RHAB 4305-500
Rehabilitation Process and Practice
Spring 2024

Instructor: Hannah Cobb MA CRC
Office: n/a (not on campus)
Office phone: n/a (not on campus)

Course Time & Location: Online Course
Office Hours: Email me
Email: Hannah.Cobb@sfasu.edu

Prerequisites: RHB 2320 & RHB 3383

I. Course Description: The study of the historical content, philosophical fundamentals, and legislation related to rehabilitation. Students will learn the rehabilitation process, including intake, assessments, interventions and outcomes.

II. Intended Learning Outcomes/Goals/Objectives: Through the activities and objectives in course, students will become prepared, competent, successful, caring, and enthusiastic human service professionals. They will continue to develop a sense of service, leadership, professional and intellectual growth. Through regular class attendance, writing assignments, class projects, exams, and class discussions, students will gain academic excellence within the subject area. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas. Ethics, integrity, and service within the rehabilitation services/rehabilitation counseling professions and following the Council on Rehabilitation Education guidelines will also be integrated into all aspects of the course. As described in this syllabus, the course follows the mission, vision, and core values of The College of Education and Stephen F. Austin State University, which is aligned with the rehabilitation curriculum, clinical experiences, and assessments.

Program Learning Outcomes:

I. To conduct a rehabilitation assessment/plan and communicate results of their findings (as these apply to an IPE).
II. To know and communicate the major types, purposes, and operations of services, and community engagement.
III. To understand and incorporate psychosocial, medical, vocational, and individual factors in the rehabilitation process.
IV. To be responsible human service professionals who aim to address specific needs in a variety of communities.

Student Learning Outcomes:

I. Describe the context and fundamental issues supporting the field of rehabilitation counseling.
II. Identify the significant contributions of the major pieces of rehabilitation legislation since 1920.
III. Describe the rehabilitation process and how clients are moved through the public and private systems.
IV. Describe the principles of rehabilitation assessment, job development, and supportive employment of people with disabilities.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

*All assignments must be submitted in the appropriate D2L dropbox for grading, unless otherwise noted by professor. Assignments cannot be accepted by email without the approval of the instructor.

Assignments (500 Points):

- **Syllabus Quiz** (20 Points) *Due 1/27/24*
- **10 Point Assignments**: There are 18 assignments embedded in the online modules. Each assignment is worth 10 points (18 x 10 = 180 Points). See course calendar for due dates.

- **Service-Learning Project**: Students will conduct an accessibility survey of a local business. This assignment includes three parts:
  - A completed survey form (50 points): Students will thoroughly complete the ADA form demonstrating professional evaluation sites. The entire form needs to be turned in.
  - Professional summary report (50 points): The report needs to be 2-3 typed and double-spaced pages summarizing your survey. It will also be given/presented to the employer. This report will include your evaluation of accessibility and potential areas for improvement for the surveyed building. You also need to include an addendum
to the professional summary report with suggestions for
the employer/manager/owner on making the noted
modifications, projected costs of modifications, and
resources to facilitate implementations. **This report will
be submitted to the business you survey, so part of
your grade is based on how professionally this report
conveys the information.**

- Personal Reflection Report (50 points): Write a 2-3 typed
  and double-spaced report on your experiences and
  feelings while doing the survey, what you learned, value
  of the activity, and reaction. **Due 3/9/24**

- **Rehabilitation Process Practice:** You will simulate the
  rehabilitation process with a person that has a disability who
  wants to work, is in danger of losing their job due to their
disability, or who is underemployed due to their disability, by
  performing the following tasks:
  - **Intake (50 points): Due 3/23/24**
  - **Assessment:** You will assess your clients strengths,
    areas needing improvement, and any further
    assessments or evaluations that you recommend: **(50
    points). Due 4/13/24**
  - **IPE (Individualized Plan for Employment): (50 points)
    Due 5/4/24**

The format for all of these will be provided within the appropriate
course modules online.

**Tips for all writing assignments!**

- Spelling, grammar, punctuation, and composition count in your grade.
- Use spell check and professional language.
- Edit your writing!! This does not mean just use spell check, but
  actually read and revise what you wrote, multiple times if necessary,
  so that it looks and sounds professional.
- Please make use of the services available if needed. SFA has the
  ARC and an online writing lab.
- This is a Wikipedia free zone. If you use it, deductions will be made.

**Class Participation (100 points):**
• **Quantity of discussion interactions per week (50 points)** – Each topic of discussion is considered a class, and since class attendance is expected, so are class discussions. Therefore, failure to participate in the weekly discussion is considered an absence. Participation should be ongoing throughout the week, meaning it should look like a discussion. Posting once and then leaving the discussion without comment is NOT what I am looking for. Two minimum posts/comments per week are expected, posts can be made to fellow student or professor.

• **Quality of discussion interactions overall (50 points)** – Depth and insight are expected in discussion posts, and of course the content needs to be relevant to the discussion questions. Use course material to support your argument when appropriate.

• **NOTE**: Discussion due dates have not been entered in D2L, so you will need to use your calendar outline for the due dates, however if you follow along in the modules, you should be fine. Remember, discussions are due each Saturday by 11:30 pm, however waiting until Saturday to post **will not** earn you full points on your class participation grade (see above). (Due dates are not posted in D2L for discussions to allow students with excused absences to make up for those curious minds wondering why).

**IV Evaluation and Assessment (Grading):**

**Examinations (400 Points):**

- There will be six comprehensive tests, each worth 50 points. (6 x 50 = 300)
- There will be one CRC Ethics Code exam worth 100 points. The CRC code of Professional Ethics can be found at [www.crccertification.com](http://www.crccertification.com). This is what you will use to take the Ethics Exam, it is essentially open “book,” as you will use the CRC Code of Ethics to take the exam. To find the code click on the Certifications tab, CRC Certification, CRC Code of Ethics. Within the exam you are asked for the location, this is referring to where within in the code the answer is found, therefore you will need to tell me where within the code you obtained the answer.
*Exams will be available from Monday through Saturday and are due by 11:30 pm on the Saturday noted. This excludes the FINAL EXAM, which is due by 5:00 pm on May 10, 2024.

Grading Criteria:
A = 1000 – 900
B = 899 – 800
C = 799 – 700
D = 699 – 600
F = < 599

Tentative Course Outline/Calendar: Please note that there are weeks with multiple units and assignments due:

<table>
<thead>
<tr>
<th>Week Starting</th>
<th>Unit Name</th>
<th>Module</th>
<th>Assignment</th>
<th>Discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/18</td>
<td>Syllabus</td>
<td>Course Basics</td>
<td></td>
<td>Getting to Know each Other</td>
</tr>
<tr>
<td></td>
<td>*Syllabus quiz due 1/27/24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/22</td>
<td>Unit 1 Context</td>
<td>A Brief History of Disability</td>
<td>What’s missing? &amp; Experts wrong about?</td>
<td>Brief History of PWD discussions 1 &amp; 2</td>
</tr>
<tr>
<td>1/29</td>
<td></td>
<td>Rehabilitation Philosophy</td>
<td>Philosophy &amp; Society’s benefit</td>
<td>Rehab Philosophy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>What you know &amp; Moral Argument</td>
</tr>
<tr>
<td>2/5</td>
<td>Rehab Concepts, Models, &amp; Paradigms</td>
<td>Professional Identity</td>
<td></td>
<td>What you know Models &amp; Behavior</td>
</tr>
<tr>
<td>2/5</td>
<td>Rehabilitation as a Profession</td>
<td>Professional Organizations</td>
<td></td>
<td>What you know Personal Philosophy</td>
</tr>
<tr>
<td></td>
<td>Unit 1 Context TEST</td>
<td>Due 2/10/24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/12</td>
<td>Unit 2 Legislation</td>
<td>Rehabilitation Legislation</td>
<td>Rehabilitation Law Chart</td>
<td>What you know</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Legislation /Rehab Law</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit 2 TEST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Unit/Assignment</td>
<td>Description</td>
<td>Due Date</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>2/19</td>
<td>Unit 3 Fundamentals</td>
<td>ADA &amp; ADAAA Survey &amp; Reflection What you know &amp; Defining Disability</td>
<td>2/17/24</td>
<td></td>
</tr>
<tr>
<td>2/19</td>
<td>Empowerment &amp; Advocacy</td>
<td>Advocacy in Action What you know &amp; Empowerment &amp; Advocacy Experiences</td>
<td>2/17/24</td>
<td></td>
</tr>
<tr>
<td>2/26</td>
<td>Independent Living (IL) (in Texas)</td>
<td>IL in Action What you know &amp; IL or VR?</td>
<td>3/2/24</td>
<td></td>
</tr>
<tr>
<td>3/4</td>
<td>Unit 4 Evaluation</td>
<td>Intake &amp; Assessment What you know &amp; Case scenario</td>
<td>3/2/24</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eval Unit 4 TEST</td>
<td>Eval Unit 4 TEST Due 3/9/24</td>
<td>3/9/24</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Service Learning Project</td>
<td>Due 3/9/24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/11-15</td>
<td>SPRING BREAK</td>
<td>BREAK HOLIDAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/18</td>
<td>Unit 5 Outcomes</td>
<td>Career Development for PWD Larson v. Lent &amp; Brown Model What you know &amp; Your career</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intake Assignment</td>
<td>Due 3/23/24 by 11:30 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/18</td>
<td>IPE: Recipe</td>
<td>O*Net and you &amp; What you know</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/25</td>
<td>Job Placement</td>
<td>Placement as a job What you know Placement Stories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/25</td>
<td>Supported Employment</td>
<td>Support Difference What you know &amp; Your supported work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/1</td>
<td>The Social Security Maze</td>
<td>Benefits Calculations Reactions &amp; Questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Outcomes Unit 5 TEST Due 4/6/24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/8</td>
<td>Unit 6 Profession</td>
<td>Diversity RESPECTFUL model Case Study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
<td>Due Date</td>
<td>Instructions</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>4/15</td>
<td>Ethics Development</td>
<td></td>
<td>What you Know &amp; Scenario 1 or 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ethics Code TEST</td>
<td>Due 4/20/24</td>
<td>See syllabus for instructions before starting test</td>
<td></td>
</tr>
<tr>
<td>4/22</td>
<td>Reasonable Accommodation</td>
<td>Reasonable Accommodation</td>
<td>What you Know &amp; Universal Design</td>
<td></td>
</tr>
<tr>
<td>4/22</td>
<td>Assistive Technology</td>
<td>Your assistive technology</td>
<td>What you Know</td>
<td></td>
</tr>
<tr>
<td>4/29</td>
<td>Case Management</td>
<td>Describe the case management process</td>
<td>What you know &amp; Case Budget</td>
<td></td>
</tr>
<tr>
<td>4/29</td>
<td>Careers in Rehabilitation</td>
<td>Comparing public &amp; private systems</td>
<td>What you know</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IPE Assignment</td>
<td>Due 5/4/24 by 11:30 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/6-10</td>
<td>IPE Assignment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rehab Profession Test/FINAL DUE by 5:00pm on May 10, 2024</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*In the schedule above, each week begins on Monday and ends on Saturday at 11:30pm. All tests (excluding FINAL) and 10-point assignments are due by Saturday 11:30pm on the designated week. Final exam is due Friday, May 10, 2024 at 5:00pm, however it can be taken anytime during Finals week.

VI. Readings:

VII. Course Evaluations: Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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 a decision on faculty (full-time and part-time) annual evaluation processes, tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical.

In the Perkins 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 the students who complete the survey, all ratings and comments are confidential and anonymous, and summarized data will not be available to the instructor until after the final grades are posted.

VIII. Student Ethics and Policy:

Important course related policies:

- Course Grades (Including WH), Policy 5.5
- Final Course Grade Appeals by Students, Policy 6.3
- Academic Accommodation for Students with Disabilities, Policy 6.1
- Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6
IX: Resources

On-campus Resources:
SFASU Counseling Services • www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
SFASU Human Services Counseling Clinic • www.sfasu.edu/humanservices/139.asp
Human Services Room 202 • 936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741