Course Description

The course is designed to examine critical practice issues in the rehabilitation counseling profession, and emerging issues within the larger rehabilitation, disability and health care communities. The course design is similar to a seminar format to provide the student with varied perspectives on issues, and regular opportunities for in-depth discussion and analysis.

The course will provide coverage of professional identity issues including personal career development, professionalization, and the future direction of rehabilitation counseling. Specific practice issues will be examined from a case management perspective with particular attention devoted to community resource development, conflict resolution, and ethical decision making in the rehabilitation process. Rehabilitation research will be discussed from a practice perspective.

This course builds on foundations learned in previous coursework outlined in the MRC curriculum. Any students not having this background are expected to independently locate and read materials outside of assigned classroom readings in order to ‘catch up’ on any knowledge gaps.

Necessary Technology Competencies

To successfully complete this course it is necessary that students have access to the Internet and know how to receive and send emails. Messages sent to students will be disseminated using students’ university assigned emails. If you prefer to use another account make sure to forward all messages from your university account to your preferred email account. Also, when contacting the faculty member/instructor in charge of the course, be sure to include a topic relevant to your question in the subject line.

Students will also need to use Dropbox. I will send you an invitation to join a folder. From there, you should download and use Dropbox as instructed.

A special note for students corresponding via distance. You must be able to do the following:

- Be sure your computer meets minimum technical specifications.
- Be able to download and install plug-ins and required software for distance communication.
- Familiarize yourself with the learning management systems (elluminate live) or other software applications (Skype) that allow for distance communication as early as possible.—. If you have problems using the system it is your responsibility to contact the FIT lab to learn more about using the program.

If you need any help or have any concerns about these required skills please contact the Instructional Support Services (FIT lab) at 915-747-5940 or visit them in the Undergraduate Learning Center Room 340. If you have
specific concerns about Dropbox, however, please see the instructor.

**Respect for the Learning Experience and Environment**

Adult learning experiences are enhanced by the committed participation of peers. For this reason, importance is placed on attendance and scholarly participation in seminar activities and discussions. As professionals and future professors/ supervisors it is necessary to develop the skills of mutual respect, punctuality and promptness in completing tasks during graduate training. Please be respectful of the seminar participants by placing class as a priority. However, when a professional judgment must be made to miss class, you should contact Dr. Barnes as soon as possible by email. It is dually important to maintain a pleasant classroom atmosphere. We will draft an outline of the “Rules for Engagement” during the first class.

**Sexual Harassment:**

The University will not tolerate behavior of a sexual nature by members of the University community that creates an intimidating or hostile environment for employment, education, on-campus living, or participation in a University activity.

**Accommodation Policy for Students with Disabilities**

If you have or suspect a disability and need accommodations you should contact the Center for Accommodations and Support Services (CASS) at 747-5148 or at dss@utep.edu or come by Room 106 Union East Building.

**Academic Dishonesty Policy**

Academic dishonesty will not be tolerated. If you have any questions about what constitutes academic dishonesty, refer to the Handbook of Operating Procedures. The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. **Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.** Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP), and available in the Office of the Dean of Students, and the homepage of The Dean of Students (DOS) at [http://studentaffairs.utep.edu/dos](http://studentaffairs.utep.edu/dos), may result in sanctions ranging from disciplinary probation, to failing grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others.

**Course Objectives**

1. To develop competency in using information resources and technology to research the professional practice of rehabilitation and mental health counseling.

2. To develop an understanding of the structure and professional practice of rehabilitation counseling as a specialty practice of the profession of counseling.
3. To develop an understanding of the history, credentialing structures, disability policy and laws, as well as a conceptual paradigm to undergird rehabilitation counseling and mental health practice.

4. To develop an understanding of the lives of persons with disabilities by focusing on the individual, their family and intimate relationships, the disability community, and disability in a global context.

5. To develop an understanding of the inter-disciplinary nature and the various specialists within rehabilitation and mental health service delivery systems.

6. To develop an understanding of the functions of the rehabilitation counselor: assessment, counseling, case management, advocacy, and career development.

7. To develop an understanding of the competencies necessary for professional practice including the ethics, ethical decision-making, and cultural competency.

8. To develop an understanding of the evidence-based practices and research utilization required of rehabilitation and mental health counselors when counseling individuals with disabilities.

9. To develop an understanding of technology and clinical supervision used in the professional practice of rehabilitation and mental health counseling.

10. To develop an understanding of the current issues and future trends relevant to the professional practice of rehabilitation and mental health counseling.

**Required Course Materials**


**Recommended Texts**
Licensure Requirements for Prof. Counselors 2010 Ed. ACA Office of Professional Affairs. Order Number: 72903. This book can be purchased via the American Counseling Association’s website at [http://www.cacrep.org/template/page.cfm?id=113](http://www.cacrep.org/template/page.cfm?id=113)

| Grading |
|-----------------|-----------------|-----------------|
| **Assignments** (115 points) | **CRC Knowledge Domains** | **Learning Portfolio** |
| | Self Assessment | |
| | Rehabilitation Counselor Fit | Midsemester Evaluation |
| **Exams** (150 points) | Your grade for this will be factored by the number of points you receive on two exams. |
### Participation (10 points)

Your participation grade includes your participation in class discussions, the quality and thoughtfulness of your commentary, attendance and tardiness to class, etc. I reserve the right to exercise considerable latitude with which these points are allocated. Note, this area can boost your grade when you are teetering between grades, so it is to your advantage to seek to gain all of the points possible in this area.

* TOTAL POINTS AVAILABLE FOR COURSE = 275 *

### Grades will be based on the following scale:

<table>
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<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Over 100</td>
<td>A</td>
</tr>
<tr>
<td>90 – 80</td>
<td>B</td>
</tr>
<tr>
<td>89 – 79</td>
<td>C</td>
</tr>
<tr>
<td>79 – 69</td>
<td>D</td>
</tr>
<tr>
<td>69 and below</td>
<td>F</td>
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*Scale reflects percentage points.*

### ASSIGNMENTS, DUE DATES AND MORE!

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<tr>
<th>Assignment</th>
<th>Due Date &amp; Time</th>
<th>Where/How to Locate Information</th>
<th>Saving Filename</th>
<th>Points</th>
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<tbody>
<tr>
<td>CRC Knowledge Domains Self Assessment</td>
<td>11:59 p.m. on February 5</td>
<td>Syllabus Form</td>
<td>LASTNAME_CRC_Knowledge_Domains_Self_Assessment</td>
<td>5</td>
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<td>Rehabilitation Counselor Fit</td>
<td>11:59 p.m. on April 28</td>
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TOTAL POINTS AVAILABLE FOR ASSIGNMENTS = 110

### Exams

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<th>Saving Filename</th>
<th>Points</th>
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<td>Exam 1</td>
<td>March 11</td>
<td>Syllabus</td>
<td>NA</td>
<td>50</td>
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<tr>
<td>Final Exam</td>
<td>April 22</td>
<td>Syllabus</td>
<td>NA</td>
<td>100</td>
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TOTAL POINTS AVAILABLE FOR EXAMS = 150

### Participation

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<th>Task</th>
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<th>Where/How to Locate Information</th>
<th>Saving Filename</th>
<th>Points</th>
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<tbody>
<tr>
<td>Midsemester Evaluation</td>
<td>February 25</td>
<td>Syllabus</td>
<td>Submit in Class</td>
<td>5</td>
</tr>
<tr>
<td>Participation Points</td>
<td>NA</td>
<td>Syllabus</td>
<td>NA</td>
<td>10</td>
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</tbody>
</table>

TOTAL POINTS AVAILABLE FOR PARTICIPATION = 15

TOTAL POINTS AVAILABLE FOR COURSE = 275

### Description of Required Assignments and Products

**CRC Knowledge Domains Self Assessment**

Use the **CRC Knowledge Domains Self Assessment** document to assess the areas where you feel competent and those you feel you could use further study. Your assignment should be typed and posted to your Dropbox folder by the deadline outlined in the syllabus. Be sure to save the file according to the directions provided by the instructor. Be sure to share this document with your CRC study group members.
Professional Portfolio
You will complete an electronic portfolio that will demonstrate your understanding of
the field of rehabilitation counseling. The portfolio will be based on learning acquired
throughout your degree program. Specific details about this assignment will be
distributed later in the course.

Midterm Evaluation
Please respond to the following questions. Your responses should be typewritten and
brought to class on the day outlined in the syllabus. Please do not write your name on
the evaluation.
- What am I doing to help you learn?
- What could I be doing better to help you learn?
- What are you doing to help yourself learn
- What could you be doing better to help yourself learn?

Rehabilitation Counselor Fit
Use one of the three job postings (posting 1, posting 2, or posting 3) provided and
write a convincing argument explaining a rehabilitation counselor has the requisite
skills and knowledge to perform the job. Your argument must be at least 2-5 pages,
typed and explore the rehabilitation counselor’s knowledge domain, roles and
functions. This paper should use APA formatting. Your assignment should be typed
and posted to your Dropbox folder by the deadline outlined in the syllabus. Be sure to
save the file according to the directions provided by the instructor.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Content</th>
<th>Readings</th>
</tr>
</thead>
</table>
|       |            | **Rules for Engagement** Professional Identity     | • Rehabilitation Counseling: A Specialty Practice of the Counseling Profession, [Chapter 1](#)  
|       |            | Evolution of Rehabilitation Counseling as a Specialty Practice | • [Barnes, Rak, Austin & Louw Article](#)  
| Week 1&2 | January 28 |                                                   |                                                                          |
|       |            | Evolution of Rehabilitation Counseling as a Specialty Practice (cont) | • History of Rehabilitation Counseling , [Chapter 3](#)  
|       |            | Qualified Providers                                 | • [Acronyms, Appendix C](#)  
|       |            | Disability Policy and The Law                      | • [Qualified Providers of Rehabilitation Counseling Services, Chapter 10](#)  
|       |            |                                                   | • [Scope of Professional Practice, Appendix B](#)  
| Week 3&4 | February 11|                                                   |                                                                          |
|       |            | Concepts and Paradigms                             | • [Concepts and Paradigms in Rehabilitation Counseling, Chapter 5](#)  
|       |            | Persons with Disability                            | • [The Person with a Disability , Chapter 6](#)  
|       |            | Family (Guest Speaker: Corina Huerta, MRC, CRC, Empowering Hands) | • [Family and Relationship Issues, Chapter 7](#)  
| Week 5&6 | February 25|                                                   |                                                                          |
|       |            | Disability Culture and Studies                     | • [The Disability Rights Community, Chapter 8](#)  
|       |            | Advocacy                                           | • Class Advocacy, [Chapter 14](#)  
|       |            | Ethics and Ethical Decision making                 | • Ethics and Ethical Decision Making, [Chapter 16](#)  
|       |            |                                                   | • [Code of Ethics, Appendix A](#)  
| Week 7&8 | March 11 (**) Spring Break – No Class **)**       |                                                   |                                                                          |
|       |            | ** EXAM                                            | • ** MIDTERM EXAM (Chapters 1-7, & 10) IN CLASS (4:30 – 5:30)  
|       |            | Assessment                                         | • Assessment, [Chapter 11](#)  
|       | March 25   | Career Development                                 | • Career Development, Vocational Behavior and Work Adjustment, [Chapter 15](#)  
|       |            | Case Management (Guest Speaker: Alex Lopez, MRC, CRC, Goodwill Industries) | • Case Management, [Chapter 13](#)  
| Week 9&10 |            | Counseling (Guest Speaker: Kacy Wittek, MRC, CRC, Texas DARS) | • Counseling, [Chapter 12](#)  
|       |            | Evidence Based Practice                            | • Evidence Based Practice and Research Utilization, [Chapter 18](#)  
|       |            | Cultural Competency (Guest Speaker: Kacy Wittek, MRC, CRC, Texas DARS) | • Cultural Competency, [Chapter 17](#)  
| Week 11&12 | April 8    | ** EXAM                                            | ** FINAL EXAM (Chapters 8, & 11-18) IN CLASS (4:30 – 6:30)  
|       |            | Technology                                         | • Technology, [Chapter 19](#)  
|       |            | Clinical Supervision and Consultation              | • Clinical Supervision, [Chapter 20](#)  
| Week 13&14 | April 22   |                                                   |                                                                          |