

Southern University
Dept of Rehabilitation & Disability Studies (DRDS)
Graduate Course Syllabus
Fall, 2009

I. Descriptive Information

A. **Course Number:** REHB 501

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

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 counseling 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:** 4:00-6:50 R

F. **Prerequisites:** None

G. **Intended Audience:** This course is intended for graduate students in rehabilitation as well as nursing, mental health, social work, and related areas.

H. **Instructor**

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

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

3. **Office Hours:** MF 2-3:30; TR 7p-8p; other times by appointment

4. **Office Phone Number:** 771-2667 x204

5. **Email:** carlissw@cox.net; carliss_washington@subr.edu

II. Course Goals, Objectives, and Content

A. **Course Goals:** To interactively and effectively introduce students to the field of rehabilitation.

B. **Course Objectives** (Chapter): Upon successful completion of this course, students will be able to:

1. Discuss the Rehabilitation Counseling profession accurately and comprehensively (1).
2. Describe the philosophical, historical, and legislative aspects of the Rehabilitation profession (2).
3. To establish an appreciation for the diversity in professional practice in rehabilitation and related service systems (3).
4. To instill, promote and practice service delivery ethics, recognition of ethical issues and dilemmas, and ethical decision-making in rehabilitation practice (4).
5. To provide insight into the psychosocial responses to having a disability (7). [begin reading on p. 195]
6. To familiarize the student with approaches to vocational behavior and career development of persons with disabilities (8).
7. To explore strategies for and barriers to employment of individuals with disabilities (9).
8. To describe essential principles, methods, and strategies of assessment of individuals with disabilities in VR settings (10).
9. To describe basic research methods and terminology (11).
10. To discuss an array of relevant rehabilitation topics (12).

C. Student Learning Outcomes (SLO):

See end of syllabus

III. Readings

Required: Parker, R.M., Szymanski, E.M., Patterson, J.B. (2005).

Rehabilitation Counseling: Basics and Beyond. Austin, TX: PRO-ED

Text: Rehabilitation Counseling: Basics and Beyond (2005). Parker, Szymanski, & Patterson. Pro-Ed.

IV. Tentative Course Schedule Fall 2009

Session 1 Chapter 1: Rehab Counseling: The Profession

Sessions 2-3 Chapter 2: Philosophical, Historical, and Legislative Aspects of the Rehabilitation Counseling Profession

Session 4 Exam

Sessions 5-6 Chapter 3: Professional Practice in Rehabilitation Service Delivery Systems and Related System Resources

Sessions 7-9 Chapter 4: Ethics and Ethical Decision Making in Rehabilitation Counseling

Session 10 Exam

Chapter 5: Rehab Counseling Theories (Chaps. 5 & 6 Covered in REHB 510)*

*Chapter 6: Rehabilitation Counseling Practice: Considerations and Interventions**

Session 11 Chapter 7: Psychosocial Impact of Disability (pp. 195-224) (REHB580-581)

*Chapter 8: An Ecological Approach to Vocational Behavior and Career**

Development of People with Disabilities (Covered in REHB 570)

Session 12 Chapter 9: People with Disabilities in the Workplace

*Chapter 10: Psychological Assessment in Rehabilitation (REHB 564)**

Session 13 Chapter 11: Research in Rehabilitation Counseling (REHB 565)

Chapter 12: Technology in Rehabilitation Counseling (Covered in REHB 575)*

*Session 14 Chapter 13: Beyond the Basics: Sociological Context of Rehabilitation**

Session 15 Exam; Review for Final

(No Class Oct 22 – Fall Break nor Nov 26 - Thanksgiving)

**These chapters will not be assigned readings, per se, in this class but some information from the chapters inevitably will be discussed within the assigned chapters. [Subject to change, depending on needs of students in the class].*

V. Instructional Procedures

Lecture 30%

Discussions 40%

Exercises* 30%

The course will include exercises; most of which will not be listed here to maintain the “purity” of the exercise. (e.g., a surprise party loses its effectiveness if the honoree is told that a such a party is being given for him/her).

VI. Course Requirements

A. Academic Requirements:

1. Graduate Students are expected to participate in class discussions and issues related to that class session's lecture or report.

2. Graduate Students are expected to take tests or quizzes as scheduled. No Make-ups.

B. Administrative Requirements:

1. Attendance per University requirements.
2. Acceptance of late assignments ended at the undergraduate level.

VII. **Course Study Guide** To be emailed

VIII. **Guideline for Evaluation Procedure**

3 Examinations	300 points @ 100pts. ea
5 Personal Awareness Exercises	100 points @ 20pts. ea
1 Newsletter	100 points
Final Examination	100 points

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

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

X. **Accommodations**

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. Students with disabilities are encouraged to contact the instructor to discuss their individual needs for accommodations at the beginning of the course..

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. Check with Mrs. Hebert in the Office for Student Services – Blanks Hall 2nd Floor for verification of need for accommodations to receive those accommodations in class-related matters.

Assignments and Examinations:

Assignments will be accepted on or before the due dates. Examinations will be taken on announced date. No exceptions.

Email address: Please obtain/create a professional email address with your real name or some variation thereof.

Note: As graduate students, please appreciate the high value and expectation we place on attendance, integrity, and other elements of professionalism. Academic dishonesty will be penalized severely (e.g., expulsion from the program), attendance will be noted and reported to the Chair, and the professor may elect to conduct and discuss with the graduate faculty an evaluation of an individual's appropriateness to remain in the program.

Introduction to Rehabilitation – Graduate Course

Student Learning Outcomes:

Students will:

1. develop a professional identity in the field of rehabilitation counseling including knowledge of the history, philosophy, and laws of the field; an understanding and integration of the ethical standards for practice in the field;
2. demonstrate an understanding of the social and cultural diversity issues in the field of rehabilitation counseling including psychosocial, cultural, racial, gender, sexual orientation, and disability differences; sensitivity to social and cultural issues; and application of strategies for intervention, self-awareness, and self-development based on psychological and social theory.
3. assess continuously, self-awareness and attitudinal aspects of rehabilitation counseling;
4. educate the public and consumers regarding the rights of people with disabilities under federal and state laws (1920-present);
5. describe, in general, the organizational structure of the rehabilitation, education, and healthcare systems, including public, private-for-profit, and not-for-profit service settings;
6. identify the social, economic, and environmental forces that may present barriers to a consumer's rehabilitation;
7. develop strategies for self-awareness and self-development that will support sensitivity to diversity issues;
8. articulate current demographic characteristics and trends as well as their impact on rehabilitation service policy;
9. participate (voluntarily) in disability - and rehabilitation awareness activities sponsored by the Southern University Student Rehabilitation Association (SUSRA).
10. identify movies, commercials, newspaper articles, and discourses where insensitive or stereotypical portrayal of individuals with disabilities occurred.
11. give examples of applications of the rehab-related legislation in real-world events, activities, programs, and actions.
12. state the similarities between the civil rights movement and the disability rights movement.
13. distinguish between ethical issues and ethical dilemmas.
14. adopt a disability for 24 hours and discuss the psychosocial, physical, and controversial aspects of the simulation.
15. distinguish among the 5 ethical principles (autonomy, beneficence, nonmaleficence, fidelity, and justice) that guide rehabilitation practice.
16. resolve ethical dilemmas using the ethical dilemma resolution model;
17. address rehabilitation counseling from a legal and ethical manner, adhering to the Code of Professional Ethics and Scope of Practice for the profession;
18. explain differences among certification, licensure, and accreditation;
19. discuss the history of rehabilitation counseling as a field legislated into existence;
20. speak and write using appropriate and accepted rehab terminology;
21. define accurately and give examples of rehabilitation, disability, handicap, habilitation;
22. State the recent changes made to the Americans with Disabilities Act in an effort to assist more individuals with disabilities become eligible for assistance;
23. state the mandates of Sections 501-504 of the 1973 Rehabilitation Act;
24. express a sensitivity to abuses (by non-disabled individuals) of environmental accommodations for individuals with disabilities (e.g., borrowing someone's accessible parking placard);
25. advocate for and challenge stereotypes of individuals with disabilities.

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.