

Southern University and A & M College
College of Nursing and Allied Health
Department of Rehabilitation and Disability Studies
Clinical Rehabilitation Counseling Program (CRCP)

I. Description Information

- a. **Course Number:** REHB 501
- b. **Course Title:** Introduction to Rehabilitation
- c. **Credit Hours:** 3.0
- d. **CIP CODE:** 512310
- e. **Intended Audience:** This course is intended for Master's level candidates in the Clinical Rehabilitation Counseling and other human services fields whom have been approved for this course by their respective advisors.
- f. **Method of Delivery:** This course will be delivered face-to-face for students in Baton Rouge and simultaneously for students living elsewhere online via Zoom. The method of delivery will employ a variety of methods of instruction including lecture, class discussion, small group interaction, role play and learning experiences.

II. Catalog Description:

This course provides an overview of the field of rehabilitation counseling. It covers rehabilitation policies and ethics in an historic framework. In this course, students study the process of rehabilitation counseling from referral and evaluation, through job training **and placement – including telecommuting.**

III. CACREP Content Areas:

The Graduate Program in Clinical Rehabilitation Counseling adheres to standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Introduction to Rehabilitation is a required Course.

Throughout this syllabus, this course addresses professional counseling requirements for CACREP Standards Section 2.F and 5.D Clinical Rehabilitation:

Section 2: Professional Counseling Identity – F. Counseling Curriculum

2.1. Professional Counseling Orientation and Ethical Practice

- a. history and philosophy of the counseling profession and its specialty areas
- b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation

c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams

d. the role and process of the professional counselor advocating on behalf of the profession

2.2 Social and Cultural Diversity

a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally

b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy

c. multicultural counseling competencies

d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others

2.3 Human Growth and Development

a. theories of individual and family development across the lifespan

b. theories of learning

c. theories of normal and abnormal personality development

d. theories and etiology of addictions and addictive behaviors

e. biological, neurological, and physiological factors that affect human development, functioning, and behavior

Section 5: D. Clinical Rehabilitation Counseling

1. Foundations

a. history and development of rehabilitation counseling

b. theories and models related to rehabilitation counseling

c. social science theory that addresses psychosocial aspects of disability

d. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

2. Contextual Dimensions

a. roles and settings of rehabilitation counselors

b. relationships between clinical rehabilitation counselors and medical and allied health professionals, including interdisciplinary treatment teams

- c. rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs
- d. rehabilitation counseling services within the continuum of care, such as inpatient, outpatient, partial hospitalization and aftercare, and the rehabilitation counseling services networks
- e. operation of an emergency management system within rehabilitation agencies and in the community in relation to accommodating individuals with disabilities
- n. transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities
- o. role of family, social networks, and community in the provision of services for and treatment of people with disabilities
- p. environmental, attitudinal, and individual barriers for people with disabilities
- s. cultural factors relevant to rehabilitation counseling
- t. professional issues that affect rehabilitation counselors, including independent provider status, expert witness status, forensic rehabilitation, and access to and practice privileges within managed care systems
- u. record keeping, third party reimbursement, and other practice and management issues in rehabilitation counseling
- v. professional organizations, preparation standards, and credentials relevant to the practice of clinical rehabilitation counseling
- w. legal and ethical considerations specific to clinical rehabilitation counseling

3. Practice

- a. diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs
- b. career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening
- c. strategies to advocate for persons with disabilities
- d. strategies for interfacing with medical and allied health professionals, including interdisciplinary treatment teams

- e. strategies to consult with and educate employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodation

**IV. Student Learning Outcomes:
CACREP Knowledge and Skill Outcomes:**

- 1.a. Demonstrate knowledge of history and development of rehabilitation counseling by class participation, discussion board participation, and earning a score of 80% on quizzes and exams.
- 1.b. Demonstrate knowledge of theories and models related to rehabilitation counseling by class participation, discussion board participation, and earning a score of 80% on quizzes and exams.
- 1.c. Demonstrate knowledge of social science theory that addresses psychosocial aspects of disability by class participation, discussion board participation, and earning a score of 80% on quizzes and exams.
- 1.d. Demonstrate knowledge of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning by class participation, discussion board participation, and earning a score of 80% on quizzes and exams.
- 5D.2.a. Demonstrate knowledge of roles and settings of rehabilitation counselors by class participation, discussion board participation, and earning a score of 80% on quizzes and exams.
- 5D.2.b. Demonstrate knowledge of relationships between clinical rehabilitation counselors and medical and allied health professionals, including interdisciplinary treatment teams by class participation, discussion board participation, and earning a score of 80% on quizzes and exams.
- 5D.2.c. Demonstrate knowledge of rehabilitation service delivery systems, including housing, independent living, case management, public benefits programs, educational programs, and public/proprietary vocational rehabilitation programs by class participation, discussion board participation, and earning a score of 80% on quizzes and exams.
- 5D.2.d. Demonstrate knowledge of rehabilitation counseling services within the continuum of care, such as inpatient, outpatient, partial hospitalization and aftercare, and the rehabilitation counseling services networks by class participation, discussion board participation, and earning a score of 80% on quizzes and exams.
- 5D.2.e. Demonstrate knowledge of operation of an emergency management system within rehabilitation agencies and in the community in relation to accommodating individuals with disabilities by class participation, discussion board participation, and earning a score of 80% on quizzes and exams.
- 5D.2.n. Demonstrate knowledge of transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities by class participation, discussion board participation, and earning a score of 80% on quizzes and exams.
- 5D.2.o. Demonstrate knowledge of role of family, social networks, and community in the provision of services for and treatment of people with disabilities by class participation, discussion board participation, and earning a score of 80% on quizzes and exams.
- 5D.2.p. Demonstrate knowledge of environmental, attitudinal, and individual barriers for people with disabilities by class participation, discussion board participation, and earning a score of 80% on quizzes and exams.
- 5D.2.s. Demonstrate knowledge of cultural factors relevant to rehabilitation counseling by class participation, discussion board participation, and earning a score of 80% on quizzes and exams.

5D.2.t. Demonstrate knowledge of professional issues that affect rehabilitation counselors, including independent provider status, expert witness status, forensic rehabilitation, and access to and practice privileges within managed care systems by class participation, discussion board participation, and earning a score of 80% on quizzes and exams.

5D.2.u. Demonstrate knowledge of record keeping, third party reimbursement, and other practice and management issues in rehabilitation counseling by class participation, discussion board participation, and earning a score of 80% on quizzes and exams.

5D.2.v. Demonstrate knowledge of professional organizations, preparation standards, and credentials relevant to the practice of clinical rehabilitation counseling by class participation, discussion board participation, and earning a score of 80% on quizzes and exams.

5D.2.w. Demonstrate knowledge of legal and ethical considerations specific to clinical rehabilitation counseling by class participation, discussion board participation, and earning a score of 80% on quizzes and exams.

5D.3.a. Demonstrate knowledge of diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs by class participation, discussion board participation, and earning a score of 80% on quizzes and exams.

5D.3.b. Demonstrate knowledge of career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening by class participation, discussion board participation, and earning a score of 80% on quizzes and exams.

5D.3.c. Demonstrate knowledge of strategies to advocate for persons with disabilities by class participation, discussion board participation, and earning a score of 80% on quizzes and exams.

5D.3.d. Demonstrate knowledge of strategies for interfacing with medical and allied health professionals, including interdisciplinary treatment teams by class participation, discussion board participation, and earning a score of 80% on quizzes and exams.

5D.3.e. Demonstrate knowledge of strategies to consult with and educate employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodation by class participation, discussion board participation, and earning a score of 80% on quizzes and exams.

Students will also complete journal article reviews and presentation. Subject matter covered will be selected by student. Student will need to demonstrate knowledge and skills by a score of 80%.

V. Required Texts and or Readings

Tarvydas, V. & Hartley, M. Eds. (2018). *The Professional Practice of Rehabilitation Counseling*. 2nd Edition. New York: Springer Pub.

https://www.crc certification.com/filebin/pdf/CRCC_COE_1-1-10_Rev12-09.pdf

Students will be provided current articles related to the course.

CACREP Faculty: Clarence D. Merckerson, PhD, CRC, LPC-S
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Department URL: <http://www.subr.edu/rehabilitation>
Class: Thursday 5:00 PM – 7:50 PM
Zoom Meeting ID: 574219524

VI. Method of Instruction:

This course will be delivered face-to-face for students in Baton Rouge and simultaneously for students living elsewhere online via Zoom. The method of delivery will employ a variety of methods of instruction including lecture, class discussion, small group interaction, role play and learning experiences.

VII. Student Performance Evaluation Criteria

1. **Class Participation**: Requires active involvement of all students in the class discussion sessions. See Review of Course Assignments for details. (Total **50 points**.)
2. **Literature Review and Presentation on professional literature**: The Literature Review assignment should be 6 - 7 pages in length (plus cover page and reference page), comply with APA format, and integrate information from journal articles, all of which address a specific and similar topic related to the course content. The articles used for the assignment MUST be published between 2011 and 2018. Topics must be unique for each student and approved by the Instructor. (CACREP standards 5D.1.a, 5D.2.a, 5D. 2.c, 5D.2.d) – **100pts**.
 - **Part 2** of this assignment is a 10-15 minutes class presentation on the topic covered in the paper. EVERYONE must be prepared to present on November 8 (**100pts**).
3. **Class Assignments**: These can take various forms, Quizzes, In-class discussions, and/or Discussion Board Sessions on Moodle. (In order to expand the interaction among class members, topics may be posted to the Moodle course website for discussion.) These activities go beyond scheduled reading assignments. (CACREP standards 5D.3.a-e) - **100pts**.)
4. **Exams** will be scheduled during the course to emphasize material covered in the textbook and class activities. Exams may be given in class or online. All students will be scheduled to take the Exams in the same timeframe. (CACREP standards 5D.3.a) -**100pts**
5. **Media Assignment**: Watch a disability-related film and write a 2 page critique of the disability-related issues discussed in the film and how the film addresses the issue(s). More detail will be provided. (CACREP standards 5D.2.a, 5D.2.c, 5D.2.n) - **100pts**

Professional demeanor: All students must abide by the Professional Code of Conduct of the Commission on Rehabilitation Counselor Certification (CRCC) in class and during off-campus assignments.

Method of Evaluation/Grading

Please note that each of these measurements are stated in the CACREP Knowledge and Skills requirements section of this syllabus.

Grading Scale:

A	90-100%	495 – 550
B	80-89%	440 – 494
C	70-79%	385 – 439
D	60-69%	330 – 384
F	0-59%	329 – below

Livertext 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:

- i. Create Electronic Portfolios for storing and displaying coursework for use anytime and anyplace;
- ii. 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;
- iii. Engage in discussion boards with other students, exchange feedback, and create study groups and other types of social networks.
- iv. Complete assignments in key/required courses where LiveText has been embedded (without LiveText, you will not be able to complete these assignments).
- v. Create a complete record of your academic career that is malleable and easily accessible.
- vi. Engage in developing a results driven culture of assessment at Southern University.
- vii. Participate in a process that will allow for data-driven curricular improvements that foster improved student learning and performance.

VIII. Disability Accommodations Policies and Procedures

Students with disabilities should make their needs for accommodations known to the Instructor during the first week of class. The instructor and the University's Office of Students with Disabilities will work together to make reasonable accommodations for the student. Email Address: patricia_hebert@subr.edu

Changes to the course syllabus may occur at any time and will be deemed effective when the Syllabus is posted to the Moodle course website and/or announced to the class.

IX. CLASS SCHEDULE (Weekly course content meets CACREP requirements)

- Class 1
8/23/18 Professional Identity. Rehabilitation Counseling: A Specialty Practice of the Counseling Profession. Ref. Docs: Chapter 1 PPT; Apndx A & B. Each student will search the Web for descriptions of the role and function of rehabilitation counseling. Strategies for web searches might include: “What is rehabilitation counseling,” “Curriculum content for graduate studies in rehabilitation counseling” “Professional practice of rehabilitation counselors.” Students should also search for descriptions of the role and function for School Counseling, Community Counseling and Mental Health Counseling. See description of Assignment due for Class 2, Aug 31st. (CACREP: 1.a; 1.b; 2.a; 2.b; 2.d; 5D.1.d, 5D.2.a; 5D.2.b; 5D.2.d; 5D.2.n)
- Class 2
8/30 Assignment: Each student should search the web for descriptions of the role and function of rehabilitation counselors. Web Searches strategies might include, “What is rehabilitation counseling.”
Topic 1: What did you learn about rehabilitation counseling? Each student will share these references in the class discussion for class participation points.
Topic 2: Each student will share information they obtained about school counseling, community counseling and mental health counseling. How are these counseling areas similar to and different than rehabilitation counseling?
(CACREP: 5D.1.a; 5D.1.b; 5D1.d; 5D.2a; 5D.2.b; 5D.2.d; 5D.2.n; 5D.2.v)
- Class 3
9/6 Rehabilitation Counseling Foundations
Reading Assignment: Chapters 2 – 4. Questions on the readings will be asked in class for class participation points.
Topic 1: Trace the History and Evolution of Rehabilitation Counseling as a Specialty Practice. What events have specifically shaped the development and

expansion of rehabilitation counseling, particularly in **being more accepting of self-employment?**

Topic 2: Introduction to the requirements for the Journal Article paper.

(CACREP: 5D.1.a; 5D.1.b; 5D1.d; 5D.2a; 5D.2.d; 5D.2.n; 5D.2.v; 5D.3.d)

Class 4
9/13 Models and Concepts of Disability; Disability Policy and the Law, Disability Rights; Independent Living Movement.

Reading Assignment: Chapter 5, 6 & 9. (CACREP: 5D.1.a; 5D.1.b; 5D.2.d; 5D.2.w; 5D.3.c; 5D.3.e)

Class 5
9/20 Medical and Social Dynamics of Disability: health and wellness, family dynamics, and international perspectives.

Persons with Disability. Chapters 7, 8 & 10. (CACREP: 5D.1.a; 5D.1.b; 5D.1.c; 5D.2.u; 5D3.c)

Class 6
9/27 Disability Rights and international perspectives – Ch 9 & 10
(CACREP: 5D.1.a; 5D.1.b; 5D.2.o; 5D.2.p; 5D.3.c)

Class 7
10/11 **Examination I (Covers Chapters 1 – 10)** (CACREP: 5D.1.a; 5D.1.b; 5D.2.c; 5D.2.s; 5D.3.a)

Class 8
10/18 **OPTIONAL Final Approval of Articles for Literature Review**
Misc. Topics: Forensic Services & Assistive Technology (Ch 16 & 21)
(CACREP: 5D.1.a; 5D.1.b; 5D.2.c; 5D.2.p; 5D.2.t; 5D.3.a)

Class 9
10/25 Elements of Rehabilitation Counseling: Assessment, Counseling Case Management, and Career Development.
Reading Assignment: Chapters 11, 12, 13 & 15. (CACREP: 1.a; 1.b; 1.c; 5D.1.a; 5D.1.b; 5D.2.c; 5D.2.b; 5D.2.d; 5D.2.n; 5D.2.u; 5D.3.a; 5D.3b; 5D.3.e)

Class 10
11/1 **Media Assignment DUE**
Professional Practice, Self-Employment, Advocacy and Ethics including Independent Living.

Reading Assignment: Chapters 14, 17, and CRCC Code of Ethics. (CACREP: 5D.1.a; 5D.1.b; 5D.2.c; 5D.2.p; 5D.2.s; 5D.2.w; 5D.3.e)

Class 11 Literature Review Presentation DUE

11/8 Cultural Competency, Social Justice and Evidence Based Practice.

Reading Assignment: Chapters 18 & 19. (CACREP: 5D.1.a; 5D.1.b; 5D.2.c; 5D.2.s)

Class 12 Literature Review Presentation DUE

11/15 Lecture on Clinical Supervision, Chapter 22 (CACREP: 5D.1.a; 5D.1.b; 5D.2.c; 5D.2.s)

***11/25 Literature Review Paper Due: November 25** (CACREP: 5D.1.a, 5D.2.a, 5D.2.c, 5D.2.d)

Class 13 Examination II. (Covers Chapters 11, 12, 13, 14, 15, 17, 18 & 19).

11/29 (CACREP: 5D.2.a, 5D.2.c, 5D.2.n)