and federal statutes.

For information on privacy relating to educational records and their disclosure (including directory information), see the Family Educational Rights and Privacy Act (FERPA):

<http://www.ed.gov/offices/OII/fpco/ferpa/>

The following policies were developed and adopted to ensure that TTUHSC, its students, faculty, and staff maintain legal and ethical standards regarding the use of copyrighted materials.

Guidelines for the Use of Computer Software (based on Copyright and Software TTU OP 52.02):

1. Copying, adapting, and electronically transmitting computer software is strictly forbidden except:
 - a. In strict compliance with Public Law 96-517, Section 10(b), which, in amending Section 117 of Title 17 U.S. Code to allow for the making of computer software back-up copies, states in part, "...it is not an infringement for the owner of a copy of a computer program to make or authorize the making of another copy or adaptation of that computer program provided:
 - i. That such a new copy or adaptation is created as an essential step in the utilization of the computer program in conjunction with a machine and that it is used in no other manner, or
 - ii. That such a new copy and adaptation is for archival purposes only and that all archival copies are destroyed in the event that continued possession of the computer program should cease to be rightful."
 - b. Where appropriate written consent (from the holder of such copyright) is obtained.
 - c. Where the software is in the public domain--and that can be proved.
2. As with phonograph records, computer programs (under PL 101-650) may not be rented, leased, or loaned for direct or indirect commercial advantage. However, the nonprofit lease or lending of computer software (bearing the warning notice prescribed by the Register of Copyrights) to this institution's staff, faculty, and students for their nonprofit use is exempt from these restrictions.
3. Also exempt (from PL 101-650's restrictions), is the lawful transfer of possession of a lawfully made copy of a computer program, between nonprofit educational institutions, and between such institutions and the individuals comprising their staffs, faculties, and student bodies.
4. Illegal copies of software may not be used on TTUHSC computers.

Determinations made under Sections b. and c. of OP 52.02 are to be made by the Institution and not the individual. Any indication of a violation of Section 4 will be promptly and thoroughly investigated.

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>

Infringement of Copyrights on Computing Software – based on TTUHSC information technology policies, available at the following website address:

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

Guidelines for the Uses of Music (based on Copyright and Music TTU OP 30.22.4)

In a joint letter dated April 30, 1976, representatives of the Music Publishers' Association of the United States, Inc., the National Music Publishers' Association, Inc., the Music Teachers National Association, the Music Educators National Conference, the National Association of Schools of Music, and the *ad hoc* Committee on Copyright Law Revision wrote to Chairman Kastenmeier forwarding the minimum guidelines they had developed "to clarify Fair Use as it applies to music (under Section 107)." The complete text of that letter and those guidelines also are included in the House Judiciary Committee report (HR94-1476, pp. 70-71) which accompanies the law.

1. Permissible Uses

- a. Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.
- b. For Academic Purposes Other Than Performance:
 - i. Multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section, movement or aria, but in no case more than 10 percent of the whole work. The number of copies shall not exceed one copy per pupil.
 - ii. A single copy of an entire performable unit (section, movement, aria, etc.), that is:
 - confirmed by the copyright proprietor to be out of print, or
 - unavailable except in a larger work, may be made by or for a teacher solely for the purpose of that teacher's scholarly research or in preparation to teach a class.
- c. Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.
- d. A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.
- e. A single copy of a sound recording (such as a tape, disc or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording.)

2. Prohibitions

- a. Copying to create or replace or substitute for anthologies, compilations or collective works.
- b. Copying of or from works intended to be "consumable" in the course of study or of teaching such as workbooks, exercises, standardized tests and answer sheets and like material.
- c. Copying for the purpose of performance, except as in 4.a.1. above.

- d. Copying for the purpose of substituting for the purchase of music, except as in 4.a.1. and 4.a.2. above.
- e. Copying without inclusion of the copyright notice which appears on the printed copy.

Guidelines for Use of Student-Created Work in Electronically Delivered Courses

1. A student owns the copyright for all work, e.g., software, photographs, reports, presentations and e-mail postings he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:
 - a. The work is used only once.
 - b. The work is not used in its entirety.
 - c. Use of the work does not affect any potential profits from the work.
 - d. The student is not identified.
 - e. The work is identified as student work.
2. If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.
3. No permission is needed from a student for their image or voice to be transmitted live via video conference, streaming media, or web mediated courses.

Adapted from University of North Texas Center for Distributed learning at:
http://www.unt.edu/cdl/approval_procedures/studentrights.htm

Guidelines for the Use of Audiovisual Materials (based on Copyright and Audiovisuals TTU OP 74.04)

1. The Copyright Act grants to the owners of audiovisual works the right to control the public display and public performance of their works. The Act defines "audiovisual works" to include motion pictures, filmstrips, slide sets, and other works consisting of a series of images, together with accompanying sounds, if any, regardless of the storage medium. Thus, an audiovisual work might be stored on film, videotape, CD-ROM, computer disk, or other storage medium. The Act also defines the terms "public display" and "public performance" to include most uses of audiovisual works in the classrooms and libraries of the University.
2. The Act limits the right of copyright owners to control public displays and performances of their works if the displays or performances fall within the educational exemption or the fair use limitation (see section 1.c.).
3. Displays and performances of audiovisual works (including those labeled "For Home Use Only") fall within the educational exemption under the following conditions:
 - a. They must be directly related to the educational mission of the class (displays or performances to reward the class for any reason do not qualify);
 - b. They must be shown by the instructor(s) and/or student who comprise the class (a guest lecturer, including a librarian, who has been invited officially to be a part of the class on that occasion may substitute for the instructor);
 - c. They must be shown in a classroom or other school location dedicated to instruction (a studio, workshop, library, gymnasium, auditorium, or other location would qualify if it is used for instruction);
 - d. They must be shown where the students and the instructor(s) and/or guest lecturer (see section 5.c.2.) are in the same general area, such as the same

- building (broadcasting by radio or television or transmitting by cable system does not qualify);
- e. They must be shown only to the instructor(s) and/or guest lecturers and the students enrolled in that class (meetings open to the public, such as sporting events, graduation, and community events do not qualify); and,
 - f. They must be from lawfully made copies (i.e., not illegally made or acquired).
4. Displays and performances of audiovisual works (including those labeled "For Home Use Only") fall within the fair use limitation if they are directly related to teaching, scholarship, or research and take place in a location that will limit attendance to students viewing the display or performance for educational purposes. For example, students may view a video tape assigned by their instructor in preparation for their next class in a library viewing room, if the location generally prevents students not in the class from viewing. The fair use limitation does not apply to displays or performances of audiovisual works for purposes not directly related to the teaching, scholarship, and research mission of the University.

In addition to the guidelines of conduct set forth elsewhere in this handbook and other official TTUHSC publications, personal conduct on TTUHSC-owned or TTUHSC-controlled property or at TTUHSC-sponsored events is subject to TTUHSC disciplinary jurisdiction. TTUHSC also may enforce its own disciplinary policy and procedures when personal conduct, regardless of whether it occurs on or off campus, directly, seriously, or adversely interferes with or disrupts the overall mission, programs, or other functions of TTUHSC.

Misuse or Abuse of Computer Equipment, Programs, or Data

Conduct for which disciplinary action may be taken in relation to computer equipment, programs, or data include, but are not limited to, the following:

1. Unauthorized use of computing resources or use of computing resources for unauthorized or non-academic purposes.
2. Unauthorized accessing or copying of programs, records, or data belonging to TTUHSC or another user, or copyrighted software, without permission.
3. Attempted or actual breach of the security of another user's account, depriving another user of access to TTUHSC computing resources, compromising the privacy of another user, or disrupting the intended use of computing or network resources.
4. Attempted or actual use of TTUHSC computing resources for personal or financial gain.
5. Attempted or actual transport of copies of TTUHSC programs, records, or data to another person or computer site without written authorization.
6. Attempted or actual destruction or modification of programs, records, or data belonging to TTUHSC or another user or destruction of the integrity of computer-based information.
7. Attempted or actual use of the computing facilities to interfere with the normal operation of TTUHSC computing systems; or, through such actions, causing a waste of such resources (people, capacity, computer).
8. Allowing another person, either through one's personal computer account, or by other means, to accomplish any of the above.

9. Any violation of federal or state laws or violation of the TTUHSC computer-use policies or "Code of Student Conduct."

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)].

Use of TTUHSC Logos

Colleges, Departments, Centers, Institutes, and other TTUHSC organizations may use the official TTUHSC logos. However, TTUHSC logos are legally protected trademarks and restrictions apply.

The following symbols of TTUHSC covered by these guidelines:

- ! The Logotype
- ! The Seals

To preserve the strength of TTUHSC symbols and logos, designers and printers should follow these guidelines:

1. Symbols should be reproduced from authorized reproduction proofs (available from PrinTech and the Publications Bureau).
2. Symbols should not be redrawn, re-proportioned or modified in any way. No new design element may be added to any official TTUHSC symbol. TTUHSC symbols are legally protected trademarks.
3. Use a symbol in an area in which other type is not touching it or superimposed over it. A warning especially for Web page designers: A TTUHSC symbol may not be used as a screened background with text printed over it.
4. Use symbols only in their entirety; do not use a portion of a symbol.

The Logotype

The logotype is suggested for use as a replacement for a wide variety of type styles and arrangements of the name "Texas Tech University Health Sciences Center." Used consistently, this logotype provides an instant visual identification and a relationship to other TTUHSC publications.

1. The logotype should be printed only in black. It may be reversed out of any color or a photograph, although care should be taken to make sure that the logotype will be legible when printed.
2. It should not be printed at an angle other than horizontal.

Texas Tech University Health Sciences Center Seals

The official TTUHSC seals may be used only for documents and publications that represent official business of TTUHSC. The seal communicates the message that the document on which it appears is an official and formal communication of the institution.

1. It may be displayed on diplomas and certificates and in printed pieces of highest official rank.
2. When both seals are needed on a document, the combined version should be used.
3. Both seals are to be considered the most formal symbols of the institutions.

Other Logos

Departments and schools may use their own logos on publications that deal only with information about the department, college, or school and that will not be used as part of a larger TTUHSC program. For example, a departmental logo may be used on a newsletter, poster, or similar publication promoting a departmental event or program.

Departments, colleges, or schools are not encouraged to use their own logos on the covers of publications devoted to student recruitment, development, research, or academics because of the larger TTUHSC effort in these areas. Designers wishing to use departmental, college, or school logos in such publications should consider a strategic placement on the back cover or inside pages.

Obtaining Permission to use Logos

Students, TTUHSC student organizations, and other organizations that wish to use any of the TTUHSC logos must contact Margaret Duran in the Office of Student Services at 806-743-2300.

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.ttuhsac.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.ttuhsac.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.

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.

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 is included in this student handbook is because by entering the program you are expected to act in a professional manner. The Rehabilitation Counselor Code of Ethics is in effect immediately when you become a rehabilitation scholar. The program faculty and students operate within the standards of ethical conduct as set forth by the Commission on Rehabilitation Counselor Certification (CRCC). These standards are encapsulated within the 10 Canons of Ethical Behavior as published by the CRCC and are presented in full below.

Preamble

Rehabilitation counselors are committed to facilitating the personal, social, and economic independence of individuals with disabilities. In fulfilling this commitment, rehabilitation counselors work with various people, programs, institutions, and service delivery systems. Rehabilitation counselors recognize that their actions (or inaction) can either aid or hinder clients in achieving their rehabilitation objectives and they accept this responsibility as part of their professional obligations. Rehabilitation counselors may be called upon to provide various kinds of assistance including: counseling; vocational explorations; psychological and vocational assessments; evaluations of social, medical, vocational, and psychiatric information; job placement and job development activities; and other types of rehabilitation services. They are required to do so in a manner that is consistent with their education and experience. Moreover, rehabilitation counselors must demonstrate their adherence to ethical standards and ensure that these standards are vigorously enforced.

The Code of Professional Ethics (henceforth referred to as the Code) is designed to facilitate the achievement of these goals. The primary obligation of rehabilitation counselors is to their clients (defined in the Code as individuals with disabilities who are receiving services from rehabilitation counselors). The objective of the Code is to promote public welfare by specifying and enforcing ethical standards of behavior expected of rehabilitation counselors. Accordingly, the Code contains two kinds of standards: Canons and Rules of Professional Conduct.

The Canons are general standards of an aspirational and inspirational nature that reflect the fundamental spirit of caring and respect which professionals share. They are maxims designed to serve as models of exemplary professional conduct. The Canons also express general concepts and principles from which the more specific Rules are derived. Unlike the Canons, the Rules are exacting standards intended to provide guidance in specific circumstances.

Canon 1: Moral and Legal Standards

Rehabilitation counselors shall behave in a legal, ethical, and moral manner in the conduct of their profession, maintaining the integrity of the Code and avoiding any behavior that would cause harm to others.

Rules of Professional Conduct:

- R1.1 Rehabilitation counselors will obey the laws and statutes of the legal jurisdiction in which they practice.
- R1.2 Rehabilitation counselors will be thoroughly familiar with and observe the legal limitations of the services they offer to clients. They will discuss these limitations as well as all benefits available to the clients they serve in order to facilitate open, honest communications and avoid unrealistic expectations.
- R1.3 Rehabilitation counselors will be alert to the legal parameters relevant to their practices as well as to any disparities that may exist between legally mandated ethical and professional standards and the Code. Where disparities exist, rehabilitation counselors will follow the legal mandates and formally communicate such disparities to the ethics committee. In the absence of any legal guidelines, the Code is binding.
- R1.4 Rehabilitation counselors will not engage in any act or omission of a dishonest, deceitful or fraudulent nature in the conduct of their professional activities. They will not allow the pursuit of financial gain or other personal benefits to interfere with the exercise of sound professional judgment and skills, nor will they abuse the relationship with a client to promote their personal or financial gain or the financial gain of an employer.
- R1.5 Rehabilitation counselors will understand and abide by the Canons and Rules of Professional Conduct prescribed in the Code.
- R1.6 Rehabilitation counselors will not advocate, sanction, participate in, cause to be accomplished, carry out through another or condone any act which they themselves are prohibited from performing by the Code.
- R1.7 Moral and ethical standards of behavior are a personal matter for rehabilitation counselors to the same degree as they are for any other citizen, except as such standards may compromise the fulfillment of the individual's professional responsibilities or reduce public trust in rehabilitation counselors.

- R1.8 Rehabilitation counselors will respect the rights and reputation of any institution, organization or firm with which they are associated when making oral or written statements. In those instances where they are critical of policies, they will attempt to effect change through constructive action within the organization.
- R1.9 Rehabilitation counselors will refuse to participate in employment practices that are inconsistent with the moral or legal standards regarding the treatment of employees or the public. Rehabilitation counselors will not condone practices that result in illegal or otherwise unjustifiable discrimination on any basis in hiring, promotion or training.

Canon 2: Counselor-client Relationship

Rehabilitation counselors shall respect the integrity and protect the welfare of the people and groups with whom they work. The primary obligation of rehabilitation counselors is to their clients (defined as individuals with disabilities who are receiving services from rehabilitation counselors). At all times, rehabilitation counselors shall endeavor to place their clients' interests above their own.

Rules of Professional Conduct:

- R2.1 Rehabilitation counselors will clearly communicate to clients the purposes and goals of rehabilitation counseling and any limitation that may affect the counseling relationship.
- R2.2 Rehabilitation counselors will not misrepresent their role or competence to clients. If requested, they will provide information about their credentials and will refer clients to other specialists as the needs of the clients dictate.
- R2.3 Rehabilitation counselors will be continually cognizant of their own needs and values as well as of their potential influence over clients, students, and subordinates. They will avoid exploiting the trust or dependency of such persons. Rehabilitation counselors will make every effort to avoid dual relationships that could impair their professional judgment or increase the risk of exploitation. Examples of dual relationships include, but are not limited to, research with and treatment of employees, students, supervisors, close friends or relatives. Sexual intimacy with clients is unethical.
- R2.4 Rehabilitation counselors who provide services at the request of a third party will clarify the nature of their relationships to all rightful, legal parties and to all members of the treatment team. Rehabilitation counselors will inform all parties of their ethical responsibilities and take needed actions to assure that all parties understand their ethical responsibilities. Rehabilitation counselors who are employed by third parties as case consultants or expert witnesses, where there is no pretense or intent to provide rehabilitation counseling services directly to clients (beyond file review, initial review and/or assessment), will clearly define through written or oral means, the limits of their relationship (particularly in the

areas of informed consent and legally privileged communications) to all rightful, legal parties and to all members of the treatment team. When serving as case consultants or expert witnesses, rehabilitation counselors shall provide unbiased, objective opinions.

- R2.5 Rehabilitation counselors will honor the rights of clients to consent to participate and the right to make decisions with regard to rehabilitation services. They will inform the clients or their legal guardians of factors that may affect the clients' decision to take part in rehabilitation services and they will obtain written consents once the clients or their guardians are fully informed of these factors. Rehabilitation counselors who work with minors or other persons who are unable to give informed, voluntary consent will take special care to protect the interests of their clients.
- R2.6 Rehabilitation counselors will avoid initiating or continuing consulting or counseling relationships if it appears there can be no benefit to the client; in these cases, the rehabilitation counselor will suggest appropriate alternatives to the client.
- R2.7 Rehabilitation counselors will recognize that families are usually an important factor in the client's rehabilitation and will strive to enlist their understanding and involvement as a positive resource in achieving rehabilitation goals. The client's permission will be secured prior to any family involvement.
- R2.8 Rehabilitation counselors and their clients will work together to devise an integrated, individualized rehabilitation plan that promises reasonable success and is consistent with each client's circumstances and abilities. Rehabilitation counselors will continually monitor such plans to ensure their ongoing viability and effectiveness, remembering that clients have the right to make their own choices.
- R2.9 Rehabilitation counselors will work with their clients in evaluating potential employment opportunities, considering only those jobs and circumstances that are consistent with the client's overall abilities, vocational limitations, physical restrictions, general temperament, interests and aptitude patterns, social skills, education, general qualifications, and other relevant characteristics and needs. Rehabilitation counselors will neither place nor participate in the placing of clients in positions that could damage the interests and welfare of either the client or the employer.

Canon 3: Client Advocacy

Rehabilitation counselors shall serve as advocates for individuals with disabilities.

Rules of Professional Conduct:

- R3.1 Rehabilitation counselors will be obligated at all times to promote better access for individuals with disabilities to facilities, programs, transportation, and

communication so that clients will not be excluded from opportunities to participate fully in rehabilitation, education and society.

- R3.2 Rehabilitation counselors will ensure that programs, facilities and employment settings are appropriately accessible before referring clients to them.
- R3.3 Rehabilitation counselors will strive to understand the accessibility problems of individuals with cognitive, hearing, mobility, visual and/or other disabilities, and to demonstrate this understanding in the practice of their profession.
- R3.4 Rehabilitation counselors will strive to eliminate attitudinal barriers, including stereotyping and discrimination, toward individuals with disabilities and to increase their own awareness and sensitivity to such individuals.
- R3.5 Rehabilitation counselors will remain aware of the actions taken by cooperating agencies on behalf of their clients and will act as the advocates of such clients to ensure effective service delivery.

Canon 4: Professional Relationships

Rehabilitation counselors shall act with integrity in their relationships with colleagues, organizations, agencies, institutions, referral sources, and other professions in order to provide clients with optimum benefits.

Rules of Professional Conduct:

- R4.1 Rehabilitation counselors will ensure that there is a mutual understanding of the rehabilitation plan by all agencies involved in the rehabilitation of clients and that all rehabilitation plans are developed with such mutual understanding.
- R4.2 Rehabilitation counselors will abide by and help to implement "team" decisions when formulating rehabilitation plans and procedures, even if not in personal agreement with such decisions, unless they constitute a breach of ethical conduct.
- R4.3 Rehabilitation counselors will not commit receiving counselors to any prescribed course of action in relation to clients they may transfer to other colleagues or agencies.
- R4.4 Rehabilitation counselors will promptly supply all information needed for a cooperating agency or counselor to begin serving a client.
- R4.5 Rehabilitation counselors will not offer ongoing professional counseling or case management services to clients who are receiving such services from another counselor without first notifying that individual. File reviews and second-opinion services are not included in the concept of professional counseling and case management services and do not require prior notification.

- R4.6 Rehabilitation counselors will secure appropriate reports and evaluations from other specialists when such reports may affect rehabilitation planning and/or service delivery.
- R4.7 Rehabilitation counselors will not discuss the competency of other counselors or agencies (including the judgments made, methods used or quality of rehabilitation plans) in a disparaging way with their clients.
- R4.8 Rehabilitation counselors will not use their professional relationships with supervisors, colleagues, students or employees to exploit them sexually or otherwise. Neither will they engage in or condone sexual harassment (defined as deliberate or repeated comments, gestures, or physical contacts of a sexual nature that are unwanted by the recipients).
- R4.9 Rehabilitation counselors who know of an ethics violation by another counselor will attempt to resolve the issue informally with that person provided the misconduct is minor in nature and/or appears to be due to a lack of sensitivity, knowledge or experience. If the violation is more serious or not amenable to an informal resolution, the counselor will bring it to the attention of the appropriate committee on professional ethics of any professional organization or credentialing body with which the rehabilitation counselor is affiliated.
- R4.10 Rehabilitation counselors possessing information of an alleged violation of this Code will reveal such information to the Commission or another authority empowered to investigate or act upon the alleged violation, if requested to do so, unless and only to the extent that the information is protected by law.
- R4.11 Rehabilitation counselors who employ or supervise students or other professionals will provide appropriate working conditions, timely evaluations, constructive consultations, and suitable experience opportunities to facilitate the professional development of these individuals.

Canon 5: Public Statements/fees

Rehabilitation counselors shall adhere to professional standards in establishing fees and promoting their services.

Rules of Professional Conduct:

- R5.1 Rehabilitation counselors will consider carefully the value of their services and the financial resources of their clients in order to establish reasonable fees for their professional services.
- R5.2 Rehabilitation counselors will not accept a fee or any other form of remuneration for their work from clients who are entitled to their services through an institution, agency or other benefit structure, unless counselors fully inform clients of the availability of services from such other sources.

R5.3 Rehabilitation counselors will neither give nor receive commissions, rebates or any other form of remuneration when referring clients for professional services.

R5.4 Rehabilitation counselors who describe the counseling and other services offered to the public will present such information fairly and accurately, avoiding misrepresentation through sensationalism, exaggeration or superficiality. Rehabilitation counselors will be guided by their primary obligation to aid the public forming valid opinions and making informed choices and judgments.

Canon 6: Confidentiality

Rehabilitation counselors shall respect the confidentiality of information obtained from clients in the course of their work.

Rules of Professional Conduct:

R6.1 Rehabilitation counselors will inform clients of the limits of confidentiality at the onset of the counseling relationship.

R6.2 Rehabilitation counselors will take reasonable direct action, inform responsible authorities or warn those persons at risk if the condition or actions of a client indicate there is clear and imminent danger to the client or others; counselors will take such actions only after advising the client of what must be done. Consultations with other professionals should be used in order to clarify a reasonable course of action. If actions are taken that result in diminished autonomy for a client, they must be taken only after careful deliberation, and clients must be permitted to resume autonomous responsibility as quickly as possible.

R6.3 Rehabilitation counselors will not forward any confidential information to another person, agency or potential employer without the written permission of the client or the client's legal guardian.

R6.4 Rehabilitation counselors will ascertain that the agencies which cooperate in serving their clients have specific policies and practices in place to protect client confidentiality.

R6.5 Rehabilitation counselors will safeguard the maintenance, storage, and disposal of client records so unauthorized persons cannot gain access to them. Any non-professional who must be given access to a client's records will be thoroughly instructed by the rehabilitation counselor about the confidentiality standards to be observed.

R6.6 Rehabilitation counselors will present only germane data in preparing oral and written reports and will make every effort to avoid undue invasions of privacy.

R6.7 Rehabilitation counselors will obtain written permission from clients or their legal guardians prior to taping or otherwise recording counseling sessions. Even if a

guardian's consent is obtained, counselors will not record sessions against the expressed wishes of their client.

R6.8 Rehabilitation counselors will persist in claiming the privileged status of confidential information obtained from their clients where communications between counselors and clients have been accorded privileged status under the law.

R6.9 Rehabilitation counselors will provide only relevant information about clients seeking jobs to prospective employers. Before releasing any information that might be considered confidential, the counselor will secure the permission of the client or legal guardian.

Canon 7: Assessment

Rehabilitation counselors shall promote the welfare of clients in the selection, use and interpretation of assessment measures.

Rules of Professional Conduct

R7.1 Rehabilitation counselors will recognize that different tests require different levels of competence to administer, score and interpret; they will also recognize the limits of their professional competence and will perform only those functions for which they are trained.

R7.2 Rehabilitation counselors will carefully consider the specific validity, reliability, and appropriateness of tests when selecting them for use in a given situation or for particular clients. They will proceed with caution in attempting to evaluate and interpret the performance of individuals with disabilities, members of minority groups or persons who are not represented in standardized norms. Rehabilitation counselors will take into consideration the effects of socio-economic, ethnic, disability, and cultural factors on test scores.

R7.3 Rehabilitation counselors will administer tests under the conditions established when the tests were standardized. When non-standard conditions are required to accommodate clients with disabilities, or when unusual behaviors or irregularities occur during the testing session, those circumstances will be noted and taken into account when interpreting the test results.

R7.4 Rehabilitation counselors will ensure that instrument limitations are not exceeded, and that periodic assessments are made to prevent client stereotyping.

R7.5 Rehabilitation counselors will inform clients of the purpose of any testing and the explicit use of the results before administration. Recognizing the right of clients to personally obtain or be informed of their test results, counselors will explain such results in language the clients can understand.

- R7.6 Rehabilitation counselors will ensure that specific interpretations accompany any release of individual data. The client's welfare and explicit prior permission from the client will determine who is to receive test results. Assessment data will be interpreted on the basis of the particular goals of the evaluation.
- R7.7 Rehabilitation counselors will attempt to ensure that the interpretations produced by computerized assessment programs or procedures have been validated through appropriate research. Public offerings of automated test interpretation services will be considered as professional-to-professional consultations. In these instances, the formal responsibility of the consultant is to the consultee, but the ultimate and overriding responsibility is to the client.
- R7.8 Rehabilitation counselors will recognize that assessment results may become outdated and will make every effort to avoid the use of obsolete measures.

Canon 8: Research Activities

Rehabilitation counselors shall assist in efforts to expand the knowledge needed to serve individuals with disabilities more effectively.

Rules of Professional Conduct:

- R8.1 Rehabilitation counselors will ensure that research data meet rigid standards of validity, accuracy, and protection of confidentiality.
- R8.2 Rehabilitation counselors will be aware of and responsive to all pertinent ethical, legal and scientific guidelines on research with human subjects. When planning such research, counselors will ensure that the project, design, execution, and reporting are in full compliance with such guidelines.
- R8.3 Rehabilitation counselors who present case studies in classes, professional meetings or publications will confine the content to information that can be sufficiently disguised to ensure full protection of client identity.
- R8.4 Rehabilitation counselors will credit those who contribute to publications in proportion to the size of their contribution.
- R8.5 Rehabilitation counselors recognize that openness and honesty are essential to relationships between counselors and research participants. When a study's methodology requires concealment or deception, the counselor will ensure that participants understand the reasons for such action.

Canon 9: Competence

Rehabilitation counselors shall establish and maintain their professional competence at a level which ensures their clients will receive the benefit of the highest quality of service the profession is capable of offering.

Rules of Professional Conduct:

- R9.1 Rehabilitation counselors will function within the limits of their defined role, training and technical competency, accepting only those positions for which they are professionally qualified.
- R9.2 Rehabilitation counselors will continuously strive, through reading, attending professional meetings, and taking courses of instruction, to remain aware of developments, concepts and practices that are essential in providing the highest quality of services to their clients.
- R9.3 Rehabilitation counselors, recognizing that personal problems may interfere with their professional effectiveness, will refrain from undertaking any activity in which such problems could lead to inadequate performance. If they are already engaged in such a situation when they become aware of a problem, they will seek competent professional assistance to determine if they should limit, suspend or terminate their professional activities.
- R9.4 Rehabilitation counselors who are educators will perform their duties based on careful preparation so that their instruction is accurate, up-to-date, and scholarly.
- R9.5 Rehabilitation counselors who are educators will ensure that statements made in catalogs and course outlines are accurate, particularly in terms of subject matter, basis for grading, and teaching methods.
- R9.6 Rehabilitation counselors who are educators will maintain high standards of knowledge and skill by presenting information in their field fully and accurately, and by giving appropriate recognition to alternative viewpoints.

Canon 10: CRC Credential

Rehabilitation counselors holding the designation of Certified Rehabilitation Counselor (CRC) shall honor its integrity and respect the limitations placed on its use.

Rules of Professional Conduct:

- R10.1 Certified Rehabilitation Counselors will use the designation only in accordance with the Code of Professional Ethics for Rehabilitation Counselors promulgated by the Commission on Rehabilitation Counselor Certification (CRCC).
- R10.2 Certified Rehabilitation Counselors will not claim a depth or scope of knowledge, skills or professional capabilities that are greater than warranted simply because they have achieved the CRC designation.
- R10.3 Certified Rehabilitation Counselors will not make unfair comparisons between persons who hold the designation and those who do not.
- R10.4 Certified Rehabilitation Counselors will not write, speak or act in such a way as to lead another to reasonably believe the counselor is an official Commission representative unless authorized to do so in writing by the Commission.

R10.5 Certified Rehabilitation Counselors will not claim possession of unique skills or devices not available to others in the profession unless the existence and efficacy of such skills or devices has been scientifically demonstrated.

R10.6 Certified Rehabilitation Counselors will not initiate or support the candidacy of an individual for certification if that individual is known to engage in professional practices that violate this Code.

Reference: Commission on Rehabilitation Counselor Certification. *Code of Professional Ethics*. Rolling Hills, Ill. Retrieved April 23, 2001 from the World Wide Web: <http://www.crc certification.org/home.html>

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 based upon the requirements of our accreditation body (CORE). This is a 48 credit hour program. Each course is offered once per year with the exception of Practicum, Internship, and Special Topics/Seminars in Rehabilitation Counseling.

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. 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 who are certified rehabilitation counselors and have had years of experience providing clinical supervision in field.

Student Evaluation

Student performance is measured to the extent to which student learning matches intended outcomes, including the goals and objectives of the MRC program. Student satisfaction is measured by regular surveys at the end of each course. Measures of student competence in fundamental skills such as communication, comprehension, and analysis are evaluated on a routine basis.

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 webpage.
3. Orientation lecture for the program, which is made available to students for each course.

The program webpage 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

Microsoft Windows XP Pro - This operating system software offers advanced networking and media capabilities that are backbone of the MRC program. It is available either as a free download from the e-raider network or can be purchased on CD for a nominal charge.

Microsoft Office XP/2003 - Microsoft Office is a requirement. MS Word is the word processing program that is the standard for the MRC courses. Any student of the School of Allied Health Sciences can obtain a copy of this program from the HighTech computer store on the campus of Texas Tech University (students can order it online or over the phone). This product is also available under the university's agreement with Microsoft to buy Office XP for a nominal charge.

Windows Media Player - The most current version of Windows Media Player is a requirement. This program is a free media player that comes with Windows XP, or can be downloaded from the Microsoft website. This program is integral to our course work in that all of our lectures must be played on Windows Media Player. In other words, if you do not have this media player, you will not be able to view or hear any of our lectures.

Adobe Acrobat Reader - Adobe Acrobat Reader is free and a requirement. This is a free program that will allow you to read Adobe PDF files on your computer. All library materials in the E-Reserve system of the Texas Tech University Health Sciences Center library are in Adobe format. If you do not have this program you will be unable to read many of the articles that are placed online for reading assignments.

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.

Virtual Private Network (VPN) Account - This is a free account that will allow you to use Messenger and web-conferencing with the computers at TTUHSC. It also creates a protected and highly encrypted (read secure) pipeline to the TTUHSC network. This will help to protect the privacy of any information that is transferred between you and your professor. Contact our support personnel to set up your VPN account. Without this account, you will not be able to use either MSN Messenger or your web-conferencing hardware with your professors. Technical assistance is offered to set up this account at TTUHSC and it is free.

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 certification and sometimes licensure depending on the state of residence.

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>

- . Vocational Consultation and Employer Services
- . Job Development and Placement Services
- . Career Counseling and Assessment Techniques
- . Mental Health Counseling
- . Group and Family Counseling
- . Individual Counseling
- . Psychosocial and Cultural Issues in Counseling
- . Foundations, Ethics and Professional Issues
- . Rehabilitation Services and Resources
- . Case and Caseload Management
- . Healthcare and Disability Systems
- . Medical, Functional and Environmental Implications of Disabilities

Certified Case Manager (CCM) – The Commission on Certified Case Manager Certification, a division of the Board, offers the CCM for Rehabilitation Certification. It is a nationally recognized certification for Rehabilitation Counselors who specialize as case managers. MRC students who are taking the CRC examination may plan to work towards this certification following the CRC exam.

Twelve full months of full time case management experience must be obtained under the supervision of a CCM. It is possible to satisfy experience requirements by 24 months of paid, case manager work without CCM supervision or 12 months of paid, case manager work without CCM supervision or 12 months of paid work in supervising other case managers. Internship hours, hours worked prior to graduation, and hours worked prior to obtaining the CRC do not count as experience. The CCM examination schedule is found on the CCRC website:

<http://www.crccertification.htm>

Certified Disability Case Manager Certification (CDMSC) – The CDMS is offered by the Certification of Disability Management Specialist Commission (CDMSC), a division of the Board of Rehabilitation Certification. It is designed for administrators, insurance company representatives and rehabilitation professionals providing services to persons receiving benefits from a disability compensation system. It is a nationally recognized certification of value to Rehabilitation Counselors who work with disability compensation issues.

Educational requirements for the CDMS are satisfied by obtaining a Master of Rehabilitation Counseling degree and passing the CRC exam. Experience requirements require 12 months of paid, full time, acceptable employment experience following the CRC. Acceptable employment experience is defined as "employment providing direct rehabilitation services to individuals with disabilities who are receiving benefits through a disability compensation system." Internship hours, hours worked prior to graduation, and hours worked prior to obtaining the CRC do not count as experience.

Further information is available about the CRC, the CCM, or the CDMS 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>

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 for little or no cost at HighTech Computer store at the following website:

<http://www.hightech.uc.ttu.edu/>

or by downloading a copy from the e-Raider site (see technical requirements below).

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 a suitable practicum and internship opportunity. 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 CRC counselor who is willing to provide the one-on-one 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 internship 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.

Academic Progress Requirements and Normative Time for Graduation

Students are required to successfully complete (i.e., pass) 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 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 Standards

1. Each student of the MRC program must maintain a cumulative GPA of 2.7 or higher at the end of each semester.
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 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.
 - b. Failure to complete the degree plan within four years of matriculation to the program.
4. Flagrant and/or continual 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 “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/>

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/>

The CPM program is a post-baccalaureate Master's degree encompassing 36 total credit hours. The first 18 of these 36 credit hours involves post-baccalaureate education in core learning objectives in rehabilitation science. The remaining 18 credit hours allow the student to choose from electives that emphasize clinical practice management. Courses are offered on an as needed basis.

Mission and Philosophy

The mission for the CPM program is to provide Master level education to currently licensed rehabilitation clinicians within the greater West Texas region, with potential provision to clinicians who are out of state. The CPM program provides clinicians in these prior cohorts the opportunity to continue their education while maintaining their current work and home environment. The School of Allied Health Sciences recognized the need to provide Master's- degree level training to those individuals who did not previously have the opportunity to pursue this level of education within their educational program.

Goals of Program

The CPM program is designed to offer practicing professionals expanded knowledge, skills, and abilities that meet contemporary practice standards. 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 workforce. Features of the CPM program include:

1. Course content that reflects trends within the field of Clinic Administration and Rehabilitation Counseling.
2. Presentation of a program that allows working practitioners to participate in advanced education while maintaining their current employment status.
3. Education of students to understand the fiscal and budget components of rehabilitation services delivery in a variety of practice settings.
4. The fostering of a synergistic environment to allow professional and administrative growth for faculty and students.
5. Education of students in utilizing and mastering evidence-based clinical decision-making abilities to enhance effectiveness in clinical practice.
6. Education of students in the business and managerial aspects of rehabilitation and how these aspects can enhance business practice.

7. Initiation of students in a lifelong process of learning.

Program Description

The CPM program is designed to offer practicing professionals expanded knowledge, skills, and abilities that meet contemporary practice standards. The curriculum is designed to involve the learner as an active participant in the essential knowledge, skills, and attitudes necessary for advanced practice in the workforce. Faculty are drawn from a variety of disciplines and backgrounds within the TTUHSC School of Allied Health Sciences. The intent of the program is to reflect the truly interdisciplinary nature of rehabilitation and to foster advanced clinical and didactic growth applicable for today's clinician.

The program consists of two tracks of elective concentration that are designed to meet the needs of the majority of practicing clinicians. The Gerontology track is designed to offer the post-graduate clinician advanced geriatric knowledge for effective clinical treatment to meet the needs of a rapidly aging U.S. population. The Clinical Practice Management track is designed to offer the post-graduate clinician advanced applicable knowledge skills and competencies regarding the business-related components of rehabilitation services delivery.

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.

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

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>

If the student does not have the minimum PC Platform, he or she may purchase a newer version from the Texas Tech University Hi-Tech store at a student rate. Visit the following website for more information:

<http://www.hightech.uc.ttu.edu/> for more information

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.

When Courses are Offered

Courses are 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 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.ttuhs.edu/SAH/>

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>

Student Health Services Administration Association (SHSAA)

This student association is being created for the students of the CSM program. The intent of the association is to provide professional development and socialization opportunities to its student members. It will serve as a mechanism for sharing resources and best management practices. The association will establish professional relationships that the member will carry throughout his or her professional career.

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 five years. In other words, all degree requirements must be completed within four calendar years of matriculation into the program.

Academic Probation

Failure to maintain a cumulative GPA of 2.0 or higher, or receiving a grade of "D" or "F" 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 2.0) 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 his cumulative GPA to 2.0 or higher. A student may not remain on Academic Probation due to a cumulative GPA below 2.0 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" 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.

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 CSM program will normally be dismissed for any of the following reasons:

1. Failure to come off Academic Probation within three semesters after being placed on Academic Probation.
2. Failure to receive a passing grade ("C" or better) when retaking a course for which the original grade was "D" or "F".
3. 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.
4. Failure to complete curricular degree requirements within five years of matriculation.
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 "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:

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