# AUBURN UNIVERSITY SYLLABUS

**Spring 2021**

## Instructor: Jinhee Park, PhD., CRC

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Office: Haley Center 3010

Office Hours: By appointment

Class time and location: Distant Education

1. **Course Number: COUN 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:**

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 – Fifth Edition.*

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

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

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.

## **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. Instructional/Teaching Method**

This will be an asynchronous course delivered online. All course materials including lecture recordings will be posted on Canvas. It will include the use of a discussion board that will be monitored by the instructor.

The course is not self-paced and you will need to ensure you keep up with the pace of the course. It is laid out in modules to help with the organization of the information and assignments as you move through the course with your fellow participants. It will require you to engage with students and your instructor, as we progress throughout the semester. I look forward to the positive community this will build for everyone.

**7. Student Expectations**

This is an online class. All of the class interactions will take place within Canvas and any of the software utilized or linked within the course. You will be expected to log into the course on a regular basis and keep up with assignments and the other students in the course as it is not a self-paced course.

If you have any problems logging into the course, be sure to contact OIT and alert me by regular email.

**8. Course Schedule:**

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| --- | --- | --- | --- |
| **Date** | **Topic** | **Reading Assignment** | **CACREP Standards** |
| 1/12 | IntroductionSyllabus review  | Syllabus |  |
| 1/18~ | Orientation: Competency/CredentialHistory & Laws | Rubin et al. Ch. 1-2Leahy et al., 2019Mackay et al., 2020 | 5.D.1.a; 5.D.1.b; 5.D.2.a; 5.D.2.r; 5.D.2.v; 5.D.2.w |
| 1/25~ | History & Laws | Rubin et al. Ch. 3-4 | 5.D.2.a; 5.D.2.b;5.D.2.k; 5.D.2.p; 5.D.3.c |
| 2/1~ | Disability Biases | Materials Posted on Canvas **Quiz 1 (by 2/6)** | 5.D.2.k; 5.D.2.p |
| 2/8~ | Persons with disabilities Family & Disability | Rubin et al. Ch. 5Tarvydas &Hartley, Ch. 7-8 | 5.D.2.a; 5.D.2.b;5.D.2.k; 5.D.2.p; 5.D.3.c |
| 2/15~ | VR Process | Rubin et al., Ch. 9-10 | 5.D.2.c; 5.D.2.d |
| 2/22~ | Rehab Facilities and Community Resources | Rubin et al., Ch.11**Quiz 2 (by 2/27)** | 5.D.2.c; 5.D.2.d |
| 3/1~ | Independent Living | Rubin et al., Ch.15 | 5.D.2.c; 5.D.2.q |
| 3/8~ | Assistive TechnologyMidterm Review | Rubin et al., Ch. 13 | 5.D.2.c; 5.D.2.q |
| 3/15~ | **Midterm Exam** | **Movie Critique (3/20)** |  |
| 3/22~ | Private Sector/Forensic Rehab | Rubin et al., Ch. 9Tarvydas &Hartley, Ch. 13**AT Article (3/27)** | 5.D.2.t |
| 3/29~ | Case/Caseload Management | Tarvydas &Hartley, Ch. 16**Case Analysis Study Paper Outline due 4/3** | 5.D.2.d; 5.D.2.c; 5.D.2.n; 5.D.2.t |
| 4/5~ | Case/Caseload ManagementEvaluation phase:* Intake interview
* Medical, psychological, and vocational evaluation
 | Roessler et al.Ch. 2 – 6**Quiz 3 (by 4/10)** | 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 |
| 4/12~ | Preparing and planning for the rehab programOvercoming environmental barriers to employment | Roessler et al.Chapter 8 & 10 | 5.D.2.k; 5.D.2.n; 5.D.2.p; 5.D.2.u;5.D.3.c |
| 4/19~ | Multicultural considerationFamily-centered rehabilitation case management | Roessler et al.Chapter 12 & 13 | 5.D.3.c; 5.D.1.d;5.D.2.u; 5.D.2.w; 5.D.1.b; 5.D.3.c |
| 4/26~ | **Final Exam (4/27-28)** | **Case Analysis Study Paper Due 4/26** |  |

**9. 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 - 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 each week. Each week students will engage in group discussion based on the questions posted on Discussion Board in Canvas. Students are required to post their own thoughts/opinions and respond to at least one of your classmates blogs. **Class participation is worth 10 points.**
	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 Honorlock. **Exams will be worth 15 points each.**
	3. **Three Quizzes**: Each student will take three quizzes throughout the semester (please see the course schedule). The quizzes will be taken online, which will be posted on Canvas. The quizzes will be worth **10 points**.
	4. **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. **Case Analysis Study PAPER**: Students will 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.**

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.
1. **Grading for Assignments**:

Class Participation – 10 points

Examinations (Midterm, Final) – 30 points

Quizzes – 10 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 | 3/16-174/27-28 | 30 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 |
| Quizzes | See Course Schedule | 10 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 |
| Class Participation | See Canvas | 10 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 |
| Movie Critique | 3/20 | 10 pts | CACREP 5.D.2.k, p, q  |
| Assistive Technology (AT) Article | 3/27 | 10 pts | CACREP5.D.2.p, q |
| Case Analysis Paper  | Outline: 4/3 Final: 4/26 | 30 pts | CACREP 5.D.1.b,dCACREP 5.D.2.n,u,wCACREP 5.D.3.c |

**10. 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.

**Health and Participation in Class:**

You are expected to complete your Healthcheck screener daily.

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 instructions on the Healthcheck app. 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 ahealthieru@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 Response Team ([www.ahealthieru.edu](http://www.ahealthieru.edu))
* 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/>)

**A Healthier U Campus Community Expectations:**

We are all responsible for protecting ourselves and our community. Please read about student expectations for fall semester, including completing the daily GuideSafe™ Healthcheck (<https://ahealthieru.auburn.edu/>).

You are expected to (1) take your temperature daily and (2) complete your Healthcheck screener to receive your A Healthier U pass. **You may be asked at any time during class to show your pass.**

**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 in Fall 2020. 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 technological support, please contact the AU Bookstore at aubookstore@auburn.edu.