

DEPARTMENT OF REHABILITATION COUNSELING AND DISABILITY STUDIES COURSE SYLLABUS

I. Descriptive Information

A. Course Number: REHB 302

B. Course Title: Field Experience

C. Catalog Description:

Closely supervised practical experience in a rehabilitation agency or related human service agency in which students actively participate in the delivery of services to various populations served by that agency. Students must complete a minimum of 100 clock hours at an agency to fulfill course requirements.

D. Instructor's Emphasis:

The field experience course is designed to provide you with practical experience in the delivery of human services consistent with the kinds of responsibilities assumed by individuals in the field of rehabilitation and other human service related professions. The following framework is used in structuring your placement experience. Field experience should consist of an orientation, a period of observation and a period of active participation in the delivery of services. The orientation should involve staff with typical responsibilities and activities and should not interfere with service delivery. The degree of participation in service delivery is determined by the match between the skills required and the skills that students possess. You should work under the close supervision of a staff person. The largest proportion of time should be spent in the delivery of services

E. Course Credit: 3 Hours

F. Prerequisites: Students enrolling in Field Experience 301 and 302 must have completed Pre-Field Experience (REHB 300), Introduction to Rehabilitation (REHB 340), Occupational Information and Job Placement (REHB 372), Physical and Psychological Aspects (REHB 390 & 391), and Principles of Counseling (REHB 481).

G. Intended Audience: Advanced Undergraduate majors in Rehabilitation and related fields.

H. Instructor: Ms. Phyllis Kelly-Gailes, M.A.

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Department of Rehabilitation and Disability Studies

Office Location: 230 Blanks Hall

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II. Specification of Course Goals and Objectives

A. Statement of General Goals:

1. To provide majors with practical experience in the delivery of human services, particularly services related to the student's major career aspirations.
2. To be able to identify agencies with which students may become employed.
3. To empower rehabilitation majors in making the transition from student to rehabilitation provider.
4. To Exemplify ethical and professional conduct at their field sites
5. To use effective communication skills with their clients.
6. To use community resources to address the client needs.

B. Student Learning Outcomes: Upon completion of this course, each student through the use of biweekly reports, oral presentations, two evaluation by the field site supervisor, cover letters, resumes, thank you notes and 100 hours of field work will:

1. Explain ethical and confidentiality issues related to field experience.
2. Execute the ability to adhere to professional standards of conduct.
3. Recall the role and functions of the agency and professional staff
4. Recognize the active role in the delivery of services.
5. Recognize and actively play an active role in the delivery of services
6. Produce agency reports for agencies of employment
7. Execute their roles as members of interdisciplinary teams
8. Generate intake and progress notes
9. Recall and appropriately accept and give feedback to assist in professional growth and development.
10. Generate reports based on their weekly client interactions
11. Recognize cultural differences among their clientele.
12. Generate labor market analyses.

C. Statement of course Content:

Conceptually the content of this course is designed to enlighten rehabilitation majors on the ethical aspects of persons with disabilities along with 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:

- A. Required: McClam, T., & Woodside, M. (2010). Initial Interviewing: What Students Want to Know?

Websites:

Rehabilitation Counseling Code of Ethics (www.crccertification.com/)

Job Accommodation Network (JAN), (www.jan.wve.edu)

Film:

Initial Interviewing: What Students Want to Know?

IV. Instructional Procedure

Instruction in this course consists of formal lectures, student-teacher discussion, student-student discussions, and student oral reports.

V. Course Requirement:

A. Academic Requirements:

Students are required to attend all classes, and turn in all paper work

B. Administrative Requirements:

Students are expected to attend all classes, complete 100 clock hours, turn in biweekly reports of their activities, learning agreement, do a oral presentation, ethical guidelines, three evaluations, resume. cover letter and thank you note. All assignments must be submitted no later than a given date set by the instructor.

C. Disability 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 (771-3950) and other recommended social service agencies, will make reasonable accommodations for the student.

D. Live Text:

Southern University and A&M College-Baton Rouge has entered into partnership with Live Text, Inc. to provide online academic resources for student collaboration and learning outcomes assessment. Therefore, all students enrolled in this course are required to purchase a subscription from Live Text, Inc. through the Southern University Bookstore. Live Text, Inc. provides students

with the electronic tools and services needed to serve them in their courses and in their career or academic pursuits beyond graduation.

Live Text is a dynamic tool that will enable you to:

- Create Electronic Portfolios for storing and displaying coursework for use anytime and anyplace;
- Share your résumés, professional portfolios and virtually any projects that can be photographed, video recorded, and uploaded to prospective employers and others who need or want to know about your accomplishments;
- Engage in discussion boards with other students, exchange feedback, and create study groups and other types of social networks.
- Complete assignments in key/required courses where Live Text has been embedded (without Live Text, you will not be able to complete these assignments).
- Create a complete record of your academic career that is malleable and easily accessible.
- Engage in developing a results driven culture of assessment at Southern University.
- Participate in a process that will allow for data-driven curricular improvements that foster improved student learning and performance.

VI. Evaluation:

- A. Eighty percent of your grade is based on the field site supervisor's evaluation of your performance.
- B. The other 20% of your grade is based on completing your reports every two weeks, meeting with the class at the scheduled times, oral presentation, cover letter, and submitting a "thank-you letter" to your field site supervisor.

VII. Grading Scale:

100 – 90 = A
89 – 80 = B
79 – 70 = C
69 – 60 = D
59 – 00 = F