

**Ethical, Legal & Professional Issues in  
Rehabilitation  
REHC 5300  
Fall 2018**



**Meeting Time:** Tuesday 4:30-7:20 pm

**Location:** Campbell Building 233

**Instructor:** Emre Umucu, Ph.D., LPC (WI), CRC  
[eumucu@utep.edu](mailto:eumucu@utep.edu) (Office number:  
915-747-7275)

**My Office Hours:** Tuesday 2:00-4:00 pm or  
by appointment

---

## COURSE DESCRIPTION

---

To provide a survey of the foundations of rehabilitation counseling which introduces the student to relevant aspects of rehabilitation counseling history, philosophy, values, and practice, with an emphasis on the operational aspects of the rehabilitation service delivery system. Further objectives include the examination of ethics, current issues, community resources, services and processes, and an introduction to the profession of rehabilitation counseling and related rehabilitation specializations. This class requires a higher-order thinking regarding course objectives (remembering, understanding, applying, analyzing, evaluating, and creating) based on Bloom's Taxonomy (2001).

---

## COURSE OBJECTIVES

---

This course provides an orientation to the professional life, goals, and objectives of the counselor (e.g., rehabilitation counselor) that support the development of professional identity. A primary objective of the course is to provide instruction in the profession's ethical codes and factors that influence ethical decision-making. In addition, students will understand and develop foundations in counseling profession, specifically rehabilitation counseling. Goals of the course include:

1. Defining key terms in counseling and in rehabilitation counseling, and providing professional rehabilitation counseling scope of practice, roles, and settings.
2. Providing a brief history of social work, psychology, and psychiatry and examine how these fields have had an impact on the counseling profession.
3. Providing the history of the counseling profession, specifically rehabilitation counseling.
4. Identifying different kinds of counselors and their professional organizations.
5. Providing an overview of key professional associations, including the American Counseling Association (ACA) and ACA's American Rehabilitation Counseling Association (ARCA).
6. Examining accreditation practices in the counseling profession with a particular emphasis on the Council for Accreditation of Counseling and Related Educational Professions (CACREP).
7. Briefly reviewing accreditation in related professions.

8. Identifying professionals in related fields to counseling and rehabilitation counseling and their professional associations.
9. Examining and analyzing the characteristics of the effective counselor including those that jointly describe the working alliance: empathy, acceptance, genuineness, embracing a wellness perspective, cultural competence, among others.
10. Examining and analyzing current issues and future trends in the counseling profession, including rehabilitation counseling.
11. Providing a brief history of credentialing and to examine different kinds of credentialing processes in counseling, rehabilitation counseling, and in related professions.
12. Defining values and morality and to understand their place in the development of ethical codes.
13. Reviewing different kinds of ethical decision-making models and examine important legal and professional concerns related to ethical decision-making.
14. Defining multicultural counseling and social justice work and providing conceptual models for working with clients from non-dominant groups.
15. Examining the Multicultural Counseling Competencies and the Advocacy Competencies.
16. Examining professional rehabilitation counseling scope of practice, roles, and settings.
17. Reviewing theories, models, and interventions related to rehabilitation counseling.
18. Examining principles of and processes of vocational rehabilitation, career development, and job development and placement.
19. Providing principles of independent living, self-determination, and informed choice, societal inclusion, participation, access, and universal design.
20. Providing methods of assessment for individuals with disabilities, including testing instruments, individual accommodations, environmental modification, and interpretation of results.
21. Discussing important points to consider when choosing a graduate school or applying for a job.

This course's objectives are consistent with CACREP's Standards.

<b>CACREP Standard</b>	<b>Code</b>	<b>Learning Activity</b>	<b>Outcome Measure</b>
a. the history and philosophy of the counseling profession and specifically rehabilitation counseling	2.F.1.a	Lectures, discussions, small group exercises, case discussions, and guest speakers	Paper, exams
b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	2.F.1.b	Lectures, discussions, small group exercises, case discussions, and guest speakers	Paper, exams
c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	2.F.1.c	Lectures, discussions, small group exercises, case discussions, and guest speakers	Paper, agency report
d. the role and process of the professional counselor advocating on behalf of the profession	2.F.1.d	Lectures, discussions, small group exercises, case discussions, and guest speakers	Paper, exams, agency report
e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	2.F.1.e	Lectures, discussions, small group exercises, case discussions, and guest speakers	Paper, exams, agency report
f. professional counseling organizations, including membership benefits, activities, services to members, and current issues	2.F.1.f	Lectures, discussions, small group exercises, case discussions, and guest speakers	Paper, exams, agency report, and class participation
g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	2.F.1.g	Lectures, discussions, small group exercises, case discussions, and guest speakers	Exam
h. current labor market information relevant to opportunities for practice within the counseling profession	2.F.1.h	Lectures, discussions, small group exercises, case discussions, and guest speakers	Exams, agency report
i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	2.F.1.i	Lectures, discussions, small group exercises, case discussions, and guest speakers	Paper, exams
j. technology's impact on the counseling profession	2.F.1.j	Lectures, discussions, small group exercises, case discussions, and guest speakers	Exams
k. strategies for personal and professional self-evaluation and implications for practice	2.F.1.k	Lectures, discussions, small group exercises, case discussions, and guest speakers	Paper
l. self-care strategies appropriate to the counselor role	2.F.1.l	Lectures, discussions, small group exercises, case discussions, and guest speakers	Class participation
m. the role of counseling supervision in the profession	2.F.1.m	Lectures, discussions, small group exercises, case discussions, and guest speakers	Exams, agency report

In addition, this course's objectives align with some of the CACREP's Rehabilitation Counseling Specialty Areas Standards:

### **5.H.1. Foundations**

- a. history, legislation, systems, philosophy, and current trends of rehabilitation counseling
- b. theories, models, and interventions related to rehabilitation counseling
- c. principles and processes of vocational rehabilitation, career development, and job development and placement
- d. principles of independent living, self-determination, and informed choice
- e. principles of societal inclusion, participation, access, and universal design, with respect for individual differences
- f. classification, terminology, etiology, functional capacity, prognosis, and effects of disabilities
- g. methods of assessment for individuals with disabilities, including testing instruments, individual accommodations, environmental modification, and interpretation of results

### **5.H.2. Contextual Dimensions**

- a. professional rehabilitation counseling scope of practice, roles, and settings
- b. medical and psychosocial aspects of disability, including attention to coexisting conditions
- c. individual response to disability, including the role of families, communities, and other social networks
- d. information about the existence, onset, degree, progression, and impact of an individual's disability, and an understanding of diagnostic systems including the International Classification of Functioning, Disability and Health (ICF), International Classification of Diseases (ICD), and Diagnostic and Statistical Manual of Mental Disorders (DSM)
- e. impact of psychosocial influences, cultural beliefs and values, diversity and social justice issues, poverty, and health disparities, with implications for employment and quality of life for individuals with disabilities
- f. impact of socioeconomic trends, public policies, stigma, access, and attitudinal barriers as they relate to disability
- g. awareness and understanding of the impact of crisis, trauma, and disaster on individuals with disabilities, as well as the disability-related implications for emergency management preparation
- i. awareness of rehabilitation counseling specialty area services and practices, as well as specialized services for specific disability populations
- j. knowledge of organizational settings related to rehabilitation counseling services at the federal, tribal, state, and local levels
- k. education and employment trends, labor market information, and resources about careers and the world of work, as they apply to individuals with disabilities
- l. Social Security benefits, workers' compensation insurance, long-term disability insurance, veterans' benefits, and other benefit systems that are used by individuals with disabilities
- m. individual needs for assistive technology and rehabilitation services
- n. advocacy on behalf of individuals with disabilities and the profession as related to disability and disability legislation

- o. federal, tribal, state, and local legislation, regulations, and policies relevant to individuals with disabilities
- p. professional organizations, preparation standards, and credentials relevant to the practice of rehabilitation counseling
- q. legal and ethical aspects of rehabilitation counseling, including ethical decision-making models
- r. administration and management of rehabilitation counseling practice, including coordination of services, payment for services, and record keeping

### **5.H.2. Practice**

This course does not have practical application; however, students will be learning about clinical aspects of rehabilitation counseling philosophy, values, and practice, consistent with CACREP's 5.H.3.

---

## **REQUIRED READINGS & MATERIALS**

---

### **Required textbooks:**

Tarvydas, V. M., & Hartley, M. T. (Eds.). (2017). *The professional practice of rehabilitation counseling (2<sup>nd</sup> Ed)*. New York, NY: Springer Publishing Company.

### **Optional textbook:**

Publication Manual of the American Psychological Association, Sixth Edition

Purdue University Online Writing Lab (OWL) at:  
<https://owl.english.purdue.edu/owl/resource/560/01/>

### **Other Materials:**

Additional readings will occasionally be assigned to supplement the textbook readings and to provide updates on current trends and issues. Note that quiz and exam content may also come from additional readings.

---

## **COURSE STRUCTURE AND METHODS OF INSTRUCTION**

---

Classroom activities will consist of lectures, readings, discussions, small group exercises/presentations, multimedia presentations, case discussions, and guest speakers. Students are expected to read assigned materials prior to class, to attend class, and to participate actively in classroom discussions and activities. Class time will be used to review and emphasize points, to elicit critical analysis and reflection, and to explore potential applications of the material in

rehabilitation counseling practice. If you are ill and unable to attend class, please send an email to the instructor. Multiple absences will impact your grade.

---

### **COURSE REQUIREMENTS AND GRADING**

---

Assignment	Due Date	Points
Class Participation and Ethical Dilemma Case Discussions	Multiple Dates	15
Agency Report	October 1 <sup>st</sup>	15
Midterm Exam	October 9 <sup>th</sup>	15
Professional Identity Paper	November 19 <sup>th</sup>	30
Final Exam	December 4 <sup>th</sup>	25
Total		100

---

Each course objective outcomes will be evaluated through course requirements as requested by CACREP. Students' learning outcomes of course objectives will be measured via requirements described below.

---

### **CLASS PARTICIPATION AND ETHICAL DILEMMA CASE DISCUSSIONS**

---

The class meets from 4:30 to 7:20. Please be on time, and remain for the entire class session. Cell phone usage is prohibited in class. If you must have access to your phone because of a personal issue, such as a sick child or being on call, please discuss this with the instructor beforehand. Excessive distraction due to cell phone use will result in you being asked to leave class and counted as absent with no make up assignment being possible; therefore you will receive an unsatisfactory for participation. This is a firm requirement. Failure to comply will result in a warning and possibly being dropped from the course after repeated offenses.

Use of laptops must be for note taking purposes only. You may also use your laptop to view power point presentations posted on Blackboard.

More than one absence (excused or unexcused) can result in a decrease (one letter grade) of your final grade. In order for an absence to be considered as excused, the student must bring in a note from their doctor, pediatrician, employer, the court, or provide other documentation from a verifiable source that the absence was unavoidable. Failure to do so results in an unexcused absence. Unexcused absences result in the inability to make up any work not turned in or missed.

A significant amount of learning will occur through didactic and interactive activities in the classroom. It is imperative that you are engaged in the learning experience. The use of texting and Internet surfing is strongly prohibited as it is extremely disrespectful to the instructor and classmates and significantly impedes the learning process. Additional readings and activities will be assigned during the semester to augment chapter readings. Class periods will consist of

lectures and group activities. In order to use the time to its full potential, you must read the required chapters/material before class.

In class, we will also have ethical dilemma case discussions that each student is supposed to actively participate. Case discussions will be based on topics covered in class lectures and readings. It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this course 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.

During the course of class discussions, class members may reveal personal information, politically incorrect feelings, newfound opinions, etc. In fact, all of the aforementioned acts are encouraged and contribute to the group process. The rules of confidentiality are in effect. This means that you are not to discuss any of this type of information outside of class with other classmates. If you feel the need to process information shared in class with family members or other faculty, please do not reveal specifics that will allow what you are sharing to be attributed to a particular class member. You should also recognize that your privacy cannot be fully protected so please be mindful about the content you share especially regarding third parties.

---

### **FIELD EXPERIENCE REPORT (AGENCY REPORT)**

---

Students are required to select and visit a rehabilitation, rehabilitation counseling, or a counseling agency, facility or organization that serves individuals with disabilities. The site should be an organization you are not familiar with to expand your knowledge of service providers and the role they play in the rehabilitation process.

Students are required to write and submit a paper that describes the visit that includes at least the following information:

- (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.

**Field Experience Report due midnight October 1<sup>st</sup>.**

---

## PROFESSIONAL IDENTITY PAPER

---

The identity of a rehabilitation counselor is a special topic of critical importance to the field. Students are expected to research the strengths, weaknesses, opportunities, and threats associated within the profession and develop a paper synthesizing this knowledge and providing recommendations for the improvement and strengthening of this vital profession. A list of recommended sources is available on Blackboard. The body of the finished paper should be no more than 4 pages (double-spaced; 12-point font; excluding references and title page) in length and formatted using APA format. **Please get help from UTEP Writing Center anytime you need.**

**Paper due midnight November 19<sup>th</sup>.**

---

## EXAMS

---

There will be two exams: a mid-term (Week 1 to 6) and a final (Week 7 to 14). The exams will be based on both assigned readings and class lectures. Mid-term exam will be in class. The final exam will be non-cumulative and will be online through Blackboard.

---

## GRADING SCALE

---

You are responsible for your own grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

90 - 100 points	= A
89 - 80 points	= B
79 - 70 points	= C*
69 - 60 points	= D*
59 – and below	= F*

**Note:** I do not round decimal points at the end of the semester. Thus, a score of 89.9 receives an B while a score of 90.00 receives an A.

\* Students performing at this level should have contact with the instructor to determine a plan for improvement.

Late assignments (with no excuse) will receive an automatic 15% grade deduction for each day of the first two days an assignment is overdue and a 5% grade deduction for each day that it is late thereafter.



---

## COURSE POLICY

---

Students are responsible for reading and adhering to the Master of Rehabilitation Counseling Student Handbook.

---

## INFORMATION FOR STUDENTS WITH DISABILITIES

---

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to [cass@utep.edu](mailto:cass@utep.edu), or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass).

---

## 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>, may result in sanctions ranging from disciplinary probation, to failing grade on the work in question, to a failing grade.

## COURSE CONTENT & OUTLINE

The instructor reserves the right to make adjustments to this schedule, the topics covered, assignments made, evaluations required, or other changes as may be needed to effectively teach the material covered.\*

*Additional reading assignments may be uploaded to Blackboard.\*\**

Aug 28 <sup>th</sup>	<b>Week 1</b> Course orientation Introduction to the Discipline of Counseling and Rehabilitation Counseling and Scope of Practice, Disabilities and Chronic Illnesses	<b>Chapter 1 and Chapter 2</b>
Sept. 4 <sup>th</sup>	<b>Week 2</b> Rehabilitation Counseling Professional Competencies; Professional Credentialing; Professional Organizations	<b>Chapter 3</b>
Sept. 11 <sup>th</sup>	<b>Week 3</b> History and Evolution of Counseling and Rehabilitation Counseling Legislation and Government Policy Relevant to Rehabilitation Counseling	<b>Chapter 4 and Chapter 6</b>
Sept. 18 <sup>th</sup>	<b>Week 4</b> Concepts and Models in Rehabilitation Counseling	<b>Chapter 5</b>
Sept. 25 <sup>th</sup>	<b>Week 5</b> Professional Practice in Rehabilitation Service Delivery Systems and Related System Resources; Understanding People with Disabilities; Disability Rights Community	<b>Chapter 7 and Chapter 9</b> <b>Field Experience Report due midnight October 1<sup>st</sup></b>
Oct. 2 <sup>nd</sup>	<b>Week 6</b> Ethics and Ethical Decision-Making	<b>Chapter 17</b> <b>CRCC Code of Ethics and ACA Code of Ethics</b>
Oct. 9 <sup>th</sup>	<b>Week 7</b> Ecological Factors in Rehabilitation Counseling Interventions	<b>Midterm Exam</b>

Oct. 16 <sup>th</sup>	<b>Week 8</b> Social and Cultural Factors in Rehabilitation Counseling; Social Justice and Cultural Competence; Advocacy	<b>Chapter 14 and Chapter 18</b>
Oct. 23 <sup>rd</sup>	<b>Week 9</b> People with Disabilities in the Workplace	<b>Chapter 15</b>
Oct. 30 <sup>th</sup>	<b>Week 10</b> Assessment in Rehabilitation Counseling	<b>Chapter 11</b>
Nov. 6 <sup>th</sup>	<b>Week 11</b> Research in Rehabilitation Counseling	<b>Chapter 19</b>
Nov. 13 <sup>th</sup>	<b>Week 12</b> Technology in Rehabilitation Counseling	<b>Chapter 21</b> <b>Professional Identity Paper Due Midnight Nov 19<sup>th</sup></b>
Nov. 20 <sup>th</sup>	<b>Week 13</b> Case Management and Psychiatric Rehabilitation in Rehabilitation Counseling; Forensic and Indirect Services	<b>Chapter 13; Chapter 16; Chapter 20</b>
Nov. 27 <sup>th</sup>	<b>Week 14</b> Rehabilitation Counselor Supervision	<b>Chapter 22</b>
Dec. 4 <sup>th</sup>	<b>Week 15</b> Final Exam Course wrap-up review	<b>Final Exam</b>

\*Please note that this syllabus is subject to change *with* notice.

\*\*Some other readings will be assigned and handed out in class and when possible added to Blackboard.

**REHC 5300 Ethical, Legal & Professional Issues in Rehabilitation  
Additional Readings and Resources**

Council for Accreditation of Counseling & Related Educational Programs (CACREP) website:

<http://www.cacrep.org/>

American Rehabilitation Counseling Association (ARCA) website:

<http://www.arcaweb.org/>

CRCC Code of Ethics and related resources:

<https://www.crccertification.com/code-of-ethics-3>

The National Council on Rehabilitation Education (NCRE) website:

<https://ncre.org/>

American Counseling Association (ACA) website:

<http://www.counseling.org/>

ACA Code of Ethics and related resources:

<http://www.counseling.org/knowledge-center/ethics/code-of-ethics-resources>

Association for Counselor Education and Supervision (ACES) website:

<http://www.acesonline.net/>

American Mental Health Counselors Association (AMHCA) website:

<http://www.amhca.org/>

National Board of Certified Counselors (NBCC) website:

<http://www.nbcc.org/>

Commission on Rehabilitation Counselor Certification website:

<https://www.crccertification.com/crc-exam-overview>

Job Accommodation Network website:

<https://askjan.org/>

Texas statutes and administrative code relating to the practice of professional counseling website:

<https://www.dshs.texas.gov/counselor/>