

DEPARTMENT OF REHABILITATION AND DISABILITY STUDIES
REHABILITATION SERVICES
COURSE SYLLABUS

I. Descriptive Information

A. Course Number: REHB 300/494

B. Course Title: Pre-Field Experience

C. Course Description:

Emphasis is placed on integrating, refining, and developing skills that enhance field placement performance in rehabilitation settings. More specifically, interview skills, assertiveness skills, professional code of conduct, ethical considerations, and confidentiality of the helping relationships are emphasized. Students will learn the skills necessary to develop, maintain, and discontinue helping relationships in ways that empower people with disabilities. Collaborative relationships and professional networking are also key components of effective rehabilitation. Various speakers from agencies serving people with disabilities will make presentations to help assist students in selecting placement sites.

D. Instructor's Emphasis:

This course is designed assist students in making the transition to that of rehabilitation service providers by familiarizing them with the performance expectations of human services professionals. A general discussion of the program components of Helping skills, Person-Centered planning, Case Management, Group facilitation skills, Assessment, Written communication, Public speaking, Diversity, Crisis and Conflict Management and Professional Management Students will be given the opportunity to practice skills (i.e., performance and delivery skills) necessary for effective rehabilitation service delivery. Ethical and legal issues pertaining to rehabilitation service delivery will be addressed. Relevant current trends will also be discussed. This class is highly participation-based. Attendance and participation are vital to successfully complete this class. **Students must earn 100 clock hours of field experience by the end of the semester.** See *Field Experience Manual* for additional guidance in successful field experience completion. The *Field Experience Manual* is sent electronically to the student and is available at <http://groups.yahoo.com/group/rehabcares>. Copies of the appendices (which contain the Forms for use) will be available from the instructor.

E. Course Credit: 3 hours

Prerequisites: Students enrolling in Pre-Field 300 must have completed Introduction to Rehabilitation (REHB 340), Occupational Information (REHB 372), Physical and Psychological Aspects (REHB 390 & 391), Principles of Counseling (REHB 481) and Community Resources (REHB 410).

F. Intended Audience: This course is intended for Undergraduate Rehabilitation Services majors and other human service majors.

G. Instructor's Name: Phyllis Kelly-Gailes, M.A.

Office: Room 311 Blanks Hall

Phones: 771-2381

Email Addresses: KellyGailes@yahoo.com or phyllis_gailes@subr.edu

Department of Rehabilitation and Disability Studies

Office: Room 230 Blanks Hall

Phones: 771-2667 or 771-2390

II. Student Objectives (also see Student Learning Outcomes at end of syllabus)

A. Upon successful completion of the course, students will

1. Enhance critical thinking skills, problem solving, and adaptations.
2. Determine assistive technology and reasonable accommodation needs in the workplace for case studies in class.
3. Listen critically to clients' concerns.
4. Implement effective relationship-building practices.
5. Describe the rehabilitation philosophy as it relates to the field of rehabilitation.
6. Collaborate with agencies and related professionals in the field of rehabilitation to acquire a field site.
7. Define the concepts: unconditional regard, respect, congruence, authenticity, validation, emotional support.
8. Determine when and how to effectively discontinue or terminate a relationship in the field.
9. Recognize and respond to suspected or confirmed abuse and neglect.
10. Describe the gist of resilience theories.
11. Demonstrate self-sufficiency in the rehabilitation process.
12. Exhibit effective public-speaking skills.
13. Write reports and progress notes – real and simulated.
14. Disseminate information clearly.
15. Respond correctively to constructive feedback.
16. Engage in a comfortable communication in front of audiences of varying sizes.
17. Explain how confidentiality is important in the human service field.
18. Time- and fiscally- manage cases of clients.
19. Take time to reflect on duties and plan daily routine.
20. Make appropriate use of supervision.
21. State the mandates of work-related disability legislation.
22. Express patient and consumer rights.
23. Explain the importance of informed consent in rehabilitation service delivery.
24. Differentiate between ethical and unethical behavior of a human service provider.
25. Identify and work within the scope of practice of rehabilitation counselors.
26. Be familiar with the realms of confidentiality, integrity and accountability.
27. Maintain boundaries of professionalism.
28. Identify natural and peer support in the field of rehabilitation.
29. Refer clients to other allied health professionals as warranted.

B. Statement of Course Content:

Conceptually the content of this course covers the ethical aspects of persons with disabilities along with the potential adjustment problems that may ensue. The course will include the dynamics of adjustment, conflicts that may arise from disabilities, coping mechanisms and the impact on the individual's job placement.

III. Readings

Textbook:

Ivey, A., Packard, N., & Ivey, M. (2006). *Basic Attending Skills* (4th ed). Hanover, MA: Microtraining Associates.

General Reading Sources:

Mc Clam, T., & Woodside, M. (2010). *Initial Interviewing: What Students Want to Know*. (1st ed). Florence, Kentucky: Cengage Learning, Inc.

IV. Accommodations Statement:

Students with disabilities should make the needs for accommodations known to the instructor during the first week of classes. The instructor, with assistance from the Southern University Office of Students with Disabilities will make reasonable accommodations for the student. The Office of Disability Services is located in Room 246 Blanks Hall. Please contact Professor Patricia Hebert, Director for accommodation needs. Phone: 225-771-3546; Fax: 225-771-3949 and email: patricia_hebert@subr.edu

V. Evaluation :

Homework/Presentations	1000 points
Portfolio	100 points
Exams	600 points
Final Exam	<u>150 points</u>
 TOTAL	 1,850 points

VI. Grading Scale: Of the possible point total, earning :

100 – 90%	= A
89 – 80%	= B
79 – 70%	= C
69 – 60%	= D
Below	= F

VII. Course Format:

Instruction in this course consists of formal lectures, student-teacher discussions, student-student discussions, and student presentations, case studies, report writing, and assignments.

CLASS SCHEDULE

Week One	Orientation
Week Two	Listening Skills
Week Three	Body Language Cues
Week Four	Paraphrasing
Week Five	Article Critiques
Week Six	Internet Based Research
Week Seven	Ethics
Week Eight	MID-TERMS
Week Nine	Diversity
Week Ten	Disability Awareness
Week Eleven	Career Development
Week Thirteen	Case Management
Week Fourteen	Interviewing Skills
Week Fifteen	Report Writing
Week Sixteen	FINALS