Course Syllabus
Rehabilitation 6100: Introduction to Rehabilitation Counseling
Fall Semester 2013
Course Syllabus

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Time: Mondays, 5-6:45 PM, MST
Location: HSRC 105

Required Text

Other readings as assigned posted on Canvas.

Purpose and Objectives

This course is an introduction to the field of rehabilitation counseling. The basic terminology and constructs that encompass rehabilitation counseling will be presented. This class will discuss the disability rights movement and the history of significant disability-related legislation as well as the scope of practice in rehabilitation counseling. By the end of this course, students will:

1. Appreciate the disability experience and the diversity that people with disabilities offer.
2. Demonstrate a basic understanding of the disability rights and independent living movement.
3. Understand disability etiquette and guidelines for talking about disability.
4. Articulate a general understanding of disability specific legislation.
5. Be aware of the rehabilitation counselor’s scope of practice and the various settings in which rehabilitation counselors are employed.
6. Discuss the professional identity issues of rehabilitation counseling today.
7. Have insight into the basic principles of rehabilitation philosophy.
8. Appreciate the sociopolitical context of rehabilitation practice.
9. Be familiar with the professional journals as well as the professional associations connected with the profession of Rehabilitation Counseling.
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<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Tests/Assignments</th>
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<tr>
<td>Aug. 26</td>
<td>Introduction / Syllabus Defining Disability, Models of Disability, and Etiquette Course Reader #1</td>
<td>Text Ch. 1 Pgs 1-6, 10-21</td>
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<tr>
<td>Sep. 2</td>
<td>LABOR DAY – NO CLASS</td>
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<td>Sep 9</td>
<td>The Americans with Disabilities Act (ADA) Course Reader #2</td>
<td>Text Ch.2 pgs 36-38, 42-45, 335 <em>ADA Readings</em></td>
<td>Assignment 1 Due</td>
<td>Marla Boyer, Dave Pruden</td>
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<td>Sep 16</td>
<td>USU Career Services Presentation / Practicum &amp; Internship</td>
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<td>Derek Jack &amp; Tracy Woolstenhulme</td>
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<td>Sep 23</td>
<td>State/Federal Vocational Rehabilitation Course Reader #3-4</td>
<td>Text Ch 2 pgs 39-49 Ch. 3 pgs 55-64</td>
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<td>Cheryl Huchel and a USOR Counselor</td>
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<td>Sep 30</td>
<td>Disability Rights Movement Course Reader #5</td>
<td>Text Ch.2 pgs 27-30, 42-45</td>
<td>Assignment 2 Due</td>
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<td>Oct. 7</td>
<td>Social Security and Ticket to Work Course Reader #9</td>
<td>Text Ch.2 pgs 34-36 Ch. 3 pgs 73-75, 78</td>
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<td>Jolene Wyler</td>
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<td>Oct. 14</td>
<td>Private Rehabilitation/Workers Comp Course Reader #7</td>
<td>Text Ch. 2 pgs 33-34 Ch. 3 pgs 76-78</td>
<td>Midterm Exam</td>
<td>Kim Nortz</td>
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<td>Oct. 21</td>
<td>Veterans’ Rehabilitation Course Reader #8</td>
<td>Text Ch. 2 pgs 31-33, Ch. 3 pgs 64-65, 78</td>
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<td>Darci Ostergar, Chris Lord</td>
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<td>Oct. 28</td>
<td>University/College Offices of Resources for Students with Disabilities/Transition</td>
<td>Text Ch 2 Pgs 38-39 Ch. 3 pgs 66-69</td>
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<td>Nov. 4</td>
<td>Independent Living Philosophy and Services / Assistive Technology Course Reader #6</td>
<td>Text Ch 3 pgs 69-73, 79 &amp; Ch. 12</td>
<td>Assignment 3 Due</td>
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<td>Nov 11</td>
<td>Mediation, Appeals, and CAP Programs Course Reader #10</td>
<td>Ch 2 pg 32</td>
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Assignment 1: *My Country; NPR recording: Disability History Project: The Overdue Revolution* [5 segments total] (50 pts.) Complete the posted study guide questions.

http://www.ada.gov/videogallery.htm

**Due Date: Sept. 9**

Assignment 2: Write a 2-3 page paper on the video *Lives Worth Living* [53 minutes 37 seconds] Include your emotional response to what is presented, and explain some of the history and legislation that is mentioned. (50 pts.)


**Due Date: Sep. 30**

Assignment 3: Write a 1-2 page paper on what job you would like to pursue in rehabilitation and why. Include ideas of skills or activities you could be seeking in preparation for being competitive for that job. Please do a little research and include a statement of what you think would be a reasonable salary. (50 pts.)

**Due Date: Nov. 4**

Assignment 4: Complete the posted study guide on *History & Legislation*. (50 pts.)

**Due Date: Dec. 2**
Grading

Please note the due dates on the syllabus. If your assignments are late, you will lose the point equivalent of one grade for each week it is late. Assignments are welcome early.

Midterm Exam: 100 points
Final Exam: 100 points
Assignment 1: 50 points
Assignment 2: 50 points
Assignment 3: 50 points
Assignment 4: 50 points
Total: 400 points

370-400 points = A
358-369 points = A-
346-357 points = B+
330-345 points = B
318-329 points = B-
306-317 points = C+
290-305 points = C
278-289 points = C-

There are two timed, open-book tests online. The final is not cumulative.

Policies

Students with Disabilities

In coordination with the Disability Resource Center, reasonable accommodation will be provided for qualified students with disabilities. Please meet with the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, diskette, or Braille) are available through the Disability Resource Center, located in the Taggart Student Center, room 104, phone number 435-797-2444.
**USU Incomplete Policy**

Executive Memorandum 79-15

A student who has been unable to complete the work of course assignments, examinations, or reports due to extenuating circumstances such as illness, death in the family, etc. – but not due to poor performance of his/her work- and who has completed most of the coursework, may petition the instructor of the course for time beyond the end of the semester to finish the work. If the instructor agrees, the instructor will place two grades on the final grade list for the student, an “I” and a letter grade for the course as computed as if the missing work were zero. The student is then required to complete the work in the manner and by the time agreed upon with the instructor, but, in any case, within 12 months of the end of the semester in which the “I” was given. When the grade change is submitted the “I” will be removed from the student’s record, the new grade placed on the record, and the GPA adjusted accordingly. If no change of grade is submitted by the instructor within the prescribed period, the “I” will be removed and the grade submitted with the “I” will remain as the permanent grade for the course. Research and thesis courses taken for graduate work are exempted from this policy.

**Special Education Department Policies Grading Guidelines**

Criteria for the awarding of each letter grade should be specified in the course syllabi for all courses. Grades given in all courses should truly reflect differences in student performance, not just in meeting minimum criteria.

**Grade Point Requirements**

Graduate Students-All graduate students must maintain a 3.0 grade point average to remain an active student in the graduate program.

**Academic Honesty**

It is expected that students’ work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees for disciplinary action.