



The Rehabilitation Counseling and Human Services Program

Is a 60 credit hour M.Ed./ M.S. degree accredited by the Council on Rehabilitation Education (CORE) and available at the University of Idaho, Boise and Coeur d'Alene campuses.

Our Program's Mission

The mission of the University of Idaho Rehabilitation Counseling and Human Services Program is to prepare counseling professionals to be scientist-practitioners with strong rehabilitation counselor professional identities in working with and counseling individuals with disabilities. Rehabilitation counseling students are exposed to sound and quality research, educational, supervisory, and clinical experiences as a part of their curriculum and training. Through these experiences, students are to become competent and well versed in theory; vocational and psychological assessment; individual, group, and family counseling; medical, personal, psychosocial, mental health and employment issues as they relate to disability; diagnosis; case management, job placement, professional issues, and independent living practices; and research. Graduates of this program are able to use both their formalized learning and counseling skills across rehabilitation practice settings.

Program Objectives

1. Attract highly capable students and increase number of program applicants with disabilities and/or from linguistic and culturally diverse backgrounds, and increasingly meet the critical personnel shortages and needs of State Vocational Rehabilitation (VR) agencies and other related rehabilitation and mental health agencies that provide services to people with disabilities.
2. Provide students and graduates with the essential knowledge, critical thinking, clinical, and case conceptualization skills necessary to effectively assist individuals with disabilities in obtaining their full potential in employment and independence.
3. Address new or emerging client employment needs or trends and train students to work effectively with employers.
4. Train students in the use of counseling and human development theory, as well as models of disability and psychosocial adaptation, to facilitate clients' healthy adjustments to disability.
5. Address the broad needs of individuals with disabilities across categories (i.e., physical, mental, developmental, cognitive, and emotional) and emphasize the psychiatric rehabilitation and employment needs for clients being served with serious mental illnesses and intellectual disabilities.
6. Demonstrate respect and sensitivity towards others' opinions, feelings, shared experiences and skills, as well as honest self-reflection and feedback to encourage professional and personal growth.
7. Have access to practicing counseling professionals, guest speakers, and vocational rehabilitation personnel and have numerous opportunities within courses to conceptualize, apply, and integrate the rehabilitation counseling skills learned to the needs of individuals with disabilities.
8. Develop knowledge regarding professional issues, and encourage students to take on leadership roles within their communities and to be aware of the various ways their skills and learning can be utilized.
9. Train students in the basic mastery of core communication skills (micro-skills) necessary to build meaningful and effective helping relationships or strong counselor-client working alliances.
10. Train students to make accurate clinical judgments by effectively addressing their own biases and applying evidence-based strategies.
11. Facilitate opportunities to learn about the pluralistic and cultural needs of individuals from diverse backgrounds (e.g., based on race/ethnicity, disability, gender, age).
12. Train students on how to locate and use research to inform their clinical decision-making when providing services to individuals with disabilities.
13. Train students to recognize a variety of assistive technology applications, as well as teach students to utilize resources on the internet to research specific client needs.
14. Demonstrate professional and ethical behavior at all times as identified within the American Counseling Association (ACA) and Commission on Rehabilitation Counselor Certification (CRCC) code of ethics.
15. Maintain quality assurance and continuous improvement of the program.