

**STUDENT MANUAL**  
**FOR THE**  
**REHABILITATION & DISABILITY STUDIES PROGRAM**  
**(B.S. Degree)**

Department of Counselor Education  
Emporia State University  
Emporia KS 66801

## TABLE OF CONTENTS

Purpose.....	3
Student Responsibility.....	3
Background.....	3
The Profession of Rehabilitation.....	3
Mission/Objectives of the Rehabilitation Services Education Program.....	

## PURPOSE

This manual was developed to assist majors in the Rehabilitation & Disability Studies (RDS) program as they pursue coursework toward the B.S. degree. Included in this manual is information that briefly describes the major requirements and student expectations. It also provides general information about the profession, credentials, and activities of interest to students. Students are encouraged to visit with the RDS Program Coordinator if any questions arise regarding program requirements or expectations.

## STUDENT RESPONSIBILITY

It is the student's responsibility to assure that he or she has met all graduation requirements for the B.S. degree in Rehabilitation & Disability Studies. The student should familiarize him/herself with the requirements in the undergraduate catalog. Any questions should be directed to the student's assigned academic advisor.

## BACKGROUND

Emporia State's undergraduate Rehabilitation & Disability Studies (RDS) program (initially titled Rehabilitation Services Education) was established in 1972 through the Department of Counselor Education.

Depending on individual interest and area of concentration, graduates may function in any of the evaluation, coordination, placement, development, training/treatment, and communication involvement phases of rehabilitation and addictions services. For persons trained at the bachelor's level, entry jobs exist as substance abuse counselors, rehabilitation specialists, work evaluators, job coaches, job placement specialists, training supervisors, employment interviewers, case managers, residential workers, and community workers who work with consumers exhibiting specific rehabilitation needs.

## THE PROFESSION OF REHABILITATION

Rehabilitation refers to the philosophy and approach followed by human service providers concerned with vocational, psychological, social, and environmental barriers that impact the lives of persons with disabilities, including persons with substance abuse disorders. Rehabilitation is also a program of services to empower individuals with a disabling condition to maximize employability, and to attain economic self-sufficiency, independence, inclusion and integration into society. A major goal is to assist the person moving from a status of dependence to one of interdependence so that personal adjustment and/or the opportunity to succeed economically can be attained.

A professional in the field of rehabilitation may work with individuals experiencing psychiatric disabilities, developmental disabilities, vision or hearing problems, severe physical disability, substance abuse/dependence, behavioral issues, correctional issues, adjustment problems, and environmental barriers.

### MISSION/OBJECTIVES OF THE REHABILITATION & DISABILITY STUDIES PROGRAM

The mission of the RDS program is to prepare undergraduate rehabilitation professionals to work in a variety of human service settings that provide support services to and with individuals with disabilities and substance use disorders. Frequently, these settings focus on supporting individuals obtain employment, participating in the community, or develop as much independence and/or interdependence as possible. The major objectives of the Rehabilitation & Disability Studies program are:

1. To prepare students to assume positions as rehabilitation service specialists and addiction counselors in a variety of human service settings.
2. To prepare students to enter graduate study in rehabilitation counseling, addictions, and related professional service fields.

The RDS program offers students a comprehensive yet practical foundation of principles and strategies to facilitate employability and independent living in the broad fields of rehabilitation and human services.

### APPLICATION TO THE PROGRAM

Individuals wishing to major or minor in Rehabilitation & Disability Studies meet the following conditions prior to being accepted in the program:

1. Complete a minimum of 30 undergraduate credit hours, earning a minimum cumulative grade point average of 2.5 or higher.
2. Complete either RE 290 (Intro to Rehabilitation Programs) or RE 291 (Survey of Disabling Conditions) with a grade of B or better.
3. Students with less than a 2.5 cumulative grade point average may not enroll in more than six credit hours of rehabilitation course work prior to being accepted as a major in the program.

After meeting the previous conditions, or during the semester in which the conditions will be met, students seeking admission should do the following:

1. Submit a completed Application for Admission form to the Rehabilitation & Disability Studies program coordinator (Dr. Carrie Boettcher).

2. Indicate to the Student Advising Center or your academic advisor (if switching from another degree program) a desire to apply to the Rehabilitation & Disability Studies program and request that your academic folder be forwarded to the Department of Counselor Education.
3. If you are admitted, you will be notified, in writing, of your acceptance and you will be assigned to a faculty advisor in the RDS program.

## GENERAL REQUIREMENTS

The requirements for the Bachelor of Science are as follows:

1. The student must complete at least 120 semester hours of credit in courses numbered 100 or above. The student must complete the general education program.
2. The student must complete a program of study prescribed by the major department that may also include work in related or supporting fields and advisor approved electives.
3. The student must complete such additional electives as needed to total 120 hours for the degree.
4. The student must pass the Collegiate Assessment of Academic Proficiency (CAAP) examinations in reading, writing, and mathematics prior to graduation. Students are encouraged to complete the CAAP requirement during their junior year.

## PROGRAM OF STUDY

The program for a student with no prior experience requires 44 semester hours for the major. Students generally begin the program at the start of the second semester of the sophomore year or at the beginning of the junior year. The academic program concludes with a four-month period of field experience (internship of 600 clock hours). The program consists of a basic core of courses which is structured to meet all the training guidelines of the Rehabilitation Services Administration for undergraduate rehabilitation programs.

### REQUIRED COURSES:

CE 646	Psychopharmacology (3)
CE 670	Substance Abuse in Counseling (3)
RE 290	Intro to Rehabilitation Programs (3)
RE 291	Survey of Disabling Conditions (3)
RE 301	Rehabilitation Research & Report Writing (1)
RE 305	Ethics in Human Services (3)
RE 392	Survey of Mental & Psychological Disabilities (3)
RE 510	Applied Counseling Skills Development (3)
RE 636	Intro to Group Procedures (3)
RE 641	Case Management in Rehabilitation (3)

RE 683	Family Issues and Advocacy (3)		
RE 694	Assessment & Employment of Persons with Disabilities (3)		
RE 699	Internship in Rehabilitation (6)		
RE 700	Seminar in Rehabilitation (1)		
	Advisor Approved Electives (3-6)		
		Total	44

### MINOR IN REHABILITATION SERVICES EDUCATION

A minor in Rehabilitation & Disability Studies requires 18 specified semester hours. A minor in RDS will not participate in the field site experience or do an independent study. The process and requirements to apply for a major or minor are the same as those mentioned above.

#### Required Class: (6 hours)

RE 290	Introduction to Rehabilitation Programs	3 hours
RE 291	Survey of Disabling Conditions	3 hours

#### Elective Classes. Select a minimum of 11 semester hours from the following:

RE 291	Survey of Disabling Conditions	3 hours
RE 305	Ethics in Human Services	3 hours
RE 392	Survey of Mental & Psych Disabilities	3 hours
RE 641	Case Management in Rehabilitation	3 hours
RE 683	Family Issues & Advocacy	3 hours
RE 694	Assessment & Employment of PWD	3 hours

Total 18 hours

### STUDENT RETENTION

Throughout the student's matriculation the faculty advisor monitors the student's performance by means of midterm and semester grades, as well as the student's developing clinical skills and demonstrating personal growth in dispositions relevant to rehabilitation services professionals. If the instructor determines the student is not making satisfactory progress, the instructor will take the necessary steps to assist the student toward improvement or offer assistance in finding a field of study more suitable to the abilities and/or interests demonstrated. At the end of each semester, the academic and clinical skill, performance, and personal growth of all students enrolled in the program are reviewed to determine if satisfactory progress is being made toward the degree. Students in question are informed of any concerns by the appropriate faculty advisor.

## FIELD EXPERIENCES

One of the main objectives of the Rehabilitation & Disability Studies internship is to provide practical application of the undergraduate training experience. Such a program brings together in a realistic setting the diverse kinds of client behavior, and problems, with which a rehabilitation specialist or addiction counselor is concerned. It helps the student acquire proficiency and gain confidence in applying theoretical knowledge and integrating various helping skills, all under the supervision of an experienced and qualified rehabilitation supervisor. It also helps the student evaluate and test philosophies and attitudes within the context in which they must ultimately be made effective, at the same time providing the student with a means of assessing one's strengths and weaknesses in relation to undergraduate work and a chosen area of work.

The internship is designed to allow the student the opportunity to pull together all of the on-campus course work. It provides for the opportunity for supervised application of theory to practice in a rehabilitation or addiction setting under direct supervision of qualified persons in the agency and the university faculty. The internship is the capstone experience of the undergraduate degree in Rehabilitation & Disability Studies. Typically, the internship is taken during the final two semesters of the senior year.

Approval of an internship experience is dependent on (1) the purpose and goals of the rehabilitation setting, (2) the scope of services to be provided, and (3) the population to be served. These three factors are all reviewed in the context of the following questions:

1. Is the setting generally considered an agency or program that provides services to individuals with disabilities, including persons with substance use disorder?
2. What are the rehabilitation or addiction services to be provided and what is the goal or objective of each service?
3. Who is served? What are the physical disabilities, mental disabilities, and/or co-occurring disorders of the individuals that are typically served?
4. Will the intern be working with people or with data or written materials?
5. How do the impairments of the individuals to be served affect their ability to work?
6. Will the services assist individuals with disabilities in their efforts to become independent (socially integrated and/or employed)?

## INTERNSHIP REQUIREMENTS

The intern is expected to serve a minimum of 600 clock hours for six hours of undergraduate credit. The intern will work during the agency's regular working hours. If the student's internship is scheduled for two semesters, they will work 20 hours per week for thirty weeks. In order to understand the scope of services and the problems of service delivery, students are expected to meet the requirements by working in only one field setting.

Frequent visits and conferences should reduce the need for written communications. However, a final typewritten summary report is required at the completion of the internship experience. The report should include personal impressions, reactions, and examples of meaningful experiences, suggestions for improving the internship and other comments the intern feels appropriate. The report will not be graded, as such, but it should present and reflect a concise picture of the total internship experience.

## ACADEMIC DISHONESTY POLICY

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as misrepresenting internship hours, and cheating/plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources). The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

## PROFESSIONAL ORGANIZATIONS

Throughout the academic programs of students the importance of involvement in professional organizations is stressed. Students are encouraged to join at least one professional association related to their personal and professional interests. Examples of relevant professional organizations include the National Rehabilitation Association, International Association of Rehabilitation Professionals, Rehabilitation Engineering and Assistive Technology Society of North America, American Deafness and Rehabilitation Association, National Association of Alcohol and Drug Abuse Counselors, and the Association for Persons in Supported Employment

## STUDENT ACCOMMODATION

Students who experience a disability and require an accommodation for any of the activities and requirements of this program should contact the Coordinator of

Student Accessibility & Support Services at (620)-341-6637. If other concerns exist related to safety or medical conditions, please communicate this information as well.

Student Accessibility & Support Services (SASS) coordinates accommodations for students with documented disabilities at Emporia State University. Students must register with the office to receive accommodations. Students with disabilities who do not require accommodation may choose to register in order to be informed of scholarships, employment opportunities, and related events. SASS provides information and referrals to promote successful transitions to college and work. We encourage students to plan ahead to facilitate the timely provision of accommodations.