



**University of Massachusetts Boston  
College of Education and Human Development  
School for Global Inclusion and Social Development  
Rehabilitation Counseling**

**Rehab 603: Foundations of Rehabilitation**

**GENERAL INFORMATION:**

**Instructor:**

**Email:**

**Office Hours:**

**CLASS LOCATION/TIME:**

**Location:** class meets for one hour per week online through Blackboard

**Dates/Times:**

**COURSE DESCRIPTION:**

This course seeks to provide students with basic information about the process of rehabilitation and its history and philosophy. Discussions also focus on the organizational structure of the rehabilitation system, the professional identity of the rehabilitation counselor, and legal and ethical issues in the practice of rehabilitation counseling.

**COURSE OBJECTIVES:**

1. To gain knowledge of:
  - (a) The definition and impact of disability.
  - (b) Barriers confronting persons with disabilities.
  - (c) The history, philosophy and trends in vocational and clinical rehabilitation counseling and mental health counseling.
  - (d) The evolution and current scope of practice of rehabilitation counseling and mental health counseling.
  - (e) Professional roles, functions, organizations, preparation standards and credentials of vocational rehabilitation counselors, clinical rehabilitation counselors and mental health counselors.
  - (f) Professional issues affecting counselors including advocacy for the profession.
  - (g) Theories and models in counseling, rehabilitation counseling and mental health counseling.
  - (h) Legislation related to people with disabilities including public policies on the local, state and national levels that affect the quality and accessibility of services.
  - (i) Principles for service delivery: empowerment, self-determination, informed choice, and societal inclusion, participation and access for persons with disabilities.
  - (j) Disability service delivery systems and resources.
  - (k) Advocacy in rehabilitation.
  - (l) The place of research and evaluation in rehabilitation and mental health counseling.
2. To develop attitudes toward:
  - (a) Common threads in the experience of disability.
  - (b) Vocational Rehabilitation Counseling, Clinical Rehabilitation Counseling and

- Mental Health Counseling as professional fields.  
 (c) Rehabilitation counseling and mental health counseling as academic disciplines.  
 (d) Empirical investigation in rehabilitation and mental health counseling.

### **COURSE STRUCTURE:**

Readings, lectures, chats, and online investigation. Note: The weekly session notes should be read before doing the assigned reading for that week.

### **BOOK FOR THE CLASS:**

**Note** Please check with instructor before purchasing the text

Rubin, S.E., Roessler, R.T., & Rumrill, P.D., Jr. (2016). *Foundations of the vocational rehabilitation process* (7th ed.). Austin, TX: Pro-Ed.

Additional required readings will be available from links or on-line sources.

### **COURSE ASSESSMENTS:**

A. Weekly Questions/Observations (Q/Os) on the Reading Assignment (30 points)

B. Journal Review (10 points)

Scan the titles of all articles published between 2019 and 2021 in each of the nine journals listed in Weekly Session 2. Read the abstracts of the four or five articles in each journal that seem most interesting and relevant to you. From these, select and read the full text of **the one article in that journal** that you think could have the greatest impact on your view of the field (i.e., rehabilitation counseling or mental health counseling)

C. Informational Interviews (15 points)

Hold an informational interview with a practicing rehabilitation counselor who is a CRC and a practicing licensed mental health counselor.

D. Oral Book Report (No written report required; 15 points)

Select and read a non-fiction account of the life experiences of a person with a disability (i.e., an autobiography or biography).

E. Legislative History and Professional Identity Exam (30 points)

F. Advocacy Program Proposal (25 points)

Each member of the class will choose either an unmet need of a specific population of consumers or an unmet need of rehabilitation counseling as a profession.

G. Essential Learnings (15 points)

List the eight most important things that you learned about rehabilitation in this course and explain how you plan to apply each of these new learnings in the field that you are entering.

H. Participation in Online Chats (10 points)

Attendance at and participation in weekly online chats is an expectation of this course.

### **COURSE REQUIREMENTS:**

Weekly Questions	= 30 points
Journal Review	= 10 points
Informational Interview	= 15 points
Oral Book Report	= 15 points
Legislative History and Professional Identity Exam	= 30 points
Advocacy Program Proposal	= 25 points
Essential Learning	= 15 points

Participation Online Cnat = 10 points

**Total Possible** = 150 points

UMass Boston Graduate Grading Policy		
Letter	Percentage	Quality points
A	93-100%	4.00
A-	90-92%	3.75
B+	87-89%	3.25
B	83-86%	3.00
B-	80-82%	2.75
C+	77-79%	2.25
C	73-76%	2.00
F	0-72%	0.0
INC	Given under very restricted terms and only when satisfactory work has been accomplished in majority of coursework. Contract of completion terms is required.	N/A
IF	Received for failure to comply with contracted completion terms.	N/A
W	Received if withdrawal occurs before the withdrawal deadline.	N/A
AU	Audit (only permitted on space-available basis)	N/A
NA	Not Attending (student appeared on roster, but never attended class. Student is still responsible for tuition and fee charges unless withdrawal form is submitted before deadline. NA has no effect on cumulative GPA.)	N/A

**Accommodations:**

UMass Boston is committed to creating learning environments that are inclusive and accessible. If you have a personal circumstance that will impact your learning and performance in this class, please let me know as soon as possible, so we can discuss the best ways to meet your needs and the requirements of the course. If you have a documented disability, or would like guidance about navigating support services, contact the Ross Center for Disability Services by email ([ross.center@umb.edu](mailto:ross.center@umb.edu)), phone (617-287-7430), or in person (Campus Center, UL Room 211). To receive accommodations, students must be

registered with the Ross Center and must request accommodations each semester that they are in attendance at UMass Boston. For more information visit: [www.rosscenter.umb.edu](http://www.rosscenter.umb.edu). Please note that the Ross Center will provide a letter for your instructor with information about your accommodation only and not about your specific disability.

### **Academic Integrity and Student Code of Conduct**

Education at UMass Boston is sustained by academic integrity. Academic integrity requires that all members of the campus community are honest, trustworthy, responsible, respectful, and fair in academic work at the university. As part of being educated here, students learn, exercise, increase, and uphold academic integrity. Academic integrity is essential within all classrooms, in the many spaces where academic work is carried out by all members of the UMass Boston community, and in our local and global communities where the value of this education fulfills its role as a public good. Students are expected to adhere to the Student Code of Conduct, including policies about academic integrity, delineated in the University of Massachusetts Boston Graduate Studies Bulletin, Undergraduate Catalog, and relevant program student handbook(s), linked at [www.umb.edu/academics/academic\\_integrity](http://www.umb.edu/academics/academic_integrity).

### **Health, Wellbeing, and Success**

UMass Boston is a vibrant, multi-cultural, and inclusive institution committed to ensuring that all members of our diverse campus community are able to thrive and succeed. The university provides a wide variety of resources to support students' overall success.

- Are you in emotional distress? Call 617.287.5690 to speak with a licensed clinician 24/7 who can offer support, crisis recommendations, and assistance with finding resources.
- Have a campus question or issue? Use [Current Students - UMass Boston \(umb.edu\)](http://umb.edu)
- Want advice in navigating a university or life situation? Contact the Dean of Students Office at [www.umb.edu/deanofstudents](http://www.umb.edu/deanofstudents).

**Mission of the School for Global Inclusion and Social Development:** The School for Global Inclusion and Social Development supports inclusive communities, addresses the interrelationship of health, wellness, and social and economic development, and serves as a catalyst to social development at the local, regional, national and international levels. The School is committed to developing future leaders able to address issues of equality of opportunity and enhanced quality of life for all. Central to the School is an understanding of how leadership must be sensitive to contextual and cultural variances and of its potential to bring about positive change. Through transdisciplinary graduate studies, applied and translational research, systemic development, innovation, and dissemination of knowledge and information, the School for Global Inclusion and Social Development embraces its commitment to students, faculty and the community at large.