The University of Texas at Austin
FALL 2010 Course Syllabus
Vocational Rehabilitation Counselor Education Program
SED 387 Introduction to Rehabilitation Counseling
Monday 1:00 – 4:00 p.m. SZB 368

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Course Objectives
The purpose of this course is to provide students with basic knowledge of the field of rehabilitation counseling. To that end the objectives of the course are:

*To learn and understand the historical, legislative, and philosophical context for the field of rehabilitation counseling.
*To understand the State-Federal vocational rehabilitation service delivery system, as well as private for-profit and private not-for-profit rehabilitation services.
*To understand ethical expectations and issues in rehabilitation settings.
*To understand and develop case management strategies used in rehabilitation settings.
*To develop an understanding of current issues and trends in rehabilitation counseling.

Text

This book is available from Pro-Ed. 1-800-897-3202.


ACCOMMODATIONS
The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. Any student with a documented disability who requires specific accommodations should contact the Office for Students with Disabilities at 471-6259 to request an official letter outlining

Requirements and Contribution to Grade
1. Field Trip Experiences and write-up: 20%
Students are required to make five site visits to rehabilitation agencies, facilities or firms in order to expand their knowledge of these types of organizations and the role they play in the rehabilitation process. Students are required to write and submit a paper that describes the visits that include at least the following information for each: (1) mission of the agency; (2) characteristics of the population served; (3) types of rehabilitation problems addressed by the organizations; (4) services provided to address these problems; (5) types of financial support; (6) roles and characteristics of the professional staff; (7) interagency collaboration; and (8) your impressions of the agency. Due: October 25

2. Homework: Graded pass/fail.

3. Case Study Report: 20%
You will interview an individual with a disability, who has agreed to be interviewed. This interview should last a minimum of half an hour. You will write up a report (5-7 pages, double-spaced) based on your interview. Use the following framework: present status (demographics, e.g., gender, ethnicity, education), socioeconomic and family status, disability-related information, work history, short-term and long-term goals, and any challenges. You should not use first-person in this report.

4. Midterm exam. Take home, short answer: 20%

5. Final exam. Take home, essay questions, short answers: 20%

6. Small Group Presentations: 20%
Students will develop a one hour presentation in small groups of threes. Each group will be required to select several chapters from the course textbook and conduct additional research in order to cover all the current issues on that particular topic. Your presentation should also be designed to elicit class discussion. Make sure to make enough handouts for the entire class.

SELF-GROWTH EXPERIENCES
Courses in the RCE Program may involve self-disclosure as part of self-growth experiences necessary to become rehabilitation counselors. Students should be aware that their self-disclosure may be encouraged by professors. Grades, however, will not depend on the level of self-disclosure of students, but rather on the knowledge, skills and abilities they
demonstrate. In certain instances students may need to change maladaptive behaviors that interfere with becoming professional counselors capable of effectively counseling rehabilitation consumers. If a student's behaviors become problematic, professors may require the student to seek professional help to address personal concerns that may be affecting their competence as rehabilitation counselors-in-training. In rare instances, students may be advised to seek another program.

Please Note the Following:
Students with Disabilities - Please see the Office for Students with Disabilities if desiring accommodations.

COURSE EVALUATION
This course will be evaluated using the standard course instructor evaluation according to University guidelines.

Course Outline/Calendar

August 30:
Introduction and Orientation

September 13:
Historical Overview of Rehabilitation Practices and Current Rehabilitation History.
Reading: Chapter 1 and Chapter 2

September 20:
Lighthouse for the Blind Field Trip and Write-up

September 27:
Texas Workforce commission Field Trip and Write-up

October 4:
Texas School for the Deaf Field Trip and Write-up

October 11:
Texas School for the Blind and Visually Impaired Field Trip and Write-up

October 18:
Austin State School Field Trip and Write-up

October 25:
DARS Assistive Technology Lab Field Trip and Write-up

November 1:
ADA and Philosophical and Economic Considerations

**Reading:** Chapter 3 and 4

Rehabilitation Clients (Consumers - Customers)

**Reading:** Chapter 7

**November 8:**

Rehabilitation Counselors.

**Reading:** Chapter 8 (VR counselors) and Chapter 16 (private for profit) Evaluation.

**Reading:** Chapter 9

**November 15:**

Planning Rehab.

**Reading:** Chapter 10

Facilities and Transition from School to Work.

**Reading:** Chapter 11

**November 22:**

Sociological Aspects of Disability and Societal Values an Ethical Commitments

**Reading:** Chapter 5 and Chapter 6

Job Placement.

**Reading:** Chapter 12

**November 29:**

Assistive Tech. and Workplace.

**Reading:** Chapter 13

Women with Disabilities.

**Reading:** Chapter 14

Independent Living.

**Reading:** Chapter 15
CORE STANDARDS MET:

Description

C.1. Professional Identity - Outcomes as demonstrated by the ability to:

C.1.1 practice rehabilitation counseling in a legal and ethical manner adhering to the Code of Professional Ethics and Scope of Practice for the profession.
C.1.3 describe the organizational structure of the rehabilitation, education, and healthcare systems including public, private-for-profit service settings.
C.1.8 articulate the public and consumers regarding the rights of people with disabilities under federal and state law.
C.1.9 articulate the differences in philosophy and the purposes of related counseling disciplines and allied health fields.
C.1.10 explain differences among certification, licensure, and accreditation.

C.2 Social and Cultural Diversity – Outcomes as demonstrated by the ability to:

C.2.11 articulate current demographic characteristics and trends as well as their impact on rehabilitation service policy; and

Please see the fall 2010 Course Schedule for the following dates:

- Last day of the official add/drop period.
- Last day to drop a course for possible refund.
- Last day to apply for a graduate degree.

BUILDING EVACUATION PROCEDURES

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.