

Southern University  
Department of Rehabilitation and Disability Services (DRDS)  
Rehabilitation Services  
**Undergraduate Course Syllabus**  
Spring/Fall, 2012

**I. Descriptive Information**

A. **Course Number:** REHB 340

B. **Course Title:** Introduction to Rehabilitation Services

C. **Catalog Description:**

This course provides a foundation for students of Rehabilitation by presenting an overview of the profession, history, theory, research, and applied foundations of rehabilitation counseling.

D. **Instructor's Emphasis:**

This course will address rehabilitation services in the broadest and most interactive sense possible within the span of a semester. Awareness, advocacy, creativity, critical thinking, projecting, synthesizing, communicating, developing, and evolving will be expected of each student.

E. **Course Credit:** 3 Hours **Class Time:** 12:30-1:50 TR

F. **Prerequisites:** None

G. **Intended Audience:** This course is intended for undergraduate students in rehabilitation. It is a suitable elective for any major including nursing, psychology, social work, biology, and business.

H. **Instructor**

1. **Name:** Carliss Y. Washington, Rh.D., CRC

2. **Office Location:** 214 Blanks Hall

3. **Office Hours:** 2-4p; 7p TR; 2-3 MW (and by Appt.)

4. **Office Phone Number:** 771-2370

5. **Email:** carlissw@cox.net

II. **Text:** Andrew, J. D., & Faubion, C.W. (Eds). (2008). *Rehabilitation Services: An Introduction for the Human Services Professional*. Linn Creek, MO: Aspen Professional Services

**III. DRDS Program Learning Outcomes**

Students who qualify for a Bachelor of Science degree in Rehabilitation Services from Southern University and A & M College will have attained:

1. The ability to communicate effectively through oral and written reports.
2. The ability to demonstrate a thorough knowledge of foundations of rehabilitation, counseling and career development theories, case management, assessment and evaluation, job placement and job development, and statistics and research methods by passing (with a 70% or better) departmental comprehensive examination.
3. The ability to identify, formulate, and solve rehabilitation problems using conventional and contemporary theories and principles infusing the application of available assistive technologies.
4. The ability to function in inter-disciplinary teams in a professional way while demonstrating ethical responsibilities.
5. The ability to engage in life-long learning and to develop an understanding of changing demography of people with disabilities and its impact of rehabilitation solutions in societal and global context with the knowledge of contemporary rehabilitation legislation and societal issues.

**IV. Course Objectives**

Orientation: Introduction to terminology, definitions, disability awareness

1. To introduce the student to the Rehabilitation Counseling profession
2. To describe the philosophical, historical, and legislative aspects of the Rehab profession
3. To establish an appreciation for the diversity in professional Rehabilitation and related service systems
4. To instill, promote and practice service delivery ethics, recognition of ethical issues and dilemmas, and ethical decision-making in rehabilitation practice
5. To provide insight into the psychosocial responses to having a disability.
6. To discuss an assortment of relevant rehabilitation topics.

## V. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1.
  - a. Speak and write using appropriate persons-first rehabilitation terminology
  - b. Write correct definitions of key rehabilitation terms (e.g., rehabilitation, disability, habilitation, handicap, quality of life, reasonable accommodations)
  - c. Distinguish among certification, licensure, and accreditation.
  - d. Identify movies, commercials, newspaper articles, casual conversations where insensitive or stereotypical portrayal of individuals with disabilities occurred.
  - e. Differentiate between statements using preferred person-centered language and language that should be avoided (handouts-in-class exercises and assignments).
  - f. Demonstrate awareness of and sensitivity to the benefits and respectfulness of individuals from diverse backgrounds (including individuals with disabilities) when speaking and writing.
  - g. Volunteer to participate in disability- and rehabilitation awareness activities sponsored by the Southern University Student Rehabilitation Association (SUSRA).
2.
  - a. Discuss mandates of rehabilitation-related legislation from 1920-1998.
  - b. Identify applications of the legislation in real-world events, activities, programs, and actions (all media are included).
  - c. Select reasonable accommodations for individuals with disabilities in case studies.
3.
  - a. Compare the similarities of the civil rights movement and the disability rights movement.
  - b. Identify myths and stereotypes associated with various elements of diversity (e.g., race, ethnicity, gender, age, geographic affiliation, sexual orientation, etc).
  - c. State/write eligibility criteria for VR services.
  - d. Apply to scenarios, each of the 17 even-numbered (00-32) status codes used in the public VR system's service delivery process (Scenarios in handouts; examples in class).
4.
  - a. Give examples of the 5 ethical principles that guide rehabilitation practice.
  - b. Distinguish between ethical issues and ethical dilemmas.
  - c. Resolve ethical dilemmas using the ethical decision-making model given in class.
  - d. Adhere to the rehabilitation counselor Code of Ethics ([www.crc certification.com](http://www.crc certification.com))
  - e. Identify violations of ethical principles in rehabilitation practice by stating the principle violated; and suggest correct actions and/or identify sanctions.
  - f. Volunteer (interact) with individuals with disabilities who either are affiliated with a rehab agency or who used to be (no longer is) affiliated. Write paper and discuss in class.
5.
  - a. Describe/give examples of phases of adjustment to having acquired a disability.
  - b. Adopt a disability for 24 hours and write about the psychosocial and physical aspects of the simulation.
  - c. Participate in SUSRA campus and community service activities.
  - d. Give examples of negative societal attitudes toward individuals with disabilities and note the hierarchy of "acceptance".
  - e. Invite a person with a disability as a special guest in your newsletter (Kudos if they want to be a guest speaker).
6.
  - a. Select a current event and propose the role or potential role of rehabilitation in that event, activity, or issue.[See rehab in EVERYTHING].
  - b. Submit written report (position paper) on same.
  - c. Join LACAN, volunteer with LCHE, and similar community level groups and participate (Spring semester) in the Legislative Rally at the Capital; write to legislature supporting bills and advocating for bills that will increase QOL(quality of life) of individuals with disabilities
  - d. Join professional rehabilitation and related organizations like NRA, NCRE. NRCA, ACA, ARCA. [Student rates are an affordable investment in YOU].

VI.	<b>Instructional Procedures:</b>	
	Lecture	30%
	Discussions	40%
	Exercises*	30%

VII. **Course Requirements:**

**A. Academic Requirements:**

1. Students are expected to participate in class discussions activities and Issues related to that class session's topic.
2. Students are expected to take tests or quizzes as scheduled.  
No Make-ups without valid justification. Assignments are due on designated date.
3. Electronic devices will be turned off and put away during class.

**B. Administrative Requirements:**

1. Attendance per University requirements.
2. Acceptance of late assignments will not be encouraged or supported except in rare instances where strongly justified and with final permission at the discretion of the professor.

VIII. **Guideline for Evaluation Procedure**

Exams	400 pts (4 @ 100 pts. ea)
Awareness Exercises	100 pts (10 @ 10 pts. ea)
Simulation	100 pts.
Midterm	100 pts.
Final Examination	100 pts.
Other experiential Exercises	10pts each-as warranted

IX. **Grading** (based on total possible points)

90 -100%	= A
80 - 89%	= B
70 - 79%	= C
60 - 69%	= D

X . **Accommodations Statement:**

If you need academic accommodations please identify those needs. It is the responsibility of the student to seek available assistance at the University and to request reasonable accommodations.

It is University policy to provide, on a flexible and individualized basis, reasonable

accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact the instructor to discuss their individual needs for accommodations. Check with Mrs. Hebert in the Office for Student Services – Blanks Hall 2<sup>nd</sup> Floor (Office 246) for verification of need for accommodations to receive those accommodations in class-related matters. Phone 771-3946, Fax 771-3949, and Email: [patricia\\_hebert@subr.edu](mailto:patricia_hebert@subr.edu).

#### **XI. LiveText Subscription**

Southern University and A&M College-Baton Rouge has entered into partnership with LiveText, 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 LiveText, Inc. through the Southern University Bookstore. LiveText, 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.

#### **LiveText 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 LiveText has been embedded (without LiveText, 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.

#### **XII. Intro to Rehab Course Guide**

**Tentative SCHEDULE OF ACTIVITIES\*** -Subject to modification as needed, by Professor

--	Tuesday		Thursday
Session 1	Orientation, Assignment (Email, SCF, activity or assignment) 8/23	Session 2	Definitions 8/25
3	MEDIA WATCH (On-going) Field of Rehab, 8/30; Chapter 3 Status codes/Public Sector (State-Federal) Vocational Rehab	4	Intro to Rehab- the Field-Ch 3 Exercise (Language Rules) 9/1 Safe Labor Day Weekend
5	Exam 9/6 On Handouts, lecs, and chapter3	6	Exam Review-History of Tx of People with Disabilities (Tx=Treatment) or Status Codes ), Language Review 9/8 Yippee!!
7	Discussion , Professionalism-Rehab Settings, Legislation 1918-2008 9/13 ( <i>SU CAREER FAIR 9/14</i> )	8	Professionalism (General) 9/15 Legislative History
9	Legislative History <b>University-mandated Quarter Exam 9/20</b>	10	<b>Quarter Grades Due</b> (SEPT 23) Exam Review and ADA & ADAAA Discussion
11	ADA 9/27	12	9/29 ADA & ADAAA
13	<b>10/4 Midterm Exam</b>	14	10/6 Obit Assignment
15	10/11 Ethics	16	FALL BREAK 10/13
17	Obituary due-Discussion Ethics and Diversity Exercise/Lec 10/18 <b>Code of Ethics</b>	18	Ethics and Diversity <b>Discussion of Diversity Exercise</b> 10/14
19	10/25 Ethics Exam Discussion of disability simulation	20	Go TO the PepRally10/27 ;
21	Oct 31/11-Comp Exam 11/1 Discussion of Assignment— Awareness	22	<b>11/3 Counseling/Comm Resources</b>
23	11/8 (TBA) Voc Eval Comp Retake 11/8	24	Research in Rehab 11/10
25	Exam 11/15	26	Exam Review Newsletter assignment
27	<b>Assignment due 11/22</b> <b>Review Total points to date</b>	28	Thanksgiving 11/24 Bayou Classic 11/26 Go Jags
29	<b>11/29 LDOC –Last Day of Class</b>		12/1 Concentrated Study Period – No class but you can pick up your grade sheets
	Finals Dec 5-9 Final Dec 7 at 8am		<b>Final Grades Posted</b>

In class exercises are 10 pts each—no makeup