**Course Syllabus: RSED 7010**

**The Professional Practice of Rehabilitation Counseling**

**Department of Special Education, Rehabilitation, and Counseling**

**College of Education**

**AUBURN UNIVERSITY**

**Fall Semester 2019**

**Course Format: Independent Study**

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**1. Course Number: RSED 7010**

**Course Title:** The Professional Practice of Rehabilitation Counseling

**2. Credit Hours/Prerequisites:** 3 semester hours, Prerequisites: Graduate Standing

**3. Text(s):**

**Required:**

Tarvydas, V. & Hartley, M.T. (2017). *The professional practice of rehabilitation counseling* (2nd. Ed.). Springer Publishing Company.

CRCC Code of Professional Ethics for Rehabilitation Counselors 2016 (Effective as of January 1, 2017.) <https://www.crccertification.com/code-of-ethics-4>

ACA Code of Ethics 2014; <http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>

Other journal articles and case studies will be provided.

Recommended:

Rubin, S. E., Roessler, R. T., & Rumrill, P. D. (2016). *Foundations of the vocational rehabilitation process (7th ed.)*. Pro-ed.

**4. Course Description:** This course focuses on the history and development of the rehabilitation movement inclusive of its legal base, philosophies, concepts, and current trends. The rehabilitation process and its application are examined from the perspective of the person with a disability and the rehabilitation professional. The relationship between the rehabilitation professional and the person with a disability is explored in terms of confidentiality and ethical conduct and the uniqueness of the rehabilitation process including the CRCC Code of Professional Ethics. Students will acquire a perspective of how assistive technology(AT) can be useful in their work, recreation, transportation, and home environments when providing services to persons with disabilities.

**5. Course Objectives: Upon completion of this course, students will be able to demonstrate these knowledge and skills related to these objectives.**

1. History and philosophy of the counseling profession and its specialty areas (CACREP.2. F. 1 .a)
2. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation (CACREP 2.F.1.b)
3. Advocacy process needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP 2.F.1.e)
4. Professional organizations, including membership benefits, activities, services to members, and current issues (CACREP.2. F. 1. f)
5. Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (CACREP 2. F.1.g)
6. The role and process of the professional counselor advocating on behalf of the profession (CACREP 2.F.1.d)
7. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP 2.F.1.i)
8. The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (CACREP 2.F.8.a)
9. Technology’s impact on the counseling profession (CACREP 2.F.1.j)
10. The role of counseling supervision in the profession (CACREP II.F.1.m)
11. The effects of power and privilege for counselors and clients (CACREP 2.F.2.e)
12. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP 2.F.2.h)

**Clinical Rehabilitation Counseling**

1. History and development of rehabilitation counseling (CACREP 5.D.1.a)
2. Theories and models related to rehabilitation counseling (CACREP 5.D.1.b)
3. Screening and assessment instruments that are reliable and valid for individuals with disabilities (CACREP 5.D.1.g)
4. Roles and settings of rehabilitation counselors (CACREP 5.D.2.a)
5. Relationships between clinical rehabilitation counselors and medical and allied health professionals, including interdisciplinary treatment teams (CACREP 5.D.2.b)
6. Rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs (CACREP 5.D.2.c)
7. Rehabilitation counseling services within the continuum of care, such as inpatient, outpatient, partial hospitalization and aftercare, and the rehabilitation counseling services networks (CACREP 5.D.2.d)
8. Effects of discrimination, such as handicapism (sic), ableism, and power, privilege, and oppression on clients’ life and career development (CACREP 5.D.2.k)
9. Environmental, attitudinal, and individual barriers for people with disabilities (CACREP 5.D.2.p)
10. Assistive technology to reduce or eliminate barriers and functional limitations (CACREP 5.D.2.q)
11. Legislation and government policy relevant to rehabilitation counseling (CACREP 5.D.2.r)
12. Professional organizations, preparation standards, and credentials relevant to the practice in rehabilitation counseling (CACREP 5.D.2.v)
13. Legal and ethical considerations specific to clinical rehabilitation counseling (CACREP 5.D.2.w)

**6. COURSE CONTENT**

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| **Class** | **TOPICS** | **READING ASSIGNMENTS** | **CACREP STANDARDS** |
| **1**  **8/19-** | Introduction and Course Overview | Review Syllabus and course requirements |  |
| **2**  **8/26** | Professional Orientation  Counseling/Rehabilitation Counseling;  Professional Competencies  Professional Credentialing | Read: T&H  Chapt Ch. 1, 2, & 3  Journal  D **Journal 1 Due 9/1** | 2.F.1.a; 2.F.1.b; 2.F.1.f.; 2.F.1.g  5.D.2.v |
| **3**  **9/2-** | History of Rehab & Counseling;  Concepts and Models of Rehab;  Disability Policy & Law | T&H  Ch. 4, 5, & 6  **Journal 2 Due 9/8** | 2.F.1.a; 5.D.1.a; 5.D.1.b; 5.D.2.r;  5.D.2.w |
| **4**  **9/9-** | The Person with a Disability; Family & Relationships | T&H  Ch. 7 & 8  **Journal 3 Due 9/15** | 5.D.2.a; 5.D.2.b; |
| **5**  **9/16-** | The Person with a Disability;  Family & Relationships | T&H  Ch. 7 & 8  **Movie Critique Due 9/22** | 5.D.2.a; 5.D.2.b; |
| **6**  **9/23-** | Disability Rights &  Disability Issues – Globally | T&H  Ch. 9 & 10  **Journal 4 Due 9/29** | 5.D.2.k; 5.D.2.p |
| **7**  **9/30-** | General Assessment; & Counseling | T&H  Ch. 11 & 12  **Journal 5 Due 10/6** | 5.D.1.g. |
| **8**  **10/7-** | **Mid-term** | **Mid-term exam** | **Above CACREP standards are addressed here.** |
| **9**  **10/14-** | Case Management; &  Advocacy | T&H  Ch. 13 & 14  **Journal 6 Due 10/20** | 5.D.2.c; 5.D.2.d  2.F.1.e; 2.F.1.d |
| **10**  **10/21-** | Career Development; &  Forensic Services | T&H  Ch. 15 & 16  **Journal 7 Due 10/27** | 5.D.3.b |
| **11**  **10/28-** | Ethics and Ethical  Decision Making | T&H  Ch. 17  **Journal 8 Due 11/3** | 2.F.1.i; 2.F.2.e; 2.F.2.h |
| **12**  **11/4-** | Cultural Competence & Social Justice;  EBPs & Research | T&H  Ch. 18 & 19  **Journal 9 Due 11/10** | 5.D.2.k; 5.D.2.p;  2.F.8.a |
| **13**  **11/11-** | Ethics in Rehabilitation & Counseling | ACA Code of Ethics (2014)  CRCC Code of Ethics (2017)  **AT Journal Article Due 11/17** | 2.F.1.i; 2.F.2.e; 2.F.2.h |
| **14**  **11/18-** | Technology; & Supervision | T&H  Ch. 21 & 22  **Journal 10 Due 11/24** | 5.D.2,q.2.F.1j;2F.1m; |
| **15**  **11/25-** | **Thanksgiving Break** |  |  |
| **16**  **12/2-** | **Final Examination** | **Final Examination**  **ADA Presentation Due 12/7** | **Above CACREP standards are addressed here** |

\**The schedule is not binding* *and thus* *may be changed at the discretion of the instructor as necessary.*

1. **COURSE REQUIREMENTS, ASSIGNMENTS, AND EVALUATION PROCEDURES:**
2. **Instructional Method:** This course will be self-study. Previous lecture files will be posted on Canvas for student to review.
3. **Course Requirements**
4. **General Course Requirements:** Student will be held responsible for **all** of the information in the textbook and readings assigned for the course. The student should read assigned material appropriate to the topic of the course.
5. **Two Exams**: There will be two objective examinations. Examinations will we administered electronically via canvas. All examinations must be submitted by the conclusion of the on-campus examination window. **Exams will be worth 20 points each.**
6. **Each student will be required to keep a journal**, on a topic given each week throughout the course, except on the first day of class, exam dates, and during the break for Thanksgiving. Therefore, at a minimum, student must have a total of 10 journal entries. Each entry must be at least one page in length, typewritten, and double-spaced. **The Journal will be worth 20 points.**
7. **Movie Critique**: You are required to write a reflection paper that incorporates a mass media representation of a disability. You will view a film of your choice and then write a critique, 3 pages in length. There are 6 questions to address as part of your movie. The following questions should be answered in the paper:

- What is the main theme of the movie?

- How disability was represented? Does this movie address disability issues realistically and adequately?

- What factors influenced a disability and/or a person with a disability?

- The expressed reactions and coping strategies to a disability.

- The ways in which a disability affected significant others (family, friends, colleagues, boss, etc.)

- What did it make you think about in your life?

Please remember that the purpose of this assignment is to look at your reflection, thoughts, or feelings after watching a movie. Therefore, you should not just introduce the plot of the movie (it should not exceed more than one paragraph). **This assignment will be worth 10 points.**

1. **Assistive Technology (AT) Article:** Students will find one professional journal article on assistive technology and summarize them. The summary will be 3 pages in length and taken from journals relating to Assistive Technology, Rehabilitation Counseling, Education, Employment, or recreation/leisure devices utilizing AT. APA format is required. **The AT article summary is worth 10 points.**
2. **Accessibility Check Presentation:**

\*Americans with Disabilities Act of 1990 (ADA)

Federal civil rights law designed to prevent discrimination and enable individuals with disabilities to participate fully in all aspect of society.

The ADA guarantees equal opportunity for individuals with disabilities:

Employment (Title-I)

Public Service (Title-II)

**Public Accommodations (Title-III)**

Telecommunication (Title-IV)

Other miscellaneous provision(Title-V)

This presentation focuses on Title III: Prohibits discrimination on the basis of disability by public accommodations and requires places of public accommodation and commercial facilities to be designed, constructed, and altered in compliance with the accessibility standards.

For more information, visit ada.gov: <http://www.ada.gov/reg3a.html>

Accessibility means more than just whether or not a facility has ramps and door openers. This assignment is designed to allow you to think about accessibility from the perspectives of people with a variety of different disabilities. With permission from the instructor, you will select a public facility in which to conduct an ADA accessibility assessment (checklist will be provided). You will be required to visit that facility and evaluate its accessibility. You should consider what is good about the facility, what difficulties an individual with a disability may have in using the facility, how the facility may improve its accessibility, and why a facility owner/manager may be reluctant to make those changes. Please evaluate the facility from the perspective of the following disability groups:

- People with physical disabilities

- People with visual impairments

- People with hearing impairments

- People with cognitive impairments

Try to think about the accessibility of the facility from the perspective of an individual with a disability. If you had the disability, would you be able to fully utilize the facility? What might make it easier for you? Feel free to interview staff members who work at the facility if possible.

I would like you to consider the implications of the Americans with Disabilities Act in arriving at your conclusions. Your personal thoughts and opinions are also important. You will present your findings, using a PowerPoint presentation (about 15-20 minutes). Utilizing photographs is not required, but will be helpful and highly recommended. Presentation will be graded based upon comprehensiveness, creativity, and professionalism.

**This project is worth 20 points** and points will be given based on the following criteria:

- Consideration given to four disability types

- Consideration of accessibility related to ADA

- Overall organization of presentation; outline for students given

G. **Grading and Evaluation:** Final grades are based on the following:

* Examinations = 40 points (20 points each)
* Journal = 20 points
* Movie Critique = 10 points
* AT Journal Article = 10 points
* Accessibility Check Presentation = 20 points
* **TOTAL = 100 points**

**The grading scale is:**

**90 - 100 = A, 80 - 89 = B, 70 - 79 = C, 60 - 69 = D, Below 60 =F**

7. Course Requirements/Evaluation (Cont.)

|  |  |  |  |
| --- | --- | --- | --- |
| Course Assignment | Due Date | Evaluation | CACREP Professional Standards |
| Examinations (2) |  | 40 pts | CACREP 2.F.1,a,b,d,e,f,g,I,j,m,  CACREP 2.F.2.e,h  CACREP 5.D.1.a,b,  CACREP 5.D.2.a,b,c,d,k,p,q,r,v,w |
| Paper: Journals |  | 20 pts. | CACREP 2.F.1.i  CACREP 2.F.2.h  CACREP 5.D.2.k  CACREP 5.D.2.w |
| Movie Critique |  | 10 pts | CACREP 5.D.2.k  CACREP 5.D.2.p |
| AT Journal Article Summary |  | 10 pts | CACREP 2.F.1.j  CACREP 5.D.2.q |
| Accessibility Check Presentation |  | 20 pts | CACREP 2.F.1.e  CACREP 5.D.2.p  CACREP 5.D.2.r |
| Total Points: 100 |  |  |  |

1. **CLASS POLICY STATEMENTS:**

**Attendance:** Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

**Excused absences:** Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required.

**Make-up:** Arrangement to make up a missed major examination (e.g., hour exams, mid- term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged the last three days before the final exam period begins.

**Assignments:** All assignments must be typed and prepared in a professional manner (i.e., neat, correct grammar, spelling), following APA guidelines. Assignments are due on the date noted in the syllabus. ***It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Late assignments will be reduced by 1 point per day late, and only if prior arrangements have been made between the student and instructor.***

**Academic Honesty Policy:** All portions of the Auburn University academic policy will be upheld in this course. All academic honesty violations or alleged violations will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Disability Accommodations:** Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). If the student has not done so, they should make an appointment with the Office of Accessibility, 1228 Haley Center, 844- 2096 (V/TT).

**Course contingency:** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials. Should the University suspend normal operations, please check e-mail for class e-mail’s and notices.

**Distance Learning Students:** Unless specific instructions have been given for a designated course, students in distance education courses shall take all closed resource examinations under the supervision of an approved proctor. Examples of approved proctors include a school superintendent, a principal of a high school, a dean or department head of a college, or a work supervisor. Proctors shall be verified and unless on CANVAS, exams shall be sent directly to the proctor who will manage the examination in a secure manner.

**Student Academic Grievance Policy:** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.”

**Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**Professional Behavior:** As students preparing to work within professional counseling settings it is expected that you demonstrate the appropriate professional behaviors that are discussed in program handbooks, policies, and professional standards.

* Demonstrate appropriate professional behavior in the classroom including appropriate use of technology
* Demonstrate respect for peers and faculty
* Demonstrate responsible behavior related to attending class, completing assignments and participating in your educational training

**Justification for Graduate Credit:**  This course includes advanced content on Rehabilitation Counseling. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2016) specific to *Professional Counseling Identity (Section 2.F. Professional Counseling Identity* and *Entry-level Specialty Areas – Clinical Rehabilitation Counseling (Section 5.B. Clinical Rehabilitation Counseling)*. All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning objectives specified in this syllabus.

***Contingency Plan includes the following:***

***Access to Course Content:***

All class lecture notes and PowerPoints will be posted to Canvas for all lectures presented in class. Audio can be added to each of the PowerPoint and other lecture notes as needed, and posted on Canvas.

***Completion of Assignments and Exams:***

Class lectures would be supplemented with reflection questions and activities that could be completed outside of class. In addition, a discussion group could be established in order to provide for greater interaction between the instructor and students with regard to the content.

Alternative assignments will be posted on Canvas for students and will be assigned as needed. All assignments will be submitted electronically.