



COLLEGE OF EDUCATION  
COUNSELOR EDUCATION  
ALABAMA A & M UNIVERSITY

Course Number	COUN 507
Course Title	Introduction to Rehabilitation Counseling
Call Number/Section	
Class Times	
Class Location	
Textbook	Tarvydas, V. M., & Hartley, M. T. (Eds.). (2017). <i>The professional practice of rehabilitation counseling</i> . Springer Publishing Company Supplemental Text: ACA Code of Ethics- <a href="https://www.counseling.org/resources/ethics">https://www.counseling.org/resources/ethics</a>  CRC Code of Professional Practice <a href="https://crccertification.com/wp-content/uploads/2023/04/2023-Code-of-Ethics.pdf">https://crccertification.com/wp-content/uploads/2023/04/2023-Code-of-Ethics.pdf</a>
Instructor	
Office and Office Hours	
E-mail address	
Telephone number	

**Course Description and Other Information:**

Introduction to rehabilitation is an overview of the field of rehabilitation and processes. Course emphasizing the philosophical, social, psychological, ethical, and legal responsibilities of the rehabilitation professional, as well as special client needs. Students also become familiar with rehabilitation and other appropriate available community services

**Program objectives met in COUN:507 Introduction to Rehabilitation Counseling**

1. To present theoretical and practical experiences which prepare graduates to function effectively as counselors
2. To encourage the spirit of inquiry and the production and utilization of research among both faculty and students

3. To produce counselors who use appropriate, culturally sensitive, intervention strategies and skills in working with clients with disability
4. To foster the development of an awareness and understanding of problems and professional issues as well as the legal and ethical concerns in the counseling profession
5. To foster the development of the characteristics, personal qualities, and levels of integrity necessary to meet professional standards
6. To provide opportunities for planned periodic self-evaluation and the development of greater self-understanding as well as the qualities of openness, tolerance, and acceptance of self and others
7. To develop and provide a multicultural environment that fosters skills necessary for professional counseling in a diverse society.

**Student Learning Outcomes (SLO) for COUN:507 Introduction to Rehabilitation Counseling**

- SLO 1 To develop an orientation to the history, philosophy, and federal legislation related to rehabilitation.
- SLO 2 To examine current and previous social attitudes toward people who are disabled.
- SLO 3 To enhance the understanding and knowledge of the rehabilitation process.
- SLO 4 To examine social values and priorities placed on various needs of disabled people.
- SLO 5 To enhance the knowledge and understanding of society's attempt to cope with disabilities via rehabilitation and habilitation procedures.
- SLO 6 To enhance the knowledge, understanding, and utilization of community resources.
- SLO 7 To acquaint students with a systematic approach to problem solving.
- SLO 8 To familiarize the student with other helping professions as they relate to the field of rehabilitation.
- SLO 9 To examine the current and projected trends in the field of rehabilitation.
- SLO 10 To develop a general understanding of broad client categories.
- SLO 11 To acquaint students with the growth and development of rehabilitation.
- SLO 12 To acquaint students with the growth and development of rehabilitation programs in the private sector.

**CACREP (2016) Standards Covered in COUN 507**

<u>Standard</u>	<u>Evaluation</u>
5.H.1 Foundations	
5.H.1.a. history, legislation, systems, philosophy, and current trends of rehabilitation counseling	Field and Clinical Experience In Class Clinical Experience Presentation Quizzes Exam
5.H.1.b. theories, models, and interventions related to rehabilitation counseling 5.H.1.c. principles and processes of vocational rehabilitation, career development, and job development and placement	Field and Clinical Experience In Class Clinical Experience Presentation Quizzes Exam

5.H.1.d. principles of independent living, self-determination, and informed choice	Field and Clinical Experience In Class Clinical Experience Presentation Quizzes Exam
5.H.1.e. principles of societal inclusion, participation, access, and universal design, with respect for individual differences	Field and Clinical Experience In Class Clinical Experience Presentation Quizzes Exam
5.H.2. Contextual Dimensions	
5.H.2.a. professional rehabilitation counseling scope of practice, roles, and settings	Field and Clinical Experience In Class Clinical Experience Presentation Quizzes Exam
5.H.2.p. professional organizations, preparation standards, and credentials relevant to the practice of rehabilitation counseling	Field and Clinical Experience In Class Clinical Experience Presentation Quizzes Exam

### **CLASS FORMAT /INSTRUCTIONAL METHOD**

Classes will include lectures, demonstrations, multimedia presentations, video and experiential activities. Students are expected to participate in demonstrations and practice sessions involving various counseling approaches, strategies, and techniques. For communication, please use the university approved email account or blackboard (no personal email accounts).

### **COURSE REQUIREMENTS**

#### **A. Field and Clinical Experiences (100 points)**

Each student is required to visit a local agency or facility that provides rehabilitation services. A report on the visit will be made to the class. In addition, a professional type written report will be developed that is based on the cite visit using American Psychological Association writing style guide. That report must include information addressing: (a) scope of services, (b) eligibility criteria, (c) mission and goals, (d) staffing pattern, (e) source of funding, (f) physical accessibility, (g) clients served. Written reports are due the week before the final exam.

**Presentation** of clinical field experience should be 20 minutes minimum. Each presentation is worth 50 points.

#### **B. Exam I (50 points)**

#### **C. Exam II (50 points)**

#### **D. Weekly Quizzes (10 @10 points each)**

**Late assignments will incur a penalty of a 10-point deduction. No Exceptions.**

## GRADE DETERMINATION

Course Requirements	Points
Weekly Quizzes (10 @ 10points each)	100
Field and Clinical Experience	100
In Class Clinical Experience Presentation	50
Exam I	100
Exam II	100
<b>Grading Scale</b>	<b>Total 150 Points</b>
A 90-100%	135-150 = A
B 80-89%	120-134 = B
C 70-79%	105-119 = C
D 60-69%	90-104= D
F Below 60%	Below 90 = F

## Course Policies

### Assignments

All assignments are due on the date specified. Late work will be accepted with approved advanced notice with a 10-point deduction.

## GUIDELINES

This syllabus represents a contract between the student and the instructor for this course. The syllabus delineates essential details about the course, course content, and performance. As the instructor, I reserve the right to modify assignment structure, re-arrange topic discussion, and to make as needed changes to the course. Students will always be notified in advance of said changes in writing, via email and/or blackboard. Additionally, a student is officially enrolled in this course until the university procedure for withdrawal from the course has been executed. Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

## LIBRARY SUPPORT

The Libraries at Alabama A&M provide access to materials and services that support the academic programs. The Alabama A&M University Library Website is <http://www.aamu.edu>. This site provides access to the resources to all campus libraries.

## REMEDICATION

Faculty in the College of Education expect all candidates to be proficient in the areas of spoken and written communication. Consequently, the course instructor reserves the right to recommend remediation for any candidate who oral and written communication skills are considered unsatisfactory. This remediation might include an objective diagnostic writing evaluation or additional course work, not for punitive measures, but to improve students' knowledge and comprehension in this course.

## SERVICES FOR STUDENTS WITH DISABILITIES

The University provides environmental and programmatic access for persons with documented disabilities as defined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act of 1990. Any student who desires information or assistance in arranging needed services for a disabling condition should contact the Director of Special Students Services (Mrs. Williams), Student Center, Room 203, 256-372-4263.

## ATTENDANCE POLICY

The attendance policy complies with the Alabama A & M University guidelines. A graduate student is permitted **one** (1) unexcused absence for each credit hour generated by the class. Two absences will lower your grade by one grade; this holds true for subsequent absences. Students are expected to attend all classes. This instructor does not have to be contacted in the event of your absence, except in the event of extended absences. Students are allowed one unexcused absence. **Two absences = 1 letter grade lower; Three absences = failure of course.**

## ETHICS STATEMENT

**All acts of dishonesty in any work constitute academic misconduct that could result in a failing grade for the class or expulsion from the Program/University.** Academic dishonesty includes but is not limited to cheating, plagiarism, and fabrication of information. Students who commit acts of academic dishonesty will be immediately referred to the Department's Academic Standards Committee for adjudication, which could result in expulsion from the Program and from the University. Resource: the AAMU, Office of Academic Affairs, Academic Policies and Procedures Manual, most recent revision.

## CLASSROOM DECORUM

It is expected that students will take responsibility for their own education and will help to create an environment conducive to learning. Additionally, each classroom should be embraced as a professional experience. Cell phones will be turned off or placed on the silent mode during class. Disregarding this request will lower your grade by one letter grade. Appropriate attire is required.

Laptops may be used in class but are only to be utilized for class related activities (e.g., taking notes). If it becomes apparent you are using the computer for non-class activities (e.g., checking your email, playing games) then you may be asked to turn off your computer and refrain from bringing it into class in the future. Laptop use is restricted to the back or sides of the classroom so that other students are not distracted during lecture.

Students who violate the Student Code of Conduct will be referred to the Department's Academic Standards Committee. The Psychology & Counseling Master's Program adhere to the code of ethics that govern our profession: ACA, <http://www.counseling.org/knowledge-center/ethics>; and the NCC, <http://www.nbcc.org/assets/ethics/nbcc-codeofethics.pdf>.

## IRB COMPLIANCE

Should this course implement a research/evaluation project, no stage of the research project for this course is to begin prior to the student, course instructor, a student advisor receiving a stamped copy of the IRB Approval Form. Initiating any stage of research/evaluation prior to approval is a direct ethical and academic violation and will result in failing the course. Students may request additional information about IRB requirements from the Office of Research Grant and Support.

## COURSE EVALUATION

Alabama A&M University is committed to professional growth and development for each faculty member as well as to enhance course development. To assist in this process, students are

asking to complete an online faculty evaluation at the end of each academic course. Individual Responses are not shared with the faculty member, only a summative report of students' responses.

## DISCRIMINATION/HARRASSMENT

Alabama A&M University is committed to providing a workplace and educational environment, programs, and activities free of discrimination and harassment. This policy does not allow curtailment or censorship of constitutionally protected expression. This procedure applies to present and former employees of the University, students, applicants for admission or employment, and participants in University programs or activities (includes customers for services, vendors, contractors, and volunteers). A complaint may be filed with the Office of Human Resources (HR) by any present or former employee of the University, student, applicant for admission or employment, or participant in a University program or activity, who believes (s)he has been discriminated against or harassed in violation of this Policy. Any such complaint must be filed within 300 calendar days of the incident. The Complaint Form can be found at: <http://www.aamu.edu/administrativeoffices/hrservices/Documents/Complaint%20Form.pdf>

## COURSE CALENDAR

WEEK/ DATE	COURSE TOPIC/LECTURE	READINGS	ASSIGNMENTS , RUBRICS, TESTS	ASSESSMENT/ CACREP STANDARD
Week 1	Syllabus Introduction Course Overview Managed Care			
Week 2	Chapter 1	Historical Roots of Modern Rehabilitation Practice	Quiz	Quiz CACREP 5.H.1.a
Week 3	Chapter 2	Current Rehabilitation History	Quiz	Quiz CACREP 5.H.1.a
Week 4	Chapter 3	The Americans with Disabilities Act: Major Mandates and Ambiguities	Quiz	Quiz CACREP 5.H.1.a
Week 5	Chapter 4	Philosophical and Economic Considerations in Regard to Disability Rights and Support for Rehabilitation Programs		Field Clinical Experience CACREP 5.H.1.b
Week 6	Chapter 5	Sociological Aspects of Disability	Quiz	Quiz
Week 7	Chapter 6	Societal Values and Ethical Commitments That Influence Rehabilitation Service and Delivery Behavior		Field Clinical Experience
Week 8	Chapter 7	Rehabilitation Clients and Their Needs	Quiz	Quiz CACREP 5.H.1.c
Week 9	Chapter 8	The Role and Function of the Rehabilitation Counselor-Professional Organization, Standards, and Credentials		Field Clinical Experience CACREP 5.H.1.c, 2.a, and 5.D.2.v

<b>Week 10</b>	Chapter 9	The Vocational Rehabilitation Process: Evaluation Phase		Field Clinical Experience CACREP 5.H.1.g
<b>Week 11</b>	Chapter 10	Planning the Rehabilitation Program		Field Clinical Experience CACREP 5.H.1.b
<b>Week 12</b>	Chapter 11:	Utilizing Rehabilitation Facilities and Support Services		In class activity
<b>Week 13</b>	Chapter 12:	Job Placement	Quiz	Quiz
<b>Week 14</b>	Chapter 13:	Assistive Technology: Prospects and Problems	Quiz	In class activity Quiz CACREP 5.H.1.e
<b>Week 15</b>	Chapter 14:	Women and Disabilities Special Issues in Rehabilitation	Quiz	Quiz CACREP 5.H.1.b
<b>Week 16</b>	Chapter 15:	Independent Living	Quiz	Quiz CACREP 5.H.1.d
<b>Week 17</b>	Chapter 16:	Rehabilitation in the Private-for-Profit Sector: Opportunities and Challenges in provider status, forensics, and access	Quiz	Quiz CACREP 5.H.2.p

This syllabus represents a contract between the student and the instructor for this course. The syllabus delineates essential details about the course, course content, and performance assessment. Any official changes to this syllabus will be made in writing and provided to each student. Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is subject to change with advanced notice in writing. Additionally, a student is officially enrolled in this course until such time as the university procedure for withdrawal from the course has been executed. Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are in compliance with the provisions of the Teach Act.