AUBURN UNIVERSITY

Department of Special Education, Rehabilitation, and Counseling

College of Education

Fall 2025 Syllabus

## Instructor: Jinhee Park, PhD., CRC

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Office: EDUC 3170

Office Hours: By appointment

**Class time and location**: N/A (Online Asynchronous)

1. **Course Number: COUN 7520-D01**

## **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)
8. Consultation models and strategies (CACREP 3.E.4)
9. Application of technology related to counseling (CACREP 3.E.5)
10. Record-keeping and documentation skills (CACREP 3.E.16)
11. Principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources (CACREP 3.E.17)

**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)
12. **Instructional/Teaching Method**

This will be an asynchronous course delivered online. All course learning/activities will be provided using the AU learning management system, 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 with me, 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 asynchronous 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:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Week/**  **Date** | **Topic** | **Reading Assignment** | **CACREP Standards** |
| 0  8/18~ | - Syllabus review  - CRC Housekeeping | Syllabus  Materials Posted on Canvas –  Leahy et al., 2019  Mackay et al., 2020  Smart, 2009 |  |
| 1  8/25~ | - Orientation: Professional Identity/Competency/Credential/Work Settings  - Disability History | 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  9/1~ | **Labor Day: No Class** |  |  |
| 3  9/8~ | - Disability and Rehabilitation Laws | Rubin et al. Ch. 2-3  Materials Posted on Canvas –  Strauser, 2021 | 3.A.1; 3.A.4; 3.A.10;  5.D.4; 5.D.10; 5.D.11 |
| 4  9/15~ | - Disability Biases | Rubin et al. Ch. 5  Materials Posted on Canvas –  Corrigan et al., 2012; Livneh, 1982; | 3.A.4; 5.D.2.; |
| 5  9/22~ | - Persons with disabilities | Rubin et al. Ch. 7-14  Materials Posted on Canvas –  Livneh, 2022  Marini et al., 2017  **Movie Critique Due 9/28** | 3.A.4; 5.D.1; 5.D.2; 5.D.3; |
| 6  9/29~ | - VR Process | Materials Posted on Canvas –  Leahy et al., 2018  Strauser, 2021 | 5.D.4 |
| 7  10/6~ | - Case/Caseload Management  - Rehab Facilities and Community Resources  Guest Speaking on case and caseload management and VR process in the public VR system | Rubin et al., Ch.11  Materials Posted on Canvas –  Crimando & Riggar, 2003  Roessler et al., 2018 | 3.A.3; 3.E.16.; 3.E.17.; 5.D.5; 5.D.11 |
| 8  10/13~ | **Midterm** |  |  |
| 9  10/20~ | Case Management   * Evaluation phase:   + Intake interview   + Medical, psychological, and vocational evaluation * Planning phase | Rubin et al., Ch. 9-10  Materials Posted on Canvas –  Roessler et al., 2018 | 3.E.4.; 5.D.4; 5.D.6; 5.D.9; |
| 10  10/27~ | - Independent Living  Guest Speaking on independent living services in the State of Alabama Independent Living Service (SAIL) | Rubin et al., Ch.15  Stoddard & Premo, 2004  Patnaik & Honeycutt, 2024  **Case Analysis Study Paper Outline due 11/2** | 3.A.4; 5.D.4; |
| 11  11/3~ | - Assistive Technology  - Overcoming environmental barriers to employment  - Use of technology in rehabilitation counseling  Guest Speaking on Assistive  Technology for people with disabilities | Rubin et al., Ch. 13  Materials Posted on Canvas –  Embree et al., 2018  Roessler et al., 2018  Skerritt & Wolstein, 2023  Ravichandran & Mahapatra, 2023  Sprong et al., 2019 | 3.A.4; 3.E.5.; 5.D.2; 5.D.8; 5.D.10 |
| 12  11/10~ | - Private Sector/Forensic Rehab  Guest Speaking on Forensic Rehabilitation and Life Care Planning | Rubin et al., Ch. 16  **AT Article Due 11/16** | 3.A.10; 5.D.4; 5.D.11 |
| 13  11/17~ | - Family & disability  - Family-centered rehabilitation case management | Materials Posted on Canvas –  Chan et al., 2009  Marini et al., 2017 | 3.A.3; 3.A.4; 3.A.10; 5.D.7; |
| 14  11/24~ | **Thanksgiving Break – No Class** |  |  |
| 15  12/1~ | Course wrap-up  Final exam review | **Final Case Analysis Study Paper due 12/7** |  |
| 12/8~ | **Final Exam** |  |  |

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

1. **Instructional Method:** This course will be provided online. 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 follow weekly schedule, and each weekly course module will be available on Monday 12:01 AM and assigned weekly activates should be completed by Sunday 11:59 PM. The student should actively engage in class discussion and complete required activities on a weekly basis. **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).

**Instruction**

Due for outline: November 2nd

Due for the final paper: December 7th

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 among those provided by the instructor and identifying and detailing their life circumstances, disability, and stated goals. The paper should include the following sections:

**First section –Information Processing**

Describe an individual seeking service:

* Why the individual is seeking services.
* A history of the individual in the aspects of the individual’s life – basic demographic information, medical, educational, and employment history, family relationships, and any other information related to interpersonal relationships, strengths, weakness, etc.
* Summary of information collected from medical, psychological, vocational, and career assessment/evaluation. If not, provide information in terms of the need for additional evaluation necessary to have a better understanding of the individual (provide the rationale why such additional assessment/evaluation will be needed).
* Career development information and any career counseling concerns (career interests, work values, who/what has influenced their career choice, etc.)
* Disability information (diagnosis, functional capacity, etc.)

**Second section – IPE Development**

* Your plan on how to develop a relationship with the client.
* Client goals for employment (IPE)- identifying the individual’s career/vocational/employment goals and following services necessary to achieve these goals.
* What additional support and resources you will provide to the client during the entire counseling process to advocate for the client and enhance their satisfaction (including the appeals process when this individual is denied services).
* Any other considerations that must be taken into account: a legal perspective, ethical perspective, the provision of services (time/money), impact on the individual, and a societal impact (including public opinion).

**Last section**

* Expected client outcome from receiving services
* Your overall analysis summary of the case – your reflection on this client, how does this case analysis impact you professionally based on your personal values, beliefs, the relationships you have with consumers, and your work setting?

\*\*When working on your paper, please include a minimum of 10 references that can support your evaluation/assessment of the client and service provisions. You should include at least five journal articles found in the rehabilitation counseling and relevant fields. For example, when arguing additional evaluation need for exploring the client’s career interest using certain inventory, you can search for a resource from the literature supporting your idea of utilizing career interest inventory when exploring client career/employment goals. Or with your client, you may identify on-the-job training as a necessary service to help your client achieve their goal; then you would provide a citation that describes the effectiveness of such service on the successful employment outcome.

**Instruction on Outline (5 points)**:

Students will submit an outline of their Case Analysis Paper several weeks before the final Case Analysis Paper is due. The purpose of this submission is for students to receive instructor feedback and recommendations for improvement before submitting the final Case Analysis paper. The outline should consist of:

* Bulleted points for all 3 sections of the paper which provide a brief summary of information relating to each topic within each section.
* A list of completed career/vocational/employment goals (this is the only topic which needs to be provided in full in the Outline).

As the purpose of the Case Analysis Outline is to receive feedback for improvement, the Outline will be graded on completion rather than accuracy.

***Note.*** In this course, students are permitted to use Generative AI Tools - such as Microsoft Copilot, ChatGPT, Claude, or Gemini - **for specific assignments or class activities**, as designated by the instructor. To maintain academic integrity, students must disclose any use of AI-generated material. As always, students must properly use attributions, including in-text citations, quotations, and references. Students should exercise caution and avoid sharing any sensitive or private information when using these tools. Examples of such information include personally identifiable information (PII), protected health information (PHI), financial data, intellectual property (IP), and any other data that might be legally protected. **All other paper assignments, however, should be produced by the students themselves**, and they must NOT seek the assistance of Generative AI Tools. Use of a Generative AI Tool to complete an assignment constitutes academic dishonesty.

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

|  |  |  |  |
| --- | --- | --- | --- |
| Course Assignment | Due Date | Evaluation | CACREP Standards |
| Midterm/  Final Examinations | 10/13~  12/8~ | 30 pts | CACREP 3.A. – 1, 2, 3, 4, 6, 7, 10  CACREP 5.D. |
| Class Participation | Every Sunday 11:59 pm CST | 20 pts | CACREP 3.A. – 1, 2, 3, 4, 6, 7, 10  CACREP 3.E. – 4, 5, 16, 17  CACREP 5.D. |
| Movie Critique | 9/28 | 10 pts | CACREP 5.D. – 1, 2, 3, 7 |
| Assistive Technology (AT) Article | 11/16 | 10 pts | CACREP 3.A.4.;  5.D.8 |
| Case Analysis Paper | Outline: 11/2  Final:  12/7 | Outline: 5 pts  Final: 25 pts  Total: 30 pts | CACREP 3.A. – 3, 4, 10  CACREP 5.D. – 1, 4, 5, 6, 9 |

**10. Class Policy Statements:**

**Class Participation:** The format of the class is designed to maximize student-student discussion and to facilitate personal and professional growth as a counselor. Participation/Viewing lectures, and practice are essential element of this course. It is expected that you will complete the reading assignments, ask questions, and participate in all assignments. Given the online format of this class, I strongly suggest that you evaluate and plan your schedule to allow yourself sufficient time to complete all assignments within the required time limits. Failure to submit assignments on time will result in losing assigned points, and make-up for the late assignments or extra points will not be allowed for this course unless being approved by the instructor in advance.

**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.

**Policy Related to the Use of AI for Classroom Assignments**

The Counselor Education Programs (CED) has a comprehensive policy on the use of Artificial Intelligence (AI). As the acceptable use of AI varies, please consult your instructor on how AI can be used within specific courses and/or clinical settings. Please understand that violations of this policy can be considered a form of plagiarism. Please see the CED Programs Handbook for the full AI policy.

**Policy Related to the Use of Zoom for Class Meetings**

* Zoom participation requires you to keep your video on and your microphone muted when you are not speaking.
  + If you have a need for technology to support your participation in this class or do not have a space conducive for participating - SERC provides private individual counseling spaces (Counseling Lab) that you can reserve and use for class sessions.
  + Please know that you can blur your background if you are not comfortable sharing your space or environment during classes conducted online.
  + Please limit all distractions such as your phone or attending to other work on your computer. It is often very apparent that a student is distracted and that impacts the class environment for everyone.
  + Students can turn off their cameras briefly if needed (e.g., break). These pauses should be *short*. Having students on camera provides a higher level of engagement for all participants.
  + If you have questions during class, you can raise your hand (in real time or via Zoom).
  + Please know that sometimes it is challenging to be teaching and attending to students and reading messages in Chat, especially if I am also sharing content. If I don’t respond to a comment or discussion in Chat, please let me know.
* 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.
  + Please minimize distractions in the background as much as possible.
  + Participating in spaces that are not conducive to zoom attendance (e.g., public spaces, vehicles) should be discussed with the instructor prior to the class session and should only be used when there are no other alternatives.
* Recording Sessions: Due to the nature of our classes and the possibility that we may be discussing content that is confidential in nature:
  + Instructors can record sessions and will notify students when the class session is being recorded (e.g., teaching demonstrations, making the session available to other students, speakers)
    - Confidential content (e.g., supervision sessions) will be retained following appropriate ethical and legal practices as well as CED policies (e.g., password protected BOX folders).
    - Students can request that the recording be stopped if they wish to discuss a topic that they do not want recorded. *In areas such as supervision this may not be possible*.
  + You should participate in spaces that allow for these discussions and do not have others present in the room while you are using it for class or supervision.
  + As per University policies, 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 so we can discuss if accommodations are possible.

**Counselor Education Diversity, Equity, and Inclusion Statement (CACREP 2024 Standard 1.N.6)**

A central foundation of the mission of the Counselor Education programs is the preparation of counselors and counselor educators to work in an increasingly diverse society. The program’s understanding of diversity encompasses culture, sexual and gender identity, race, ethnicity, socioeconomic status, ability, and other aspects of individual identity. The program believes that meeting these goals requires that students and faculty engage in advocacy, equity, inclusion, and culturally sustaining practices. This includes students demonstrating these principles in their academic, clinical practice and professional development engagement.

These principles are in alignment with our professional, ethical, and accreditation standards including: Council for the Accreditation of Counseling and Related Programs (2024 standards) American Counseling Association’s Code of Ethics (ACA, 2014), American Rehabilitation Counseling Association (ARCA), the Commission on Rehabilitation Counselor Certification (CRCC), American Mental Health Counselors Association (AMCHA), and the American School Counselor Association (ASCA). Overall, we seek to create educational and learning environments that support, sustain, and challenge students to address their development as professionals related to and representative of culturally sustaining practice.

**Accommodations Statement**

Auburn University and the Counselor Education program are committed to ensuring student success by providing them with the appropriate supportive resources when necessary. We encourage students to exercise their right under the Americans with Disabilities Act to access academic accommodations. Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility but need accommodations should contact the Office of Accessibility at [ACCESSIBILITY@auburn.edu](mailto:ACCESSIBILITY@auburn.edu) or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228. Once a student has begun the process for accommodations, they are responsible for scheduling a meeting with faculty to discuss how these accommodations will be implemented in practice. Faculty are committed to working with students to support their needs in conjunction with the Office of Accessibility.

**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.