RHB 405: Introduction to Rehabilitation Counseling
Fall 2010
Meets T-Th from 9:30-10:45 in HSTC 317

Instructor: Alan Larson, Ph.D., CRC
Office: Human Services Building, Room 211
Office Hrs: M: 10-12, 1-2
T: 11-12
W: 10-12, 1-2
Th: 3-4
F: 10-12
Or by appointment
Phone: (936) 468-1150
Email: larsona1@sfasu.edu

Course Description: This course is designed to give how-to-do-it information to rehabilitation students regarding the rehabilitation process. This process includes assessment and counseling of persons with disabilities, selective use of community resources, and assistance in getting consumers of rehabilitation services established in a job or in community living--all with the assistance of the rehabilitation counselor.

Learning Objectives:

1. To be able to identify the significant contributions of the major pieces of rehabilitation legislation since 1920.
2. To have a working knowledge of the rehabilitation process and of how clients are moved through the system.
3. To know the major components of the rehabilitation philosophy.
4. To have an understanding of the principles involved in job development and supported employment of people with disabilities.

SACS Learning Outcomes
1. Students will be able to conduct a vocational assessment, administer vocational tests, and communicate results of their findings (as these apply to an IPE).
2. Students will be able to know and communicate the major types, purposes, and operations of the myriad of human service agencies serving individuals with vocational limitations.

Course Readings:

Various Web link readings as assigned and available through Blackboard
**Grading Criteria:**

**Exams (400 points)**
- There will be six quizzes, each worth 50 points (6 x 30 = 300)
- There will be one take-home ethics exam worth 100 points

**Assignments (400 points)**
- An accessibility survey (100 points): You will survey one campus building and one off-campus building. This assignment includes a report (2-3 pages typed, double-spaced, on your experiences and feelings while doing the survey. DO NOT summarize your survey!
- Practicing the rehabilitation process (300 points): You will simulate the rehabilitation process with a person that has a disability by performing an intake, a current assessment of the person’s strengths and areas needing improvement, any further formal assessments that you recommend, and potential rehabilitation plan. The format for all of this will be provided in class.

**Tips for papers**
- Spelling, grammar, punctuation, and composition count in your grade
- Use spell check!!
- Edit your paper!! This does not mean just using spell check, but actually reading and revising your paper **multiple** times so that it looks and sounds good
- **DO NOT** turn in your paper with anything more than a paper clip or staple holding it together (NO binders, folders, or other fancy device of any kind!!)
- **This is a Wikipedia-free zone!!!** Wikipedia is NOT an allowable reference in your paper. If you do use it, deductions will be made.

**Class Participation (100 points) includes:**
- Attendance: Being in class
- Promptness: Being on time to class
- Activity Do’s:
  - Speaking up in class with questions
  - Demonstrating knowledge of material in response to questions
  - Participating appropriately in class discussion or other activities
- Activity Don’ts:
  - Not speaking up at all in class, ever
  - Not dominating class discussions or other activities
  - Not having side conversations during class
  - Not texting
RHB 405 Course Grade Points Criteria:
900 - 810 = A
809 - 720 = B
719 - 630 = C
629 - 540 = D
Below 539 = F

Course Outline/Calendar
8/31: Introductions and Overview of the Rehabilitation Process

Rehabilitation in Context
9/2      A Brief History of Disability       A&F 16
9/7      Introduction to Rehabilitation as Profession A&F 9
9/9      Concepts, Models, and Paradigms        Models web link
9/14     Rehabilitation Philosophy            A&F 2
9/16     Quiz #1 on Rehabilitation Context
         9/21

Rehabilitation Legislation
9/21     Rehabilitation Legislation            A&F 1
9/23     Quiz #2 on Rehabilitation Legislation

Rehabilitation Fundamentals
9/28     Disability Policy, the ADA, and the ADAAA ADA web links (2)
9/30     Guest Speaker from DARS
10/5     Empowerment & Advocacy                Advocacy web links (2)
10/7     Independent Living (in Texas)         A&F 17
10/12    Quiz (#3) on Rehab Fundamentals

Rehabilitation Outcomes
10/26    Career Development for PWD            Review Guideposts
10/28    IPE: Recipe                          IPE web link
11/2     Job Placement                         Articles (3) web link
11/4     Supported Employment                 A&F 12
11/9     The Social Security Maze             A&F 15
The Case Management Maze

11/16 Quiz (#5) on Rehabilitation Outcomes

The Rehabilitation Profession

11/18 Diversity

11/23 Ethics (Take-home exam due 11/30)

11/25 Be Thankful No School Today

11/30 Reasonable Accommodation

12/2 The State-Federal Rehabilitation System – TX DARS

12/7 Careers in Rehabilitation

12/9 Quiz (#6) on Rehabilitation Profession

Potential for Course Changes
All of the above is subject to change depending on course needs and circumstances. Should any changes be necessary, students will be informed in writing as promptly as possible.

Course Evaluation:
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

Policies:

Academic Integrity: It is the responsibility of the student to abstain from cheating. Dishonesty of any kind with respect to examinations, written assignments [completed] in or out of class, alteration of records, or illegal possession of current examinations or keys to examinations shall be considered cheating... Courtesy and honesty require that any ideas or materials borrowed from another must be fully acknowledged. Offering the work of another as one’s own is plagiarism. The subject matter of ideas thus taken
from another may range from a few sentences or paragraphs to entire articles copied from books, periodicals, or the writing of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment is also considered plagiarism. Any student who fails to give credit for ideas or materials taken from another is guilty of plagiarism.

It is the policy of Stephen F. Austin State University that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

**Students with Disabilities**: In accordance with University policy, students with disabilities who need accommodations are expected to initiate a meeting with the professor immediately upon registering with Disability Services to discuss how accommodations included on the Special Accommodation Request form will be provided. Students with disabilities who may have special needs and have not requested support services should seek assistance through Disability Services.

To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468-3004/ (936) 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided.

**Academic Honesty** - It is the policy of Stephen F. Austin State University that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. (see **Academic Integrity A – 9.1**). This includes plagiarism.

Plagiarism is defined as using the ideas or words of another individual without giving proper credit. It is an extremely serious offense with severe consequences including failure to receive credit for the assignment, removal from the class, and/or removal from the university. Most students who plagiarize do so unintentionally. However, that does not lessen the consequences. The following websites have excellent information regarding plagiarism and proper citation methods. I strongly recommend that you review this information.

http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml#original

http://www.msresource.com/format.html
Any assignment that contains plagiarism will receive ZERO credit and no additional opportunity will be given to recover the lost points.

Acceptable Student Behavior: Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Electronic Devices – Out of respect for the learning environment, please turn off all electronic devices prior to entering the classroom. This does not mean place them on vibrate. Students should also refrain from sending or receiving text messages during class.