



Saint Cloud State University
College of Health and Wellness Professions
Department of Community Psychology,
Counseling, and Family Therapy
Master of Science in Rehabilitation Counseling

COURSE SYLLABUS

RHAB 650 Rehabilitation Orientation and Ethics

Instructor:
Office:
Phone:
E-mail:
Office Hours:
Classroom:
Class Dates:
Class Times:
Zoom Address:

Email: Checked daily. SCSU/Huskynet e-mail will be the official means of communication for this course. You should use your Husky e-mail account for all questions about this course.

Required Textbook:

-Tarvydas, V. M., & Hartley, M. T. (Eds.). (2017). The professional practice of rehabilitation counseling (2nd ed.). New York, NY: Springer Publishing.

- Tevera – student performance tracking software

<https://knowledge.tevera.com/space/AS/616662675/Registering+for+Tevera>

Additional Readings: Other readings, including web sites and journal articles, and inventories will be assigned later as appropriate to specific topics, and learning needs of the class.

Course Description:

This course provides basic information about the structure and professional practice of rehabilitation counseling as a specialty practice of the profession of counseling. Students will become informed about its relationship to the profession of counseling and relationship to other areas of counseling such as mental health counseling. Included in the discussion are the history, credentialing structures, disability policy and laws, and a conceptual paradigm to undergird its practice. Students will situate the lives of persons with disabilities by focusing on hierarchically arranged contexts in their lives, moving from individual to family and intimate relationships, to the disability community, and finally to disability in the global context. The course will cover the functions of rehabilitation counseling: assessment, counseling, case management, advocacy, and career development. Finally, the competencies necessary for professional practice are reviewed including ethics, ethical decision making, and cultural

competency. Evidence-based practices and broader issues of research utilization, use of current technology, and clinical supervision are emphasized as forces for innovation and competent practice. The use of lectures, demonstrations, expert guest speaker presentations, student presentations, and small group discussions will facilitate a functional and applied focus to this course.

The purpose of this course is to discuss the concepts, purposes and processes that underlie the professional practice of rehabilitation counseling as a specialty practice of the counseling profession at the graduate level of study. Designed as a survey course, a conceptual paradigm for rehabilitation counseling is introduced, and students will explore the foundations, professional practice and competencies of rehabilitation counselors, with an emphasis on examining the contexts in which people with disabilities live. Students in this course should develop an appreciation and understanding of professional practice in terms of its history, purpose, philosophy, process, personnel, programs, resources, ethics and clients.

Finally, the competencies necessary for professional practice are reviewed including ethics, ethical decision-making, and cultural competency. Evidence-based practices and broader issues of research utilization, use of current technology, and clinical supervision are emphasized as forces for innovation and competent practice. The use of lectures, demonstrations, expert guest speaker presentations, student presentations, and small group discussions will facilitate a functional and applied focus to this course.

Our Husky Compact

“As our student, we make a bond with you in Our Husky Compact to prepare you to be a global citizen of the 21st Century. As a graduate of St. Cloud State, you will be prepared for a life of intellectual, professional, and personal fulfillment with the skills to discover and apply new solutions to challenges and opportunities through risk-taking, innovation and imagination. Lifelong growth and development along the dimensions of Our Husky Compact will prepare all members of the St. Cloud State community to reconsider the world around them.”

“Protect the Pack” Statement

“St. Cloud State University (SCSU), in coordination with state and local health departments, is closely monitoring the spread of COVID-19 and following the State of Minnesota’s laws and guidelines to keep everyone safe. We have developed a list of ways all of us can participate to assure our campus is safe for living and learning. I expect all of us will honor and respect ourselves and each other by following our “Protect the Pack: Safety Protocols and Wellness” guidelines in our classroom. As a reminder:

1. You must wear a face mask/covering when the Stearns county transmission level is determined to be ‘substantial’ or ‘high’ for four consecutive days. Should this situation occur, a communication about the masking mandate will be communicated to campus using various media. During the mask/face-covering mandate, your mask should be on every time you enter an SCSU building, including entering our classroom. Keep your face covering on during class. Please note, while teaching classes, faculty may remove their face covering if they are able to maintain six-foot distancing.

2. If you are unable to wear a face mask or covering for medical reasons, please contact the Student Accessibility Services Office to discuss possible accommodations.
3. Wash your hands frequently and use the hand sanitizers available to you.
4. If you are not feeling well, be sure to call the SCSU Medical Clinic for assistance at (320) 308-3191 or email myhealthservices@stcloudstate.edu .”

Minnesota Board of Behavioral Health Course Requirements:

1. Helping relationships, including counseling theory and practice
2. Human growth and development
3. Lifestyle and career development
4. Group dynamics, processes, counseling, and consulting
5. Assessment and appraisal
6. Social and cultural foundations, including multicultural issues
7. Principles of etiology, treatment planning, and prevention of mental and emotional disorders and dysfunctional behavior
8. Family counseling and therapy
9. Research and evaluation
10. Professional counseling orientation and ethics
11. Diagnostic assessment for child and adult mental disorders; and psychopathology, including developmental psychopathology
12. Clinical treatment planning, with measurable goals
13. Clinical intervention methods informed by research evidence and community standards of practice
14. Evaluation methodologies regarding the effectiveness of interventions
15. Professional ethics applied to clinical practice
16. Cultural diversity

SCSU Husky Compact: Goals achieved upon graduation

1. Think Creatively and Critically
 - a. Demonstrate intellectual inquiry and curiosity characterized by innovation, divergent thinking, and risk taking.
 - b. Reason analytically
 - c. Find, evaluate, and communicate quality information
 - d. Appreciate multiple perspectives
 - e. Synthesize existing ideas, images, or expertise in new combinations to achieve original solutions
2. Seek and Apply Knowledge
 - a. Develop broad knowledge and understanding of the human experience and physical and natural worlds
 - b. Pursue expertise in a discipline
 - c. Integrate and apply knowledge and experience across disciplines in both broad and specialized settings
 - d. Seek new knowledge through varied pathways of discovery
 - e. Develop ability to identify gaps in knowledge and seek out new information
3. Communicate Effectively
 - a. Use multiple channels and modes to effectively communicate information
 - b. Assess diverse contexts and understand personal, professional, and civic implications

- c. Develop ability to communicate across systems and cultures and to adapt to diverse contexts and audiences
 - d. Recognize the ethical implications of our communication
 - e. Employ active listening techniques and be able to detect bias
- 4. Understand and Integrate Existing and Evolving Technologies
 - a. Effectively use and integrate general and discipline-appropriate technologies
 - b. Gain the confidence and skills to embrace and use technology now and in the future
 - c. Develop ability to critically evaluate technology and its impact on society
 - d. Recognize the ethical implications of technology
- 5. Act with Integrity and Responsibility
 - a. Cultivate self-awareness and personal identity
 - b. Exercise ethical action and recognize actions have consequence
 - c. Develop as a leader and collaborator
 - d. Develop a sense of empowerment through service, leadership, and participation in change
 - e. Care for community and environment
 - f. Continue to learn, grow and respond to an ever-changing world
- 6. Engage as a Member of a Diverse and Multi-Cultural World
 - a. Understand one's own culture and its influence on personal identity
 - b. Develop intercultural understanding and an appreciation for commonalities and differences
 - c. Acquire the ability to connect issues of power, systems, and difference in the U.S. with the world
 - d. Recognize and value diverse perspectives and the interdependence among cultures
 - e. Demonstrate inclusivity in thought and action
 - f. Develop discipline-specific cultural and global perspectives and competencies

Rehabilitation Counseling Program Learning Outcomes

1. Gain knowledge and skills to counsel diverse populations effectively with cultural fluency.
2. Understanding of one's own beliefs, values, attitudes, and acculturative experiences and the interactions that these have within the development of multicultural competence through experiential activities.
3. Develop competence in working with various cultures and subcultures in numerous types of treatment settings and various modalities (individual, family, group, and community treatment interventions) through an applied understanding of the various aspects of cultural identity and the interaction of such identity within the context of counseling.
4. Attain knowledge to work with adolescents and adults, both in the private and public sectors, to assist them in achieving their maximum level of independence and functioning.
5. Participate in local, state, national and global professional activities to develop intercultural skills through disability advocacy.
6. Reinforce knowledge, understanding, and a professional attitude
7. Synthesize current evidence-based practices and participate in the research process.
8. Develop self-understanding and preparation for doctoral-level training or certification.

Course Outcomes Aligned to CACREP standards

Course Objectives At the conclusion of this course students will be able to address and understand:	CACREP Standard	MBBHT Licensure Core Area	Husky Compact	Program Learning Outcomes
1. Evaluate Information resources and technology to research the professional practice of rehabilitation and mental health counseling.	1f, 1j, RC-2j, RC-2p	9, 10	1c, 2a, 2b	1
2. Apply the principles of professional practice of rehabilitation counseling as a specialty practice of the profession of counseling.	1b, 1d, 1m, RC-2a, RC-2i, RC-2j, RC-2p	1, 10	2b, 2c	1, 3, 6
3. Articulate the history, credentialing structures, disability policy and laws, as well as a conceptual paradigm to undergird rehabilitation counseling and mental health practice.	1a, 1g, 1i, RC-1a, RC-2o, RC-2p, RC-2q	1, 10	1c, 2a, 2b	1
4. Differentiate people with disabilities, their family and intimate relationships, the disability community, and disability in a global context.	RC-1d, RC-1e, RC-2c, RC-2f, RC-2h	6, 8, 15, 16	1d, 2a, 2b	2, 3
5. Distinguish the Interdisciplinary nature and the various specialists within rehabilitation and mental health service delivery systems.	1b, RC-2i, RC-2j	1, 7	1c, 2a, 2b, 5b	7
6. Evaluate assessment, counseling, case management, advocacy, and career development in Rehabilitation Counseling.	1e, RC-2n, RC-3f, RC-3j	3, 9, 14	1c, 2a, 2b, 5b	1, 6, 7
7. Demonstrate the competencies necessary for professional practice including ethics, ethical decision making, and cultural competency.	1d, RC-2c, RC-2n, RC-2q	15, 16	2a, 2b, 5d	1, 6
8. Assess evidence-based practices and research utilization required of rehabilitation and mental health counselors when counseling individuals with disabilities.	1a, 1g, 1i, 1m, RC-1a, RC-2f, RC-2i, RC-2o, RC-2q	1, 9	2a, 2b, 5d	7
9. Apply technology and clinical supervision used in the professional practice of rehabilitation and mental health counseling.	1j, RC-2m	14	4b	1, 4
10. Synthesis current issues and future trends relevant to the professional practice of rehabilitation and mental health counseling.	1m, RC-2i, RC-3f, RC-3j	9, 14	5a, 6a, 6d	4, 7, 8

SCSU Resources and Policies

The following are resources and policies of the university:

Counseling and Psychological Services

“College can be stressful, and it is normal for some students to struggle emotionally while balancing the demands of college and personal lives. If you are struggling, please stop by and

see me during my office hours. Know that our Counseling & Psychological Services (CAPS) Department is available Monday through Friday 8-4:30 to assist students who need help. Don't hesitate to reach out for help. We care about you and want you to be successful both personally and professionally here at St. Cloud State University (SCSU)."

How to get an appointment or make a referral to CAPS:

1. Call 320-308-3171 or Request an Appointment link on the website <https://www.stcloudstate.edu/counseling/>
2. Walk hours at the CAPS clinic Monday – Friday, any time between 8am and 4:30pm
3. Faculty/staff can call CAPS or walk over to CAPS in-person with a student for a warm hand-off (Located in Eastman Hall, 3rd floor)
 - Faculty/staff should call ahead when possible so we can be prepared for an immediate visit with the student

After hours use any of these crisis resources:

- Local crisis line at 320-253-5555 or 800-635-8008
- National Suicide Prevention Lifeline or call 1-800-273-8255
- Crisis Text Line: Text "MN" to 741-741

Classroom Conduct

"All students are encouraged to critically reflect on the course topics and to raise questions to the class and to the professor. Please be respectful to one another by not presenting your question in a hostile manner. Open dialogue on course content is encouraged, but attacks on classmates or myself are not. Please set up a time to talk with me if you have questions about this policy or if you believe this policy is being violated. You may also report hostile, biased or threatening behavior to www.stcloudstate.edu/oea/."

There are many offices on campus that provide additional support and/or information outside of class including:

- American Indian Center: www.stcloudstate.edu/aic
- Multicultural Student Services: www.stcloudstate.edu/mss
- Center for International Studies: www.stcloudstate.edu/internationalstudies
- Additional Student Services Offices: <https://www.stcloudstate.edu/campuslife/student-services.aspx>

LGBTQIA

"The LGBT Resource Center at St. Cloud State University promotes full inclusion of LGBT+ folk and allies and works to dismantle prejudice, discrimination, and oppression toward and within the LGBT+ community. Visit the LGBT Resource Center for more information regarding the offered support services at St. Cloud State University."

Student Accessibility Services

"St. Cloud State University is an affirmative action, equal opportunity employer and educator. St. Cloud State University is committed to a policy of nondiscrimination in employment and education opportunity and works to provide reasonable accommodations for all persons with disabilities. Accommodations are provided on an individualized, as-needed basis, determined through appropriate documentation of need. Please contact Student Accessibility Services or

320-308-4080, office Centennial Hall (CH) 202 to meet and discuss reasonable and appropriate accommodations for your plan. The accommodations authorized in your plan should be discussed with your instructor. All discussions will remain confidential. This syllabus is available in alternate formats upon request.”

Academic Dishonesty

Academic dishonesty includes, but is not limited to, cheating, plagiarism, misrepresentation of student status, and resume falsification. Plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgment; unacknowledged use of materials prepared by another person or agency engaged in selling or otherwise providing term papers or other academic materials; and commercialization sale or distribution of class notes without the instructor’s permission.

Note: Plagiarized assignments and/or cheating will receive an F, and students also run the risk of receiving an F for the entire course. If in doubt about citing a source or assignments, ASK!

Diversity

My position is that this course should be equally accessible to all students, independent of race, color, religion, national origin, sex, age, disability, gender identity/expression, and sexual orientation. Beyond accessibility to the course, I respect all students equally and strive to create an inclusive learning space where diverse perspectives are recognized, respected, and seen as a source of strength. This classroom is meant to be a safe space for all individuals, and I reserve the right to intervene when it comes to my attention that students do not feel safe. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Course Content

Readings and Class Preparation

After the first day of class, please be sure to have read each chapter in advance of class discussion. On the due date for assignments, the drobox closing time is marked in D2L.

Grade Denominator

The final course grade will be calculated from the following totals:

<u>Item name:</u>	<u>Points:</u>
Book Review	50pts
Participation	75pts
Weekly Reflections (10@10pts each)	100pts
Mid-term	100pts
Interview Presentation	100pts
Movie Reflections (2@ 50pts each)	100pts
Final Project Portfolio Presentation	100pts
Total Points	625pts

Grade scale

Grades will be posted and maintained in D2L. If you are not familiar with D2L and need help accessing the site, please let me know sooner rather than later!

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59 or below

Participation

Participation is required in all aspects of the course regardless of modality student is attending. Some of the participation activities included:

Homework

During the course of the semester, you will be required to submit _____.

Homework must be completed and uploaded to the Assignments tab in D2L before the deadline. All late work submitted will be assessed a late penalty.

Statement of Professional Identity (Not Graded)

Develop a statement of professional identity that clearly articulates your reasons and interests in becoming a professional rehabilitation counselor or rehabilitation and addiction counselor, in addition describe your anticipated career goals in the profession. ***No more than 50 words, in this case less is more.*** There are no points for this statement. However, to successfully pass this class, this statement must be submitted by 9/1. You will present this statement to the class.

Online students must upload a video of them presenting their statement of professional identity to class.

Book Reflection – 100 points

In order to organize your ideas prior to the development of an in-depth book critique on an area of particular interest covered in this course, a formal proposal must be submitted to the instructor for approval. Book chosen must be submitted by 9/30. You may choose from the list of approved books below or you may propose a book. To propose a book not approved it must be non-fiction and written by a member of the disability community.

Weekly Discussions – 10 points each. Due weekly

Each week you will have a question from the class lecture that is posted on D2L in a discussion post. You must reply to the question by starting a new thread (5pts), and respond to at least two classmates (2.5pts each) post prior to the next class. Reflections must be of good quality and grammar, posted during the week of the class and before the next class period.

Movie Reflections – 50 points each (100 points total)

1-page reflection after watching movies

Crip Camp (Netflix)

“The documentary follows the journey of the [disabled Camp Jened campers](#), many of whom went on to lead the disability rights movement in the United States. [Based in the Catskills, Camp Jened operated from 1951 to 1977](#) and served disabled people who weren’t welcome at mainstream summer camps.”

Sins Invalid: An Unshamed Claim to Beauty

<https://stcloudstate.kanopy.com/video/sins-invalid-unashamed-claim-beauty>

“its performances have explored themes of sexuality, beauty, and the disabled body, impacting thousands through live performance. Sins Invalid is as an entryway into the absurdly taboo topic of sexuality and disability, manifesting a new paradigm of disability justice.”

Sin invalid has foul language and nudity

Interview Presentation – 100 Points

You will interview a counselor working in the field of disability that you are interested in working. You will record a professional interview that will be recorded in a zoom. You must caption your video before uploading. After recording and captioning your presentation you will post the D2L discussion post labeled *Interview Presentation*. Your interview must not be shorter than 20 minutes or more than 30 minutes. Interview criteria will be posted in D2L.

Case Study – 100 Points

This will be your mid-term exam

Final Project Portfolio Presentation – 100 Points

This will be your final exam. You will choose a well-known character of your choice and develop a case file from intake to closure. Each week you will meet with your client for a minimum of 15 minutes outside of class. You will use this information to develop and eventually close your case file. Your first intake interview will take approximately 30-45 minutes and will be completed outside of class as homework before the beginning of week two.

Personal Reflection Statement – No Points

Type a summary detailing how the knowledge gained during this course contributed to professional identity rehabilitation counselor. You must detail whether your personal identity has changed based on the information you learned in this class. There are no points for this statement. However, to successfully pass this class, this statement must be submitted by Class time on 11/25.

Tentative Course Schedule

The tentative course timeline is attached to this syllabus. Any necessary modifications will be announced via Huskynet e-mail. The official course timeline is kept on the instructor’s Outlook calendar. In the event of a conflict between the tentative course timeline and the official timeline, the latter will prevail. Students are strongly encouraged to request sharing access to the instructor’s Outlook calendar, to be notified of any changes.

Date	TOPIC	READINGS/ASSIGNMENTS DUE*	CACREP STANDARD**
Week 1:	Class Introduction, Syllabus, Professional Identity Introduction to the field of Counseling History and Evolution of Counseling and Rehabilitation Counseling	1. Discussion post 2. Counseling identity statement 3. Hershenson (2021) Fifty-Five Books that Shaped Rehabilitation Counseling	1a, 1b, 1d, 1f, RC-1a
Week 2:	Scope of Practice for Rehabilitation Counseling <ul style="list-style-type: none"> • Professional Competencies • Professional Credentialing • Professional Acronyms 	1. Licensure Information 2. Code of Ethics 3. Client Intake Forms 4. Reflective Practice Article 5. Counseling Identity Presentations	1b, 1f, 1g, RC-2a, RC-2p
Week 3:	Disability Justice and Advocacy <ul style="list-style-type: none"> • The Disability Rights Community • Disability Justice in communities of color and the LGBTQ+ communities • Sex and Sexuality 	1. Watch Crip Camp prior to class 2. Movie reaction paper 3. I'm not your inspiration video 4. Judith Huemann: Our fight for disability rights	1a, 1b, 1e, 1g, RC-1a, RC-2n, RC-2f, RC-2o
Week 4:	Philosophical, Historical, and Legislative Aspects of The Rehabilitation Counseling Profession	1. Discussion post 2. Watch Sins Invalid prior to class	1a, 1b, 1e, 1g, RC-1a, RC-2n, RC-2f, RC-2o
Week 5:	Persons with Disabilities in the Workplace <ul style="list-style-type: none"> • Career Development • Family Dynamics • The Disability community 	1. We the 15 video 2. 7 Core Arguments of Disability Rights 3. Better care better jobs act 4. 10 Principles of Disability Justice	1d, 1e, RC-1e, RC-2c, RC-2f, RC-2h, RC-2n
Week 6:	A Day in the life of a Counselor <ul style="list-style-type: none"> • From intake to closure • Developing partners • QRC Licensure • CVE Certification 	<ul style="list-style-type: none"> • Discussion post • Assessment Case Notes • Article: Motivational Interviewing • Article: Characteristics of Rehabilitation Counselors • Midterm 	1b, 1e, RC-2c, RC-2f, RC-3j
Week 7:	Independent Living <ul style="list-style-type: none"> • IL Centers • Service Dogs • Prosthetics 	1. Discussion post 2. Treatment or work plan notes 3. Video: Norwegian Service Dogs Organization 4. ADA FAQ on Service Animals	1e, RC-1d, RC-2j, RC-2i
Week 8:	Assessment and Assistive Technology <ul style="list-style-type: none"> • Assistive Technology Lab demo 	1. Discussion post 2. Top Assistive Technology for 2019 3. 101 Assistive Technology Solutions	1j, RC-wj, RC-2m
Week 9:	Counseling and Guidance <ul style="list-style-type: none"> • Cultural Competency and Social Justice 	1. Discussion post 2. ICF Checklist 3. ICF Beginner's Guide 4. Article: Counseling Individuals With Disabilities 5. Article: Disability and the Counseling Relationship: What Counselors Need to Know 6. Article: Cultural Humility- A Therapeutic Framework for Engaging Diverse Clients	1b, 1d, 1e, RC-1e, RC-2j

Week 10:	Forensic and Indirect Services <ul style="list-style-type: none"> Private Rehabilitation QRC Licensure 	<ol style="list-style-type: none"> Case Study Discussion post Article: Certification in Rehabilitation Counseling – History and Process CVE Code of Ethics 	1b, RC-2i, RC-2j
Week 11:	Ethics and Ethical Decision Making <ul style="list-style-type: none"> CRCC Code of Ethics 	<ol style="list-style-type: none"> Discussion post Article: Practitioner’s Guide to Ethical Decision Making CRC Code of Ethics CRA Ethical Violations Licensed Ethical Violations Role of Decision Making Models 	1f, 1g, 1i, RC-2q, RC-3f
Week 12:	Clinical Supervision and Consultation <ul style="list-style-type: none"> Counselor Supervision 	<ol style="list-style-type: none"> Discussion post Follow-up Summary Article: Discursive Digital Reflection: A Method for Enhancing Supervision and Training Guide: Improving Cultural Competence 	1m, RC-2q
Week 13:	Disability in a Global Context <ul style="list-style-type: none"> Travel and tourism Accessibility Education and Employment Health and Housing Public Policy 	<ol style="list-style-type: none"> Discussion post Optional Book Report National Center for Transgender Equality Havard Business review Yale Open Course on African American History CRC Certification Guide 	1e, RC-1e, RC-2i, RC-2j, RC-3j
Week 14:	No Class: Thanksgiving Break		
Week 15:	Interview Presentations	<ol style="list-style-type: none"> Interview Presentation 2nd Professional Counseling Identity Statement 	1d, RC-1d, RC-1e, RC-2a, RC-2c, RC-3j
Week 16:	Project Portfolios	<ol style="list-style-type: none"> Project Portfolio Closure Summary 	1d, RC-1d, RC-1e, RC-2a, RC-2c, RC-3j

*In addition to the readings herein, please refer to D2L /Huskynet for additional and supplementary readings and content.

**Content related to CACREP standards commence and/or are primarily addressed during the indicated week. However, please note CACREP standards are integrated throughout the entirety of the course.