# AUBURN UNIVERSITY SYLLABUS

**Spring 2020**

## Instructor: Jinhee Park, PhD., CRC

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Office: Haley Center 3010

Office Hours: By appointment

Class time and location: Thursday 4pm – 6:30pm, Haley Center 3472

1. **Course Number:** COUN 7520/7526

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

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

## enrollment in RSED

1. **Text(s):**

**Required:**

Tarvydas, V. & Hartley, M.T. (2017). *The professional practice of rehabilitation counseling*

(2nd. Ed.). Springer Publishing Company.

Roessler, R.T., Rubin, S.E, Rumrill P.D. (2018). *Case Management and Rehabilitation Counseling: Procedures and Techniques – Fifth Edition.*

**Recommended:**

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

CRCC Code of Professional Ethics for Rehabilitation Counselors (Effective as of January 1, 2017.) <https://www.crccertification.com/filebin/pdf/ethics/CodeOfEthics_01-01-2017.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.

Rubin, S. E., Roessler, R. T., & Rumrill, Jr., 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. 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.

## **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 development of rehabilitation counseling (CACREP 5.D.1.a)
2. Theories and models related to rehabilitation counseling (CACREP 5.D.1.b)
3. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP 5.D.1.d)
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, community resources, 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. Transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities (CACREP 5.D.2.n)
10. Environmental, attitudinal, and individual barriers for people with disabilities (CACREP 5.D.2.p)
11. Assistive technology to reduce or eliminate barriers and functional limitations (CACREP 5.D.2.q)
12. Legislation and government policy relevant to rehabilitation counseling (CACREP 5.D.2.r)
13. Professional issues that affect rehabilitation counselors, including independent provider status, expert witness status, forensic rehabilitation, and access to and practice privileges within managed care systems (CACREP 5.D.2.t)
14. Record keeping, third party reimbursement, and other practice and management issues in rehabilitation counseling (CACREP 5.D.2.u)
15. Professional organizations, preparation standards, and credentials relevant to the practice in rehabilitation counseling (CACREP 5.D.2.v)
16. Legal and ethical considerations specific to clinical rehabilitation counseling (CACREP 5.D.2.w)
17. Strategies to advocate for persons with disabilities (CACREP 5.D.3.c)

**6. Course Schedule:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic** | **Reading Assignment** | **CACREP Standards** |
| 1/16 | Introduction  Syllabus review | Syllabus |  |
| 1/23 | Orientation: Competency/Credential  History & Laws | T&H  Ch. 1-6 | 5.D.1.a; 5.D.1.b;  5.D.2.a; 5.D.2.r; 5.D.2.v; 5.D.2.w |
| 1/30 | Guest Speaking  Disability Biases | **Journal 1**  **(OC-1/31; DE-2/3)** | 5.D.2.k; 5.D.2.p |
| 2/6 | History & Laws  Persons With Disabilities  Rights disability issues | T&H Ch. 4-10  **Journal 2**  **(OC-2/7; DE-2/10)** | 5.D.2.a; 5.D.2.b;  5.D.2.k; 5.D.2.p; 5.D.3.c |
| 2/13 | Lecture Recording  Rights disability issues | T&H Ch. 7-10  **Journal 3**  **(OC-2/14; DE-2/17)** | 5.D.2.a; 5.D.2.b;  5.D.2.k; 5.D.2.p; 5.D.3.c |
| 2/20 | VR process | **Journal 4**  **(OC-2/21; DE-24)** | 5.D.2.c; 5.D.2.d |
| 2/27 | Independent Living  Assistive Technology | T&H Ch. 21  **Journal 5**  **(OC-2/28; DE-3/2)** | 5.D.2.c; 5.D.2.q |
| 3/5 | Forensic Rehabilitation/Private | T&H Ch. 16  **Journal 6**  **(OC-3/6; DE-3/9)** | 5.D.2.t |
| 3/12 | **Spring Break: No Class** |  |  |
| 3/19 | **Midterm Exam** | **AT Article (3/20)** |  |
| 3/26 | VR counseling skills  Intake interview  Medical, psychological, and vocational evaluation | Roessler et al.  Ch. 2 – 6  **Journal 7 (3/27)** | 5.D.1.d; 5.D.2.d; 5.D.2.t; 5.D.2.n; 5.D.2.u; 5.D.2.v; 5.D.3.c |
| 4/2 | Vocational alternatives for clients not referred for vocational evaluation and preparing for the rehabilitation program | Roessler et al.  Chapter 7 & 8  **Case Paper outline (4/3)** | 5.D.2.d; 5.D.2.c;  5.D.2.n; 5.D.2.t |
| 4/9 | No Class: National Rehabilitation Counselor Education Conference | **Journal 8 (4/10)** |  |
| 4/16 | Job placement and overcoming environmental barriers to employment | Roessler et al.  Chapter 9 & 10  **Journal 9 (4/17)** | 5.D.2.k; 5.D.2.n;  5.D.2.p; 5.D.2.u;  5.D.3.c |
| 4/23 | Systematic caseload management  Family-centered rehabilitation case management | Roessler et al.  Chapter 11 & 13  **Journal 10 (4/24)** | 5.D.3.c; 5.D.1.d;  5.D.2.u; 5.D.2.w; 5.D.1.b; 5.D.3.c |
| 4/30 | **Final Exam** | **Research Paper Due 4/27** |  |

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

1. **Instructional Method:** Instructional methodologies employed in this course will be lecture, discussion, open case discussions, critiques, a formal case presentation, and a reflection paper. **The total number of points for this course is 100.**
2. **Course Requirements**
   1. **General Course Requirements:** 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. If you are late, do not enter the class until the break.
   2. **Two Exams**: There will be two objective examinations. Examinations will we administered electronically via canvas for all students. All examinations must be submitted by the conclusion of the on-campus examination window. As per requirement of the program, all examinations will be administered through Respondus Lock Down Browser and Monitor. **Exams will be worth 20 points each.**
   3. **Journals**: Each student will be required to keep a journal, on a topic given each week throughout the course (mostly topics based on the Tarvydas & Hartley Textbook), except on the first day of class and Spring Break. 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**.

Journal topics:

Journal 1. Rehabilitation Counseling Competencies (Ch. 2)

Journal 2. Rehabilitation Concepts and Models (Ch. 5)

Journal 3. Disability Policy and Law (Ch. 6)

Journal 4. The Person with a Disability/Family and Relationship (Ch. 7-8)

Journal 5. Issues in a Global Context (Ch. 10)

Journal 6. VR Process

Journal 7. Independent Living (Ch. 9)

Journal 8. Assistive Technology (Ch. 21)

Journal 9. Forensic Rehab (Ch. 16)

Journal 10. Case Management (Ch. 13)

* 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. **Case Analysis Study PAPER**: Students will complete a Case Analysis paper (6-8 pages TEXT – this does NOT include the cover page, abstract, 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.**

The paper will describe:

* The individual seeking services.
* A brief history of the individual and why they are seeking services.
* A Vocational Analysis that includes: medical, psychological, vocational, economic, vocational, educational, social and indicates the eligibility of the individual for services.
* An IPE.
* 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.

1. **Grading for Assignments**:

Examinations (Midterm, Final) – 40 points

Journals – 20 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 | 3/19  4/30 | 40 pts | CACREP 5.D.1.a, b, d,  CACREP 5.D.2.a, b, c, d, k, p, q, r, v, w, CACREP 5.D.3.c |
| Journals | See Course Schedule | 20 pts | CACREP 5.D.1.a, b, d,  CACREP 5.D.2.a, b, c, d, k, p, q, r, v, w, CACREP 5.D.3.c |
| Assistive Technology (AT) Article | 3/20 | 10pts | CACREP  5.D.2.p, q |
| Case Analysis Paper | Outline: 4/3  Final: 4/27 | 30 pts | CACREP 5.D.1.b,d  CACREP 5.D.2.n,u,w  CACREP 5.D.3.c |

**8. 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, 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 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 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.

## **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).

**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.

**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 exams shall be sent directly to the proctor who will manage the examination in a secure manner, requiring students to present a picture ID.

**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 Rehabilitation Counseling. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2016) specific to *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 Plans 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. These assignments will be submitted electronically.