AUBURN UNIVERSITY

Department of Special Education, Rehabilitation, and Counseling

College of Education

Fall 2023 Syllabus

## Instructor: Jinhee Park, PhD., CRC

Email: [jzp0095@auburn.edu](mailto:jzp0095@auburn.edu)

Office: Haley Center 3010

Office Hours: By appointment

**Class time and location**: In-person, Monday 4pm – 6:50pm, Haley Center 1221

**Graduate Assistant**: Keith Huffman, [kmh0160@auburn.edu](mailto:kmh0160@auburn.edu)

1. **Course Number: COUN 7520-01**

## **Course Title: Introduction to Rehabilitation Profession, and Case Management in Rehabilitation Counseling**

1. **Credit Hours/Prerequisites:** 3 semester hours, Prerequisites: Graduate standing

## enrollment

1. **Text(s):**

**Required:**

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

**Recommended:**

Roessler, R.T., Rubin, S.E, & Rumrill P.D. (2018). *Case management and rehabilitation counseling: Procedures and techniques* (5th Ed.). Pro Ed.

Hartley, M.T., & Tarvydas, V. (2022). *The professional practice of rehabilitation counseling*

(3rd. Ed.). Springer Publishing Company.

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

Commission on Rehabilitation Counselor Certification (2023). *Code of professional ethics for rehabilitation counselors*. <https://crccertification.com/wp-content/uploads/2023/04/2023-Code-of-Ethics.pdf>

Crimando, W. & Riggar, T.F. (2003). Utilizing community resources: An overview of human resources. Prospect Heights, IL: Waveland Press, Inc.

Martin, Jr., E. D. (Editor) (2007). Principles and practices of case management in rehabilitation counseling. Springfield, Illinois: Charles C. Thomas.

## **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. In addition, this course focuses on the rehabilitation process from multiple perspectives, including benefit systems, ethics, goal development, rehabilitation planning, coordination and delivery of rehabilitation services, community resources, and documentation. The counselor/client relationship is emphasized using case presentations and reviews and includes aspects of counselor evaluation, client appeals, forensic disability, advocacy, and credentialing. Students will acquire a perspective of how AT can be useful in their work, recreational, transportation, and home environments when providing services to persons with disabilities.

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

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1. History and philosophy of the counseling profession and its specialized practice areas (CACREP 3.A.1)
2. The multiple professional roles and functions of counselors across specialized practice areas (CACREP 3.A.2)
3. Counselors’ roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management (CACREP 3.A.3)
4. The role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success (CACREP 3.A.4)
5. Professional counseling organizations, including membership benefits, activities, services to members, and current issues (CACREP 3.A.6)
6. Professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas (CACREP 3.A.7)
7. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas (CACREP 3.A.10)

**Clinical Rehabilitation Counseling**

1. Effects of the onset, progression, and expected duration of disability on clients’ holistic functioning (CACREP 5.D.1)
2. Environmental, attitudinal, and individual barriers for people with disabilities (CACREP 5.D.2)
3. Impact of disability on sexuality (CACREP 5.D.3)
4. Rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs (CACREP 5.D.4)
5. Clinical rehabilitation counseling services within the continuum of care, such as inpatient, outpatient, partial hospitalization and aftercare, integrated behavioral healthcare, and the rehabilitation counseling services networks (CACREP 5.D.5)
6. Transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities (CACREP 5.D.6)
7. Role of family, social networks, and community in the provision of services for and treatment of people with disabilities (CACREP 5.D.7)
8. Assistive technology to reduce or eliminate barriers and functional limitations (CACREP 5.D.8)
9. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management for people with disabilities (CACREP 5.D.9)
10. Strategies to advocate for people with disabilities related to accessibility, accommodations, and disability law adherence (CACREP 5.D.10)
11. Third-party reimbursement and other practice and management issues in clinical rehabilitation counseling (CACREP 5.D.11)

**6. Instructional/Teaching Method**

This course is designed as a digital delivery course that will utilize in-person formats (Canvas). During the in-person weekly meetings, students will be provided with the following: (a) lecture, and (b) discussion/experiential activities. The lecture component will be didactic in nature and will focus on various key topics important in the field of rehabilitation counseling. Discussions will be based on lecture information, material from the text, outside reading assignments, and relevant topics that are raised during class. The discussions place primary responsibility on each student to critically read and reflect upon the assigned reading material, to raise questions and constructively discuss issues relevant to the readings, and to discern differences between one’s knowledge and one’s beliefs and opinions. Various class activities will be utilized to enhance practical learning, such as exercises and the use of case studies. Students are required to actively engage with their fellow students and the instructor, as we progress throughout the semester. Students will also complete other activities and assignments in Canvas.

**7. Student Expectations**

This is an in-person class. All of the class interactions will take place in a classroom during the scheduled dates and time. Students should attend class each week and actively participate in their learning. Any absence due to reasonable concerns should be informed to the instructor in advance.

**8. Course Schedule:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week/**  **Date** | **Topic** | **Reading Assignment** | **CACREP Standards** |
| 1  8/21 | - Introduction  - Syllabus review  - Orientation: Competency/Credential  - History | Syllabus  Rubin et al. Ch. 1 & 8  Materials Posted on Canvas | 3.A.1; 3.A.2;  3.A.3; 3.A.6; 3.A.7; 3.A.10 |
| 2  8/28 | History & Laws | Rubin et al. Ch. 2-3  Materials Posted on Canvas | 3.A.1; 3.A.4; 3.A.10;  5.D.2; 5.D.10; |
| 3  9/4 | **Labor Day: No Class** |  |  |
| 4  9/11 | - Disability Biases | Rubin et al. Ch. 5  Materials Posted on Canvas | 3.A.4; 5.D.2.; 5.D.10 |
| 5  9/18 | - Persons with disabilities | Rubin et al. Ch. 7-14  Materials Posted on Canvas  **Movie Critique Due 9/24** | 3.A.4; 5.D.1; 5.D.2; 5.D.3; 5.D.10 |
| 6  9/25 | - VR Process | Materials Posted on Canvas | 5.D.4; 5.D.5 |
| 7  10/2 | - Case/Caseload Management  - Rehab Facilities and Community Resources | Rubin et al., Ch.11  Materials Posted on Canvas | 3.A.3; 5.D.4; 5.D.5; 5.D.7; 5.D.11 |
| 8  10/9 | **Midterm** |  |  |
| 9  10/16 | Case Management   * Evaluation phase:   + Intake interview   + Medical, psychological, and vocational evaluation * Planning phase | Rubin et al., Ch. 9-10 | 5.D.4; 5.D.5;  5.D.6; 5.D.9; 5.D.11 |
| 10  10/23 | - Independent Living | Rubin et al., Ch.15  **Case Analysis Study Paper Outline due 10/29** | 3.A.4; 5.D.4; 5.D.8 |
| 11  10/30 | - Assistive Technology  - Overcoming environmental barriers to employment | Rubin et al., Ch. 13  Materials Posted on Canvas | 3.A.4; 5.D.4; 5.D.8 |
| 12  11/6 | - Private Sector/Forensic Rehab | Rubin et al., Ch. 16  **AT Article Due 11/12** | 3.A.10; 5.D.4 |
| 13  11/13 | - Family & disability  - Family-centered rehabilitation case management | Materials Posted on Canvas | 3.A.3; 3.A.4; 3.A.10; 5.D.1; 5.D.7; 5.D.10 |
| 14  11/20 | **Thanksgiving Break – No Class** |  |  |
| 15  11/27 | Course wrap-up  Final exam review | **Final Case Analysis Study Paper due 12/3** |  |
| 12/4 | **Final Exam** |  |  |

**9. Course Requirements, Assignments, and Evaluation Procedures:**

1. **Instructional Method:** This course will be provided in-person. Instructional methodologies employed in this course will be lecture, discussion, open case discussions, critiques, and a reflection paper. **The total number of points for this course is 100.**
2. **Course Requirements**
   1. **General Course Requirements - Participation:** Each 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 to be discussed **prior** to class meetings. Class will start promptly at the scheduled time. Students should plan to arrive prior to the designated time. The student should actively engage in class discussion and complete required activities during each class meeting. **Class participation is worth 20 points.**
   2. **Two Exams**: There will be two objective examinations. Examinations will be administered in a classroom on a scheduled date and time for all students. If the exams should be given electronically (closed exams), they will be administered through Respondus Lockdown Browser +Monitor. **Exams will be worth 15 points each.**
   3. **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 was disability 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). The paper should follow the APA format. **This assignment will be worth 10 points.**

* 1. **Assistive Technology (AT) Article**: Students will find one professional journal article (being published within 10 years) 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. **Case Analysis Study PAPER**: Students will choose one case study provided by the instructor and complete a Case Analysis paper (6-8 pages TEXT – this does NOT include the cover page, or reference pages) on a rehabilitation client of your choice and identifying and detailing their life circumstances, disability, and stated goals (with prior permission from the instructor). **Paper is worth 30 points (5 pts outline + 25 pts final paper).**

The paper will describe:

* The individual seeking services.
* A brief history of the individual and why they are seeking services.
* A Career/Vocational Analysis that includes: medical, psychological, economic, career and vocational, educational, social and indicates the eligibility of the individual for services.
* An Individualized Plan for Employment (IPE), identifying the individual’s career/vocational/employment goals and following services necessary to achieve these goals.
* The appeals process when this individual is denied services.
* Considerations that must be taken into account: legal perspective, ethical perspective, the provision of services (time/money), impact on the individual, and a societal impact (including public opinion)?
* Your overall analysis summary of the case - how does it impact you professionally based on your personal values, beliefs, the relationships you have with consumers and your work setting?
* Include a Reference section with a minimum of 10 resources (e.g., websites, fact sheets, brochures, books, videos, journal/magazines) that were used in the completion of this paper. Only five resources may be website sources. Five resources must be from journal articles.
* This paper is to be completed using APA format, 6-8 pages of TEXT, and typed with a minimum of misspellings, typos, and grammatical errors.
* This paper is a part of the Comprehensive Portfolio, therefore the final paper should also be uploaded in Tevera by the due date (Master Program only).

1. **Grading for Assignments**:

Class Participation – 20 points

Examinations (Midterm, Final) – 30 points

Movie Critique – 10 points

AT Paper – 10 points

Case Analysis Paper – 30 points

Total = 100 points

**The following scale will be used for evaluation in this course:**

A: 90-100

B: 80-89

C: 70-79

D: 60-69

F: 60 or less

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| --- | --- | --- | --- |
| Course Assignment | Due Date | Evaluation | CACREP Standards |
| Midterm/  Final Examinations | 10/9  12/4 | 30 pts | CACREP 3.A. – 1, 2, 3, 4, 6, 7, 10  CACREP 5.D. |
| Class Participation | Every Monday | 20 pts | CACREP 3.A. – 1, 2, 3, 4, 6, 7, 10  CACREP 5.D. |
| Movie Critique | 9/24 | 10 pts | CACREP 5.D. – 1, 2, 3, 7, 10 |
| Assistive Technology (AT) Article | 11/12 | 10 pts | CACREP  5.D. – 2, 8, 10 |
| Case Analysis Paper | Outline: 10/29  Final:  12/3 | Outline: 5 pts  Final: 25 pts  Total: 30 pts | CACREP 3.A. – 3, 4, 10  CACREP 5.D. – 1, 2, 4, 5, 6, 7, 8, 9, 10 |

**10. Class Policy Statements:**

**Attendance:** 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, or 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. Please see the Tiger Cub for more information on excused absences.

**Assignments:** All assignments must be typed and prepared in a professional manner (i.e., neat, correct grammar, spelling), following APA Style 7th ed. guidelines. It is very important that students submit work on time, or they will find it very difficult to catch up. 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 not be accepted, graded, or counted toward the student’s grade unless prior arrangements to alter an assignment due date have been made between the student and instructor.***

**Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title found in the *Student Policy e-Handbook* will apply to university courses.) All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Faculty Communication and Feedback**: At the beginning of each course, make sure that you understand the instructor’s preferred mode of communication and any specific communication protocol. One of the best ways to be effective as a student is to understand the instructor’s expectations and operate within those boundaries. Students should give the instructor **48 hours** to get back to them on any communication, and **one week** for grading turnaround time on major assignments. **The instructor reserves the right to alter these feedback parameters due to contingencies such as holidays, course progress, campus emergencies, weather, holidays, professional activities, etc. with notice provided.** If students have concerns about communication or feedback, they should always go to the professor first. Students should explain their concern as clearly as possible without judgment or emotion. Effective communication is an important skill, and every interaction in their program is an opportunity to develop this skill.

**Your Auburn University email address is the university-approved form of communication between instructors and students.** Follow the steps in [the video linked here](https://community.canvaslms.com/videos/1072) to set your notifications preferences and specify that all course alerts are routed to your Auburn University email address (userid@auburn.edu). You can contact [Auburn University's OIT Help Desk](http://www.auburn.edu/oit/helpdesk/) for assistance forwarding mail sent to your Auburn email address to a different email address that you regularly check. Additionally, it is your responsibility to read course announcements sent by your instructor. These are posted in Canvas, and you can configure your notification preferences to receive an email each time a new announcement is posted.

**This course will be supported by Auburn University’s Canvas platform**. The syllabus, class assignments, occasional lectures, test grades, final grades, and important announcements will be posted to the Canvas site for this course. Check the Canvas site for this course frequently.

**Zoom Policy**: When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

## **Disability Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours an alternative time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

## **Diversity Statement**: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

## Many people might go by a name in daily life that is different from their legal name. In this classroom, we will refer to people by the names that they go by. Pronouns are a way to affirm someone's identity. They are simply a public way in which people are referred to in place of their name (e.g.**,** **“**he**”** or **“**she**”** or **“**they**”** or **“**ze**”** or something else). In this classroom, you are invited to share what pronouns you go by, and we will refer to people using the pronouns that they share.

**Course contingency:** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis, 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 communications and notices.

**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 prepare 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 Clinical Rehabilitation Counseling. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2024) specific to *Entry-level Specialty Areas – Clinical Rehabilitation Counseling (Section 5.D. 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 Plans includes the following:***

### **Access to Course Content:**

All class materials and PowerPoints will be posted to Canvas for all lectures presented in class.

### **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. These assignments will be submitted electronically.

**Syllabus Disclaimer:**

The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes, I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, emails, and all assignment due dates will be updated.

**Health and Participation in Class:**

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the AU policy related to COVID-19 ([Student decision tree](https://auburn.edu/covid-resource-center/_assets/pdf/sg-13-student-decision-tree.pdf)). My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance
* Provide me with medical documentation, if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments remotely as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam
* Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at [covidresourcecenter@auburn.edu](mailto:covidresourcecenter@auburn.edu).

**Health and Well-Being Resources:**

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* COVID Resource Center (<https://auburn.edu/covid-resource-center/>)
* Student Counseling and Psychological Services (<http://wp.auburn.edu/scs/>)
* AU Medical Clinic (<https://cws.auburn.edu/aumc/>)
* If you or someone you know are experiencing food, housing or financial insecurity, please visit the Auburn Cares Office (<http://aucares.auburn.edu/>)

**Course Expectations Related to COVID-19**:

* **Course Attendance**: If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you will be expected to develop a plan to keep up with your coursework during any such absences.
* **Course Meeting Schedule**: This course might not have a traditional course schedule. Be sure to pay attention to any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with me.
* **Technology Requirements:** This course requires particular technologies to complete coursework. If you need access to additional technical support, please contact the AU Bookstore at [aubookstore@auburn.edu](mailto:aubookstore@auburn.edu).