

# Rehabilitation Services Handbook

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Revised by

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Revised 1/17

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# Welcome

Welcome to the **Rehabilitation Services** program! You have chosen a profession in an area that is dedicated to improving/expanding opportunities for people with disabilities or people who need assistive services to have the best life possible. Program faculty and instructors are committed to ensuring high quality curriculum and community-engaged activities throughout your educational experience to prepare you for your professional career path.

A decade into the new millennium, the twenty-first century promises a continuation and expansion of the necessary services and technologies that support people with disabilities and other rehabilitation services populations. This current demand requires a cadre of appropriately trained rehabilitation services professionals. By selecting rehabilitation services as your major/minor, you are positioning yourself to help people in a variety of systems access a myriad of opportunities in employment, independent living and community integration.

Although there is a recognized need for individuals trained in rehabilitation services, promises cannot be made regarding what the actual job demands will be two, three, or four years from now. We do know the future trend of rehabilitation services is to work with people with the most significant disabilities, people with substance abuse issues, and people in the criminal justice system. Given the aforementioned, jobs should be available for people trained to work with these targeted groups. Presently, rehabilitation services program graduates are finding employment in both public and private agencies. Graduates are obtaining entry-level positions in a wide variety of agencies and programs for people who have intellectual disabilities, mental illnesses, and physical disabilities, as well as children's services, the corrections system, and the elderly. Beginning salaries are comparable to beginning teachers; (i.e. \$22,000-\$32,000). Many program graduates also choose to enter graduate school in programs such as rehabilitation counseling, mental health counseling, school counseling, occupational therapy, speech and audiology, social work, or health administration.

Your admission to the program indicates that you are a serious student and that you have a minimum grade point average of 2.35. The Rehabilitation Services program expects you to improve upon your grade point average and expand your practical skills. In order to be eligible to enroll in internship during your senior year, you must maintain an overall GPA of 2.50. This means that you must take your coursework seriously. Also, you cannot earn below a grade of "C" in any of your professional coursework requirements. Students must repeat any program-required courses in which a grade of "D" or lower was earned.

Your program advisor for the undergraduate Rehabilitation Services program will advise you regarding professional courses in rehabilitation, your internship, and rehabilitation career options. The College's academic advisors (located in the Office of Student Services, Allyn 378) handle transfer credits, program requirements, scheduling, petitions, general education coursework, graduation, etc. Please read this handbook carefully and contact your academic advisor or faculty advisor if you have questions.

Wright State University

Rehabilitation Services Faculty

## Introduction

The Handbook for Rehabilitation Services Majors/Minors is designed to answer many of the questions that you may have about the program. Although the Handbook covers several areas of concern, it probably will not answer all of your questions. It is simply a guide and should not be taken as an absolute. The Handbook should be used in concert with information provided by the College of Education and Human Services academic advisors and the undergraduate Rehabilitation Services faculty advisors.

# Philosophy of the Undergraduate Rehabilitation Services Program

A basic assumption in rehabilitation services is the uniqueness and value of every single human being. Every person is deserving of respect and is entitled to the inherent right to fully experience life activities that are available in a democratic society. Consequently, rehabilitation is a process that facilitates realization of each individual's maximum potential: physically, psychologically, socially, vocationally, and spiritually. Rehabilitation involves the enhancement of human potential and the **EMPOWERMENT** of people with and without disabilities.

The philosophical foundation for rehabilitation can be summarized by the following principles:

1. A person is holistic, i.e., he or she cannot be divided into parts such as physical, mental, social, vocational, and economic. Each person is a complete individual; and each modality interacts with the other to form the whole.
2. Every person is unique. Psychological reactions to disabilities and life altering experiences vary from individual to individual. No two people have exactly the same needs or potential; each individual has unique assets, ways of coping, and goals.
3. Each person has rights. A person has the right to choose to participate or not participate in rehabilitation services. Each person also has the right to informed choice within service provision.
4. Equality of opportunity must be present for all citizens. Such a philosophy obligates society to provide specialized services to people with disabilities and other impactful life experiences, so that all individuals are equally prepared for full participation in the privileges and responsibilities of citizenship.

The rehabilitation faculty is committed to the above principles. Therefore, the undergraduate rehabilitation services program reflects those principles. As well, the rehabilitation services curriculum prepares future rehabilitation services providers with knowledge and skills required to implement the rehabilitation process for people within any population.

## Program Overview

The rehabilitation services program prepares rehabilitation services professionals to work with people who have disabilities or other life altering experiences that impact the ability to pursue activities of daily living, employment, or community integration. Rehabilitation services providers are taught to understand the total impact of disability and life experiences upon the individual, family members, and the community at large. Rehabilitation professionals use a process that empowers people to achieve their fullest physical, psychological, sociological, and vocational potential. This process is achieved through planning and coordination of services, which includes determining and matching consumer needs with available resources and services. To facilitate the process, rehabilitation professionals must work as a team with physicians, psychologists, occupational therapists, social workers, and other services providers.

The first two years of the rehabilitation services program includes general education courses in political science, biology, sociology, psychology, math and business, as well as introduction to rehabilitation and community resources. During the junior and senior years, students take more advanced courses in rehabilitation services and other required rehabilitation-related coursework. Students are invited to attend seminars and workshops sponsored by the rehabilitation faculty, professional organizations, and other disciplines, which examine specific problems and programs in rehabilitation and/or related areas.

Students have the opportunity to participate in the Wright State University Rehabilitation Services Organization and gain experience in a leadership role in their profession. The Wright State University Rehabilitation Services Organization is an affiliate chapter of the Ohio Rehabilitation Association/National Rehabilitation Association.

Students complete the rehabilitation internship requirements during their senior year, typically as the last formal degree coursework prior to graduation. Rehabilitation services majors earn a Bachelor of Science (BS) degree from Wright State University and the College of Education and Human Services (CEHS). Students may also participate in the departmental honors program in Rehabilitation Services.

## Mission of Rehabilitation Services

The mission of the Rehabilitation Services program at Wright State University is to provide quality undergraduate education in the area of rehabilitation services and prepare students to secure and excel in employment in their communities. Students will be recruited from diverse backgrounds and be trained to work with a broad spectrum of consumers in rural, urban and suburban communities. The priorities and expectations of the faculty are to provide students with the necessary training to perform ethically, competently and successfully as entry-level rehabilitation service professionals.

## Program Goals

The rehabilitation services program is designed to:

1. Increase the supply of knowledgeable professionals, who have the skills to function within an interdisciplinary team, serving people with disabilities and other life altering experiences.
2. Enhance the quality of services to people with disabilities and other life altering experiences.
3. Contribute to the general body of knowledge associated with the rehabilitation professions
4. Produce self-aware graduates who will act as consistent advocates for the populations served.

# Program Objectives

Upon completion of the rehabilitation services major, the graduate will be able to demonstrate:

## A. Knowledge

1. A basic understand the history, legislation, and philosophy of rehabilitation. This includes the American with Disabilities Act (ADA), Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.
2. An understanding of the rehabilitation process.
3. An understanding of the physical, psychological, social, and/or vocational problems encountered by people with disabilities.
4. A basic understanding of communication techniques used to improve interpersonal effectiveness with consumers, other professionals, peers, and supervisors.
5. A basic understanding of medical terminology and how it applies to rehabilitation.
6. A basic understanding of developmental, physical, and psychiatric disabilities and their impact upon the physical, psychological, social and vocational activities of the consumer and his/her family or significant others.
7. A basic understanding of the value of occupational information to the rehabilitation process.
8. A basic understanding of how to read and interpret research data.
9. An understanding of various techniques used for intake interviewing, casework recordings, and needs assessments.
10. A basic understanding of resources available within the rehabilitation process.
11. A basic understanding of confidentiality and the rehabilitation team process.
12. A basic understanding of substance abuse.
13. A basic understanding of assistive technology and the independent living philosophy.

## B. Skills

The graduate will be able to demonstrate the ability to:

1. Implement the rehabilitation process with the assistance of other human service personnel.
2. Identify assets and limitations imposed by a disability that are unique to the individual.
3. Locate resources that will facilitate the rehabilitation process.
4. Determine community need for rehabilitation services and assist in developing and implementing appropriate rehabilitation services.

5. Evaluate community agencies and programs for appropriate referral determination and consumer benefit.
6. Conduct initial assessment interviews with consumers and their families
7. Provide minimal interpretation of medical and psychological information to consumers.
8. Conduct career assessments.
9. Assist persons with disabilities in developing realistic occupational goals
10. Teach basic job seeking skills to consumers
11. Read and use research material.
12. Consistently make appropriate ethical decisions concerning specific populations
13. Understand when it is appropriate to use assistive technology
14. Function on an interdisciplinary team.

### C. Dispositions

The graduate will demonstrate:

1. An open and accepting attitude towards people with disabilities and cultural aspects involved in rehabilitation services provision
2. An awareness of personal attitudinal and/or educational limitations that may negatively impact the rehabilitation process.
3. An understanding of diversity and multicultural issues that affect the rehabilitation process.
4. An appreciation of peers and other professionals involved in the rehabilitation process.
5. Empathy towards people with disabilities and other life altering experiences.
6. Awareness of the professional growth opportunities through professional organizations and the importance of networking.

**Note:** Rehabilitation services minors will have exposure to similar knowledge, skills, and dispositions, however their exposure will be more limited due to the fewer number of courses taken by the rehabilitation services minor.

# Admission

## Admission to the Rehabilitation Services Major

To be accepted into the Rehabilitation Services Major, students must:

1. Complete 18 semester credit hours in a college or university and having a 2.35 GPA. Students can also be directly admitted from high school with a minimum of a 3.25 GPA, an ACT score of 22, or an SAT score of 1030.
2. File an application to enter the rehabilitation services major with the academic advisors in room 378 Allyn Hall.
3. Meet with the academic advisor for rehabilitation services majors and complete a Degree Audit Report. The report is completed on line and can be viewed on line through WINGS.
4. Schedule an appointment with your undergraduate rehabilitation services faculty advisor to get specific questions answered regarding the professional course requirements of the major.

## Admission to the Rehabilitation Services Minor

To be accepted into the Rehabilitation Services Minor, students must:

1. Complete 18 semester credit hours in a college or university and having a 2.35 GPA.
2. File an application to enter the rehabilitation services minor with the academic advisors in room 378 Allyn. A rehabilitation services minor student must select either substance abuse, developmental disabilities, or mental health as his/her area emphasis. This is done by taking RHB 3050, RHB 4010 or CNL 4630, respectively..
3. Meet with the academic advisor for rehabilitation services minors and complete a Degree Audit Report (DARS). The report is available on line and can be viewed through WINGS.
4. Schedule an appointment with your undergraduate rehabilitation services faculty advisor to get specific questions answered regarding the professional course requirements for a rehabilitation minor.

## Major in Rehabilitation Services

The rehabilitation services major requires 120 semester credit hours. These semester hours are broken down into 45 hours of rehabilitation courses, 26 hours of related courses, 38 hours of general education courses and 11 hours of elective credit.

## Dual Major in Rehabilitation Services

The rehabilitation services dual major requires 75 credit hours including RHB 2010, 2020, 3010, 3030, 3040, 3050, 4010, 4020, 4040, 4070, RHB 4900 (6 credit hours); CNL 4610, CNL 4630, CNL 4670; COM 1010, MGT 3100\*; RHB 3020, PSY 3110 and an additional 9 hours of psychology electives; 6 hours of sociology/anthropology^; and BIO 1070 for the general education science requirements. Students must be signed into the course indicated by \* (go to the MGT Department and fill out the application to be signed into the course). Students may substitute any psych/soc electives with Rehabilitation Services (RHB) electives.

## Minor in Rehabilitation Services

A minor in rehabilitation services requires 18 semester credit hours. Courses required are: RHB 2010, 3010, 3030, 3040, 4020, 4900 (3 credit hours), 4070 and one of the following: RHB 3050, RHB 4010 or CNL 4630.

## Transfer Student Admission

Many students transfer to the rehabilitation services major from other colleges and/or academic areas. They are usually able to make the transfer with a minimum extension of their college years because many of their credit hours are used to satisfy elective and general education requirements. However, transfer courses are only acceptable if the student attended an accredited college/university and earned grades of "C" or above. In courses where a student earned a grade of "D", the student may petition the University Registrar to transfer the grade. An academic advisor in the College of Education and Human Services (CEHS) or University College is available to assist transfer students in identifying courses that are acceptable. The advisor will complete a Degree Audit Report (DARS) which indicates acceptable transfer courses and additional courses needed to satisfy requirements for a major in rehabilitation services. In order to complete the degree audit, an official copy of your transcript must be provided. There are several community colleges that Wright State University has developed articulation agreements with to make transferring much easier for a student who has earned an associate degree. Please consult your academic advisor for current course transfer/substitution information.

## Additional Available Minors

### Disability Studies Minor

The Minor in Disability studies will create an interdisciplinary experience that exposes students to various national and international theoretical, sociopolitical, cultural, ethnological, and historical perspectives of disability. Students will be challenged to explore their personal attitudes, beliefs, and viewpoints regarding disability, and the impact of societal perspectives on the valuation and treatment of individuals with disabilities will be examined. The program will provide exposure and foster an understanding of the various lived experiences of individuals with disabilities, and include an overview of associated identity factors, sexuality, activism and Crip justice, the arts (literature, film, theatre, etc.), as well as bioethical factors often encountered in the disability community. The models and theories learned in this program can benefit students that plan to work in settings such as education, business, human services, social work, health care, counseling, and many others. Students must have a 2.0 to be admitted to the minor and can apply through an academic advisor. The minor consists of 21 credits and a grade of C or higher is required in all courses taken toward the minor concentration. Please see the program's website for a current list of required courses.

### Veteran Services Minor

The Minor in Veterans Services will provide students with knowledge and understanding of the Veterans of US Armed Forces. The program will provide exposure to the sociopolitical history surrounding the creation of veterans' services in the United State. It will explore the identity transitions that an individual experiences going between civilian and military life. The minor will create an interdisciplinary experience that exposes students to the varying facets and needs of current veterans. Based on psychological/physical traumas and other military-related needs, programs and service providers will be identified and explored. The skills learned in this program can benefit students that plan to work in settings such as education, business, human services, social work, health care, counseling, and many others. Students must have a 2.0 to be admitted to the minor and can apply through an academic advisor. The minor consists of 18 credits and a grade of C or higher is required in all courses taken toward the minor concentration. Please see the program's website for a current list of required courses.

# Professionalism Expectations in Rehabilitation Services

## Professionalism

There will be excellent community involvement throughout this program. There is a good chance that you will meet a variety of community members, board members of various organizations, internship site supervisors and potential future employers through guest lectures and community site visits. This is an excellent opportunity to make a great impression and networking opportunities! Please remember you never know if your fellow classmates, speakers, or guests will have the opportunity in the future to recommend you for a job or position in an organization or job that you desire. NOTE: Professionalism includes attendance to class and print communication. All work and in class activities must adhere to Person First Language. As well, all emails should take the format of:

Subject Line: Question about (RHB 3030, Internship, etc.)

Content:

Dr. Oswald (use Professor if your instructor does not hold a PhD),

I have a question related to (RHB 3030, etc.). (Fill in question). Thank you for your time and consideration in this matter.

(Your Name)

WSU Rehabilitation Services Student

## Code of Ethics in the RHB Classroom

All students and instructors in the RHB program are expected to adhere to the standards of the CRCC Code of Professional Ethics. Classroom discussions, including online discussions, can include personal experiences, but identifying information should be avoided or changed to preserve the anonymity of all parties. Any experiences used as examples during class are not to be repeated or discussed outside of the classroom, or with others not involved directly with the RHB program. Any student that breaks this ethical standard will be warned first, and continued infractions may result in filing Departmental Concern Conference paperwork. Persistent violations could result in dismissal from the RHB program for lack of professional behavior.

## Academic Integrity

It is the policy of Wright State University to uphold and support standards of personal honesty and integrity for all students consistent with the goals of a community of scholars and students seeking knowledge and truth. Furthermore, it is the policy of the university to enforce these standards through fair

and objective procedures governing instances of alleged dishonesty, cheating, and other academic misconduct. Papers previously submitted to other classes cannot be submitted to another class. If it is determined that the paper was submitted to another class, the student will receive a grade of “0” for the assignment. In addition, all rehabilitation services courses utilize Turn It In, an anti-plagiarism software program that determines the level of a paper’s originality. Any paper above 20% on an originality report through Turn It In will not be graded. Papers submitted that exhibit evidence of plagiarism will be reviewed by the instructor and may result in a zero for the assignment and reported as an academic integrity violation.

### Writing

Any work done by the students should reflect writing skills of professional and college level work. Assignments that are sub standard may be returned to the student for revision. If you need assistance with your writing skills, you should contact the Writing Center to schedule an appointment. Department Approved Rubrics for reflection and research papers will be utilized for appropriate assignments.

### Graded Activities

All assignments must be uploaded into the appropriate PILOT dropbox prior to class on the day that they are due. Please make sure that your assignment is there and readable prior to class. If files are blank or unable to be opened, the assignment will not receive a grade. All late assignments will be deducted one full letter grade per week late. Only personal illness (with a valid doctor’s note) or death in a student’s immediate family (with proper documentation) may be grounds for possible assignment extension. If a student has documentation and would like to request a one-week extension, the student should contact Dr. Oswald immediately in regards to the request.

### Accommodation for Disabilities

If you are a student with a disability and will need accommodation to complete the requirements of this class, please register with the Office of Disability Services and arrange to meet with the instructor during the first week of the semester. Additional help and information is available at the Office of Disability Services located in 180 University Hall. The office phone number is (937)775-5680 (voice) or (937)775-5844 (TTY).

### Attention to Diversity

All courses in the RHB program will acknowledge the diversity found in the disability and addiction communities and accept these differences.

# Expectations for Writing in Rehabilitation Services

The Rehabilitation Services Undergraduate program is dedicated to developing and educating those who seek to go directly into employment or progress into graduate school. In part of the preparation for both continuing education and future education, college level writing is expected. In all classes it is expected that you will write all papers according to the Publication Manual of the American Psychological Association 6<sup>th</sup> edition second printing. It is suggested all students in the Rehabilitation Services Undergraduate Program purchase a copy of the manual (ISBN: 1-4338-0561-8) for use throughout their school and later work careers.

All students are expected to exhibit proper grammar and correct spelling in all papers submitted. It should be noted that text speak and slang terminology are not acceptable unless given direct permission from the instructor. First person speech (i.e. referring to yourself or using “I”) is also not acceptable unless given direct permission from the instructor (generally for a reflection).

All papers should use Person First language when applicable. Person first language means referring to a person with a disability, and not referring to a person by their disability (ie: Autistic, Schizophrenic, Disabled person) except for certain situations in which a specific group prefers to be referred to in a non-Person First Language format (ie: Deaf Culture). Please see your professor for details.

If you have problems with your writing or seek to improve your writing, you are encouraged to go to the Writing Center, where trained staff can help edit and improve your writing skills. For students who have extensive writing problems, the faculty of the Rehabilitation Services Program reserves the right to require attendance at the Writing Center before acceptance of any assignment.

## APA Writing Quick Guide

APA papers are always double spaced with no additional spacing between paragraphs or sections. However, any heading at the end of a page should be pushed to the next page. The font Times New Roman size 12 is preferred.

The Title Page should contain only:

- Title (centered, upper ½ of page)
- Author’s name (below title)
- Institutional affiliation or course identification (below author’s name)

The header of the paper (Starting on the title page) should contain

- Page # (top right corner)

- Running head (in line with the page number but left justified) (Which is an abbreviated title with a maximum 50 characters including letters, punctuation, and spaces)

APA style does not use transition paragraphs and instead uses Headings.

- Creates a hierarchy of sections to help orient the reader to the structure of the manuscript – they function as an outline
- Topics of equal importance have the same level of heading throughout the manuscript.
- Start each section with the highest level of heading, even if one section may have fewer levels of subheading than another section
- The introduction section does not have a heading
- As in an outline, avoid having only one subsection header and subsection within a section

The actual list of headings is as follows:

**Centered, Boldface, Uppercase and Lowercase Heading** (Level 1)

**Flush Left, Boldface, Uppercase and Lowercase Heading** (Level 2)

**Indented, boldface, lowercase paragraph heading ending with a period.** (Level 3)

*Indented, boldface, italicized, lowercase paragraph heading ending with a period.* (Level 4)

*Indented, italicized, lowercase paragraph heading ending with a period.*

(Level 5)

APA style does not typically use many quotes, and instead uses a summary of the author’s statements. When a direct quote is used, it should contain a citation afterward containing the Author last name, year, page number all in parentheses (Huber, 2016, p.191). Summaries of the author’s statements should be followed with a citation that contains the author’s name and the year published (Oswald, 2016). Other examples include:

- 2 authors – cite both names separated by &
- Example: (Rubin & Roessler, 2002)
- 3-5 authors – cite all authors first time; after first time, use et al.  
Example: (Chan et al., 2000)
- 6 or more authors – cite first author’s name and et al.  
Example: (Rosenthal et al., 1992)

All citations should be listed alphabetically in the Reference section at the end of the paper. APA does use “References” instead of “Works Cited”

- In general, references should contain the information on every article referred to in the submitted paper and should not contain references to papers which do not appear in the paper.
- All references obtained online should contain the doi (the ISBN number for articles) or the website from which it was obtained.
- An example of a reference for a journal article with a single author is as follows:

Horn, J. (1975). Psychometric studies of aging and intelligence. *Psychopharmacology Bulletin*11(4), 44-45. www.medline.com

- An example of a reference for a journal article with multiple authors is as follows:

Oswald, G., Huber, M., Sabo, C., Taylor, R., & Anderson, E. (2017). Rehabilitation for Individuals with Disabilities in the 21<sup>st</sup> Century. *Journal of Applied Rehabilitation Counseling*, 31(3), 10-13.  
Doi:123.456.78910

- An example of a book listed in a reference section is as follows:

Smart, J. (2001). *Disability, Society, and the Individual*. Gaithersburg, MD: Aspen.

For more examples and a complete technical write up of APA style, please refer to the Publication Manual for the American Psychological Association

## Wright State University –Rehabilitation Services – Writing Skills Rubric

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Paper: \_\_\_\_\_

	<b>STRUCTURE</b>	<b>CONTENTS</b>	<b>MECHANICS</b>	<b>APA STYLE</b>
<b>5 Excellent</b>	<ul style="list-style-type: none"> <li>- Clear beginning, development, and conclusion</li> <li>- Appropriate paragraphing</li> <li>- Clear and appropriate transitions</li> <li>- Correct usage of APA headings to provide the outline of the paper</li> </ul>	<ul style="list-style-type: none"> <li>- Appropriate length to cover topic</li> <li>- Clearly and coherently focused (including a good sense of audience)</li> <li>- Thoughts clearly organized</li> <li>- Logical and clear progression</li> <li>- Assertions clearly supported and/or illustrated</li> <li>- Writing shows creativity and originality</li> <li>- Writing shows substance-is publishable</li> </ul>	<ul style="list-style-type: none"> <li>- Correct sentence structure</li> <li>- Correct spelling</li> <li>- Correct punctuation</li> <li>- Correct capitalization</li> <li>- Correct word choices</li> </ul>	<ul style="list-style-type: none"> <li>- Reference page included and in correct format</li> <li>- Appropriate use of quotations</li> <li>- Appropriately cited sources</li> <li>- Appropriate number of resources</li> <li>- Appropriate resources for thesis</li> </ul>
<b>4 High</b>	<ul style="list-style-type: none"> <li>- Generally clear beginning, development, and conclusion</li> <li>- Generally appropriate paragraphing</li> <li>- Generally clear and appropriate transitions</li> </ul>	<ul style="list-style-type: none"> <li>- Appropriate length to cover topic</li> <li>- Clearly and cohesively focused with sufficient sense of audience</li> <li>- Thoughts generally organized</li> <li>- Assertions generally supported/illustrated</li> <li>- Generally shows originality and substance</li> </ul>	<ul style="list-style-type: none"> <li>- Generally free of errors in sentence structure</li> <li>spelling</li> <li>punctuation</li> <li>capitalization</li> <li>- Generally correct word choices</li> </ul>	<ul style="list-style-type: none"> <li>- Reference page included and mostly in correct format</li> <li>- Quotations generally used correctly</li> <li>- Sources generally cited correctly</li> <li>- Appropriate number of resources</li> <li>- Mostly appropriate resources for thesis</li> </ul>
<b>3 Adequate</b>	<ul style="list-style-type: none"> <li>- Adequate beginning, development, and conclusion</li> <li>- Adequate paragraphing</li> <li>- Adequate transitions</li> </ul>	<ul style="list-style-type: none"> <li>- Adequate length to cover topic</li> <li>- Adequately focused (including some sense of audience)</li> <li>- Thoughts adequately organized and presented</li> <li>- Thought adequately supported/illustrated</li> <li>- Limited substance and creativity</li> </ul>	<ul style="list-style-type: none"> <li>- Relatively few errors in sentence structure</li> <li>spelling</li> <li>punctuation</li> <li>capitalization</li> <li>word choice</li> </ul>	<ul style="list-style-type: none"> <li>- Adequate reference page</li> <li>- Errors in citations</li> <li>- Adequate but limited number of resources</li> <li>- Adequate but limited choice of resources</li> </ul>
<b>2 Poor</b>	<ul style="list-style-type: none"> <li>- Weak beginning, development, and conclusion</li> <li>- Weak paragraphing</li> <li>- Weak transitions</li> </ul>	<ul style="list-style-type: none"> <li>- Not adequate in length to cover topic</li> <li>- Weakly focused (little sense of audience)</li> <li>- thoughts not clearly organized</li> <li>- Unclear progression</li> <li>- Assertions weakly supported and/or illustrated</li> </ul>	<ul style="list-style-type: none"> <li>- Significant errors in sentence structure</li> <li>spelling/punctuation</li> <li>capitalization</li> <li>word choice</li> </ul>	<ul style="list-style-type: none"> <li>- Significant errors in reference page</li> <li>citations</li> <li>choice of resources</li> <li>- Not adequate resources</li> </ul>
<b>1 Unacceptable</b>	<ul style="list-style-type: none"> <li>- Serious and persistent errors in organizational structure, paragraphing, and transitions</li> </ul>	<ul style="list-style-type: none"> <li>- Does not cover the topic</li> <li>- Not focused (no sense of audience)</li> <li>- Unorganized</li> </ul>	<ul style="list-style-type: none"> <li>- Serious and persistent errors in sentence structure/ spelling/punctuation/ capitalization/word choice</li> </ul>	<ul style="list-style-type: none"> <li>- No reference page and/or numerous format errors</li> <li>- Sources not cited or incorrectly cited</li> <li>- Few and inappropriate resources</li> </ul>

Structure \_\_\_\_\_

Content \_\_\_\_\_

Mechanics \_\_\_\_\_

Academic Style \_\_\_\_\_

TOTAL: \_\_\_\_\_

Comments:

## Wright State University – Rehabilitation Services – Reflection Writing Rubric

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Paper: \_\_\_\_\_

	<b>STRUCTURE</b>	<b>CONTENTS</b>	<b>MECHANICS</b>
<b>5 Excellent</b>	<ul style="list-style-type: none"> <li>- Clear beginning, development, and conclusion</li> <li>- Appropriate paragraphing</li> <li>- Clear and appropriate transitions</li> </ul>	<ul style="list-style-type: none"> <li>- Appropriate length to cover topic</li> <li>- Clearly and coherently focused (including a good sense of audience)</li> <li>- Thoughts clearly organized</li> <li>- Logical and clear progression</li> <li>- All assignment content requirements covered</li> <li>- Assertions clearly supported and/or illustrated</li> <li>- Assertions related to course assignment/content</li> </ul>	<ul style="list-style-type: none"> <li>- Correct sentence structure</li> <li>- Correct spelling</li> <li>- Correct punctuation</li> <li>- Correct capitalization</li> <li>- Correct word choices</li> </ul>
<b>4 High</b>	<ul style="list-style-type: none"> <li>- Generally clear beginning, development, and conclusion</li> <li>- Generally appropriate paragraphing</li> <li>- Generally clear and appropriate transitions</li> </ul>	<ul style="list-style-type: none"> <li>- Appropriate length to cover topic</li> <li>- Clearly and cohesively focused with sufficient sense of audience</li> <li>- Thoughts generally organized</li> <li>- All assignment content requirements generally covered</li> <li>- Assertions generally supported/illustrated</li> <li>- Assertions generally related to course assignment/content</li> </ul>	<ul style="list-style-type: none"> <li>- Generally free of errors in sentence structure</li> <li>  spelling</li> <li>  punctuation</li> <li>  capitalization</li> <li>- Generally correct word choices</li> </ul>
<b>3 Adequate</b>	<ul style="list-style-type: none"> <li>- Adequate beginning, development, and conclusion</li> <li>- Adequate paragraphing</li> <li>- Adequate transitions</li> </ul>	<ul style="list-style-type: none"> <li>- Adequate length to cover topic</li> <li>- Adequately focused (including some sense of audience)</li> <li>- Thoughts adequately organized and presented</li> <li>- Most assignment content requirements covered</li> <li>- Thought adequately supported/illustrated</li> <li>- Limited connection to assignment/content</li> </ul>	<ul style="list-style-type: none"> <li>- Relatively few errors in sentence structure</li> <li>  spelling</li> <li>  punctuation</li> <li>  capitalization</li> <li>  word choice</li> </ul>
<b>2 Poor</b>	<ul style="list-style-type: none"> <li>- Weak beginning, development, and conclusion</li> <li>- Weak paragraphing</li> <li>- Weak transitions</li> </ul>	<ul style="list-style-type: none"> <li>- Not adequate in length to cover topic</li> <li>- Weakly focused (little sense of audience)</li> <li>- Thoughts not clearly organized</li> <li>- Some assignment content requirements covered</li> <li>- Unclear progression</li> <li>- Assertions weakly supported and/or illustrated</li> </ul>	<ul style="list-style-type: none"> <li>- Significant errors in sentence structure</li> <li>  spelling/punctuation</li> <li>  capitalization</li> <li>  word choice</li> </ul>
<b>1 Unacceptable</b>	<ul style="list-style-type: none"> <li>- Serious and persistent errors in organizational structure, paragraphing, and transitions</li> </ul>	<ul style="list-style-type: none"> <li>- Does not cover the topic</li> <li>- Not focused (no sense of audience)</li> <li>- Unorganized</li> <li>- Minimal assignment content requirements covered</li> </ul>	<ul style="list-style-type: none"> <li>- Serious and persistent errors in sentence structure/ spelling/punctuation/ capitalization/word choice</li> </ul>

Structure \_\_\_\_\_

Content \_\_\_\_\_

Mechanics \_\_\_\_\_

Academic Style \_\_\_\_\_

TOTAL: \_\_\_\_\_

Comments: \_\_\_\_\_

# Rehabilitation Course Descriptions

## RHB 2010 Introduction to Rehabilitation Services (3 credit hours)

The philosophy, history and legislation of rehabilitation services and career options are discussed. Students visit rehabilitation agencies and interact with populations and agencies they may serve as a rehabilitation provider.

## RHB 2020 Rehabilitation Resources (3 credit hours)

Preparation in becoming professional consumers of rehabilitation resources. Learning to identify, write, and submit a grant and effective strategies of teamwork are components of course. Students will volunteer in a rehabilitation agency. Integrated Writing (IW) and Service Learning (SL) course.

## RHB 3010 Medical Aspects of Rehabilitation (3 credit hours)

Study of medical terminology and disorders that usually require rehabilitation intervention. Additional topics include the impact of disabling conditions on vocational and social activities. Attention given to the pharmacological aspects of treating disabilities. Prerequisite Course(s): ANT 2100 or BIO 1070

## RHB 3020 Pharmacology for Rehab

Introduction to pharmacological information and the variable effects of medication on a person.

## RHB 3030 Strategies for Employing People with Disabilities (3 credit hours)

Overview of career development and placement techniques. Various methods of accessing the career market, occupation information, and various strategies used to assist people in becoming employed. Prerequisite Course(s): RHB 2010, RHB 3010; Junior or Senior Status Only.

## RHB 3040 Rehabilitation Casework (3 credit hours)

Assists students in acquiring skills in interviewing, case recording, writing rehabilitation plans with appropriate justifications, and case management. Prerequisite Course(s): RHB 2010, RHB 2020, RHB 3010; Junior or Senior Status Only.

## RHB 3050 Substance Abuse (3 credit hours)

Provides an overview of the historical, attitudinal, social-cultural, and psycho-physiological impact of addictions. Special attention given to emerging abuse and dependency issues and interventions used to address them. Prerequisite Course(s): RHB 2010, RHB 3010; Junior or Senior Status Only.

### RHB 4010 Intro to Developmental Disabilities (3 credit hours)

Study of the etiology, eligibility, and rehabilitation of individuals with developmental disabilities. Behavioral observations, evidenced based research study and site visits to rehabilitation facilities are components of course. Prerequisite Course(s): RHB 3010; Registration Requirement: RS major/minor; Junior or Senior Status Only. Service Learning (SL) Course.

### RHB 4020 Career Assessment (3 credit hours)

Provides training in comprehensive vocational and career evaluation and assessment strategies. This course is an Integrated Writing (IW) course for the rehabilitation services program. Prerequisite Course(s): RHB 3030; Registration Requirement: RS major/minor; Junior or Senior Status Only.

### RHB 4040 Independent Living and Rehabilitation Technology (3 credit hours)

Discusses history, legislation, and philosophy of independent living and assistive technology, includes experience using AT equipment, accessibility study, and an independent living project. Prerequisite Course(s): RHB 2010, RHB 3010; Registration Requirement: RS major/minor; Junior or Senior Status Only.

### RHB 4070 Principles of Rehabilitation Counseling (3 credit hours)

Focuses on the development of basic skills and attitudes associated with rehabilitation counseling. Interview style and format are examined along with listening and responding techniques associated with holistic approaches. Registration Requirement: RS major/minor; Junior or Senior Status Only.

### RHB 4900 Internship (6 credit hours)

Placement in a community agency that addresses disabilities will provide the student with the integration of skills learned in program. Majors are required to complete a minimum of 400 hours at an approved site. Prerequisite Course(s): RHB 3040, 3050, 4010, 4020, CNL 4610, 4630, 4670; Registration Requirement: RS major/minor

### CNL 4610 Principles of Counseling (3 credit hours)

Introduction and overview of major counseling principles, theories, techniques, historical foundations, and services. Also addresses counseling specialties and professional organizations. Junior or Senior Status Only.

CNL 4630 Mental Health (3 credit hours)

Factors influencing behavior of individuals and methods a rehabilitation specialist may use in observing, analyzing, and improving attitudes and behavior.

CNL 4670 Group Background and Theory (3 credit hours)

Surveys the background, theory, function, techniques, and the uses of small groups in counseling.

Prerequisite Course(s): CNL 4610, RHB 4070.

# Rehabilitation Services Electives

## Substitutable for any psych/soc elective:

### RHB 3610 Rehab Services for Vets

Background information on military services, specific issues related to active military service, services for veterans, and disability factors.

### RHB 3620 Drug and Alcohol Abuse

Basic concepts, social policy, and approaches related to alcohol and drug use including the addiction process, costs of abuse to the individual, family, and society, and successful approaches to dealing with abuse.

### RHB 3630 Behavioral Analysis

Principles and interventions related to Applied Behavioral Analysis (ABA) as well as potential benefits of ABA treatment.

### RHB 3631 Behavioral Analysis II

This course will build on the concepts introduced in RHB 3630 on applied behavior analysis. Development of Applied Behavioral Analysis plans and assessment intervention strategies.

### RHB 3640 Community Accessibility

Physical accessibility requirements and issues in the community based on title III of the Americans with Disabilities Act.

### RHB 3650 Rehab & Corrections

Introduce rehabilitation students to corrections. Introduction to correctional programs and barriers to community reentry for ex-offenders.

### RHB 3660 Wellness for Helpers

Introduction to the importance of wellness and stress management to maximize career potential in social service fields. Students will learn the physiological, psychological, and social elements associated with stress, and various approaches to enhance overall wellness and lessen life stress.

### RHB 3670 Creation of Evidence Based Practices

A hands on approach to the understanding of basic concepts in research as applied to the rehabilitation field, including theory, design, variables, measurement, hypothesis testing, and validity.

### RHB 3680 Impact of HIV

Introduction to HIV and the populations impacted. Overview of the history, stereotypes and prejudices, prevention and treatment, and specific impact on subpopulation of HIV.

### RHB 3710 Introduction to International Rehabilitation

Introduction to rehabilitation around the globe. Overview of the historical treatment, societal perceptions, services and outcomes of people with disabilities internationally.

### RHB 3720 Introduction to International Counseling

Introduction to counseling and mental health services around the globe. Overview of the historical treatment, societal perceptions, services, and outcomes of people with severe mental illnesses internationally.

### RHB 3810 Introduction to Disability Studies

Introduction to the interdisciplinary field of disability studies, with a focus on the critical analysis of key theoretical views, historical and current sociocultural understandings of embodiment, difference, power, disability culture, justice, and activism.

### RHB 3820 Disability Culture and Justice

Focuses on disability culture, justice, and history, including community access, independent living/self-determination, and inclusion. Examines various disability policy frameworks and applications, person-centered perspectives on delivery of services and supports, and methods of facilitating change.

### RHB 3830 Capstone in Disability Studies

Provides culminating experience of the minor, focusing on integration and application of interdisciplinary research and theory within disability studies relative to student's major, research interests, and professional goals.

## Rehabilitation Internship

All rehabilitation services majors must complete 400 clock hours of practical experience at a rehabilitation/human service agency. This requirement may be satisfied during the senior year by spending one or two semesters at an approved internship site. The one semester internship requires students to work twenty-five (25) hours per week for sixteen (16) weeks. Students may register for a two-semester placement that requires twelve point five (12.5) hours of work per week for thirty-two weeks (32 weeks). Rehabilitation services minors are required to complete a 200 clock hour internship over one semester. Each semester a student registers for internship, the student is required to pay a lab fee. This is added to the student's tuition.

Students are strongly encouraged to complete all of the requirements at one agency. Spending substantial time with a single agency allows for a more meaningful and rewarding experience. Agencies accept and treat students as entry-level employees who can make meaningful contributions to service delivery programs. This is best accomplished by spending enough time at the agency to become knowledgeable of and involved in the day-to-day operations. Internship students are involved in interviewing, case recording, teaching job seeking and independent living skills, attending staff meetings, contacting resources, in service activities, follow-up activities, etc. Generally, students do not receive remuneration for their services. The reward is having the opportunity to learn from professional people who are extremely competent in providing services to people with disabilities and other life altering experiences.

Completed applications for internship must be turned in by the second Friday of the semester prior to the semester in which the internship is to be completed. Applications must be submitted to an academic advisor and internship documentation must be submitted to the Human Services office. Late applications will result in the student completing his/her internship one semester later than anticipated.

All internship students must be enrolled in the College of Education and Human Services as a student majoring or minoring in rehabilitation services. In addition, students must have satisfactorily ("C" or above) completed all program-related courses must have general education requirements completed also. Students are permitted to take RHB 4040 concurrently with internship without advisor approval. In an unusual circumstance, a student may be permitted to take one course (other than RHB 4040) concurrently with internship. The student must seek permission from his/her faculty advisor prior to application to internship for one additional concurrent course and submit documented approval with internship application materials.

# Rehabilitation Internship Requirements

**DUE: Second Friday of the semester prior to the semester expected to begin the internship class and hours**

## **Turn in to Allyn 378 academic advisor**

- Meet with your academic advisor in 378 Allyn Hall to ensure you have the required GPA and all needed course work for internship and graduation (2.5 GPA, all general education coursework, all rehab classes- except RHB 4040)
- Internship applications  
Available in Allyn 378

## **Turn in to Allyn 108 (Dr. Oswald's Mailbox)**

- Proof of a Professional Membership (here are some options)  
National Rehabilitation Association [www.nationalrehab.org](http://www.nationalrehab.org)  
International Association of Rehabilitation [www.rehabpro.org](http://www.rehabpro.org)  
American Rehabilitation Counseling Association <http://www.arcaweb.org/>  
National Rehabilitation Counseling Association <http://nrca-net.org/>
- Proof of student liability insurance  
<http://www.hpso.com>
- Proof of online registration with WSU Career Services
- Resume with 3 professional references listed
- WSU Service Learning Agreement Forms (outside Dr. Oswald's Office)

## **Other things:**

- It is strongly recommended that you meet with your faculty advisor prior to applying for internship in order to determine if you are eligible to apply and to discuss possible internship opportunities.
- Once your application has been reviewed, you will receive email notification with the time and date of the mandatory internship orientation meeting.
- Register for Internship once all of your material has been approved and registration is open. You will be given electronic permission or a white registration slip.
- Apply for internships
- Attend internship orientation meeting.
- Submit signed internship contract prior to the beginning of your internship.
- Register to graduate at Registrar's Office

# Rehabilitation Services Honors Program

## What is the Honors Program?

The Honors Program for the Department of Human Services provides students of exceptional ability enrolled in academic programs in the department an opportunity for creativity, self-direction, and excellence through an extended period of independent study under the guidance of interested faculty. While this program does not require students to complete the University Honors Program, students are encouraged to do so.

## When is it offered?

All semesters.

## Who is eligible?

Junior or Senior level students who have maintained a 3.0 cumulative average, a 3.0 cumulative in department content courses, and are enrolled in the College of Education and Human Services, may apply for the Honors Program in Rehabilitation Services. Transfer students are required to maintain a 3.0 cumulative average for the first 30 semester credit hours of work at Wright State University. Under unusual conditions, transfer students may petition the Honors Committee for admission to the Honors Program in Rehabilitation Services before 30 semester credit hours of work have been completed.

## What are the prerequisites?

Junior standing is a prerequisite for entering the Honors Program. The nature of the student's honors project may require additional prerequisite courses. This is to be determined by the student's honor advisor in consultation with the honors coordinator. Students may use honors credit for elective credit.

## What does the program consist of?

In essence, it is an honors project, a Rehabilitation Services Honors Seminar, and one or more University Honors Seminars.

Students will complete an honors project under the guidance of a faculty advisor.

- a. The student will enroll for two successive semesters in RHB 3700, for a total of six hours. If the nature of the project is such that it requires more than two academic semesters for work, the student, with the approval of the honors advisor and the honors coordinator, may enroll in this course for an additional three credit hours.
- b. The honors project may deal with any topic or problem related to rehabilitation services. The project may take on the character of library research, fieldwork, development of curriculum materials, study of classroom strategies, or any facet of the general area in which the student is interested. Students are encouraged to do interdisciplinary work involving two or more program areas within the College of Education and Human Services with another department within the university.

### How will participants be evaluated?

Credits earned through the Rehabilitation Services Honors Program are considered electives in the student's total program.

### What is needed to graduate with honors in education?

At the time of graduation, the student must present:

1. An overall cumulative average of 3.0.
2. A cumulative average of 3.0 in professional content courses.
3. An honors project evaluated with a grade of "A".
4. Credit in one or more University Honors Seminars.

### How does one get into the program?

The student must submit an application and a letter of recommendation from a faculty member of the program area in which they plan to work to the Honors Committee for approval.

### Who does one see for an application?

See the honors advisor:       Gina Oswald, Ph.D., CRC, LPC  
  Allyn 108R  
  Wright State University  
  Dayton, OH 45435

## Rehabilitation Services Honors Program Application

Student's Name:      Overall GPA:      RS GPA:      Anticipated Honors Project

Timeframe: Fall  Spring  Summer

Each student must first speak with the Honors Program Advisor about the type of project to be completed. After meeting with the advisor, the student must complete this form and turn it in to the Human Services office (Allyn 108R) for approval.

Description of Honors Project:

Date for Anticipated Completion and Evaluation Criteria:

Student's Signature                      Date      Advisor's Signature                      Date

This application and a letter of recommendation from the faculty member agreeing to oversee this Honors project must be returned to Allyn 108 one semester prior to the start of the project.

## Professional Opportunities

Your college career is the time to begin developing professional relationships that you will use to begin your chosen career upon graduation from college. A wide array of opportunities is available. A student cannot participate in all of them and maintain good grades and prepare for the future. As a student it is important to begin the process and develop several nurturing relationships that can be expanded and developed as your career begins. Some options include:

### National Rehabilitation Association (NRA)

The National Rehabilitation Association (NRA) is a professional organization that represents rehabilitation professionals. NRA offers a professional journal and yearly conference. When a person joins NRA, the person automatically becomes a member of the state chapter of NRA in the state that the person resides. In Ohio, a member automatically becomes a member of the Ohio Rehabilitation Association (ORA) and the regional chapter.

### National Rehabilitation Counseling Association (NRCA)

The National Rehabilitation Counseling Association (NRCA) is a professional organization that represents rehabilitation counselors. It is an independent rehabilitation association that publishes a peer reviewed journal four times per year, newsletter six times per year, a symposium for members to earn counseling certification renewal and focuses on issues that relate to the field of rehabilitation counseling.

### American Rehabilitation Counseling Association (ARCA)

The American Rehabilitation Counseling Association (ARCA) is a division of the American Counseling Association (ACA). You must join the American Counseling Association to join ARCA. By joining ACA/ARCA, a student will be provided peer reviewed journals on both counseling and more specifically rehabilitation counseling information as well as have opportunities for yearly conferences.

### International Association of Rehabilitation Professionals (IARP)

IARP serves a diverse membership practicing in the fields of long-term disability and disability management consulting, case management and managed care, forensics

and expert testimony, life care planning, and Americans with Disabilities Act (ADA) consulting. IARP supports professional growth of its 2,400 members by providing an ethics code, professional competence standards, continuing education programs, networking opportunities and group-discounted packages of professional benefits. IARP fosters rehabilitation research and management innovation through conferences, online education and the publication of peer-reviewed articles in *The Rehabilitation Professional* and the *Journal of Life Care Planning*. IARP strives to shape public policy favorable to private-sector rehabilitation by working closely with other professional associations, government and industry.

### Wright State University Rehabilitation Services Organization

The Rehabilitation Services Organization at Wright State University prepares rehabilitation service providers with experiences that will enable them to meet and network with professionals working in the field of rehabilitation. The Rehabilitation Services Organization is affiliated with the Ohio Rehabilitation Association (ORA), which is a chapter of the National Rehabilitation Association (NRA). Members are students and rehabilitation professionals who have an affiliation with Wright State University. Board members must be NRA members; however other student members of other professional organization may join the Wright State Rehabilitation Services Organization. The WSU Rehabilitation Services Organization provides students with the opportunity to assume leadership roles and become involved in their profession.

## THE CONSTITUTION AND BYLAWS FOR THE OF THE OHIO REHABILITATION ASSOCIATION

### **Part I- Constitution**

#### ***Article I: Name***

The name of this organization shall be the Wright State University Rehabilitation Services Organization, Chapter of the Ohio Rehabilitation Association.

### ***Article II: Mission Statement***

The purpose of the association shall be to develop a professional association for undergraduate students in the Rehabilitation Services bachelor's degree program and graduate students in the Rehabilitation Counseling program (Severe Disabilities or Chemical Dependency), which will enhance professionalism and encourage on-going affiliation after graduation.

### ***Article III: Purpose***

The purpose of the Wright State University Rehabilitation Services Organization (RSO) is to advance the rehabilitation of all persons with disabilities through the coordination and promotion of activities, programs, and fund-raising events that support the goals of the association by:

(1) Increasing public understanding of the social and economic gains to all individuals by providing opportunities for all persons with disabilities to become self-sufficient, self-supporting, and contributing members of society.

(2) Providing information on legislation affecting the provision of rehabilitation services.

(3) Encouraging an interdisciplinary approach to the profession of rehabilitation through maximum use of knowledge, resources, and skills of all constituencies.

(4) Developing professional training opportunities for rehabilitation practitioners and other interested individuals.

(5) Exercising leadership and promoting diversity by electing and appointing individuals to the Board of Directors who will be empowered to address the goals and objectives of the Chapter. This includes the nomination, election, and/or appointment of people with disabilities as well as individuals with special expertise interested in fostering the mission of the Chapter.

(6) Encouraging the entry of competent and humanitarian individuals to the rehabilitation professions and fostering training opportunities required to make them effective practitioners.

## *Article IV: Membership*

### *Section 1:*

Membership in the Wright State University Rehabilitation Services Organization (RSO) shall be open to any and all students, faculty, and professionals affiliated with Wright State University who are interested in the rehabilitation of persons with disabilities. Active membership shall be determined by paid membership in the National Rehabilitation Association (NRA), National Rehabilitation Counseling Association (NRCA), or American Rehabilitation Counseling Association (ARCA) or Vocational Evaluation Career Assessment Professionals (VECAP). Once a student graduates or ceases to be a student at the University, his/her active student membership in the Chapter shall cease and the former student must join the association as a professional member in order to participate at the local chapter level. Only members of the National Rehabilitation Association and the Ohio Rehabilitation Association may hold an office in RSO.

### *Section 2:*

Any member may be removed from membership for violation of the purposes of the organization by a two-thirds vote of the active membership. All members must be notified of this pending action at least one week prior to the removal decision. Written charges by a member are to be presented to the Executive Committee who will notify the member in question with sufficient opportunity given for the member to answer charges at a meeting of the membership. Voting for the removal from membership is done within one week of the meeting. Only active members may vote. The member in question must be notified immediately of the outcome of the vote.

### *Section 3:*

It shall be stated as part of the policy of the Wright State University Rehabilitation Services Organization that there shall be no form or type of discrimination in the association, whether it be due to one's race, color, religion, gender, sexual orientation, national origin, ancestry, age, disability, or veteran's status.

#### Section 4:

With active membership within the association comes full floor and voting privileges on any and all items of the local chapter's business, including resolutions, items of legislation, constitution, by-laws, and elections.

### *Article V: Officers*

#### Section 1:

The officers shall consist of a president, president-elect, secretary, treasurer, and one officer elected at-large. The officers shall be responsible for all administrative duties of the association.

#### Section 2:

The president shall have the power to establish and maintain operation procedures of the association, call meetings, and perform other duties as assigned. The president shall be able to vote in all decisions affecting the association.

#### Section 3:

The president-elect shall assist the president with all administrative duties, assume those duties in the absence of the president, and perform other duties as assigned.

#### Section 4:

The secretary shall keep accurate and detailed records of all meetings and affairs, send/transmit all official association correspondence, and coordinate preparation and distribution of association flyers, handouts, publications, and perform other duties as assigned.

#### Section 5:

The treasurer shall receive and distribute association funds upon the authorization of the president or the faculty advisor based on the Executive committee's recommendations, in accordance with University policy and the laws of the State of Ohio. The treasurer will also make financial reports monthly for the Executive Committee meeting and at regular meetings of the association, coordinate all fund-raising activities, and perform other duties assigned.

#### Section 6:

The elected officers shall form the Executive Committee.

### Section 7:

All elected officers must meet NRA/ORR requirements and either students of or professional affiliated with Wright State University.

## *Article VI: Elections*

### Section 1:

The members of the Chapter shall elect the president-elect, secretary, treasurer, board members, and membership chair(s). Annual elections shall be held in the Spring Term. The officers shall be elected by means of a written secret ballot. The term of office shall begin at the end of spring quarter. The president-elect will serve for two years, the first year as president-elect, the second year as president. The secretary, treasurer and officer-at-large will each serve a one-year term of office.

### Section 2:

The president shall convene the Nominating Committee at least sixty days before the elections. The Committee shall report the nominations to the membership in an official publication of the Association at least 30 days prior to the next meeting of the membership.

### Section 3:

Any member interested in running for office should submit the following information to the Nominating Committee in writing (1) most recent resume (one page) and (2) a slate of goals if elected.

### Section 4:

Voting shall take place after the close of the nominations for each office. The slate of candidates shall be presented to the association. Notification of elections will be given to the association at least 14 days in advance. Elections will be held in M0 52 CAC over a period of one week during classes. Written ballots will be distributed to members during business hours of the Human Services Department and completed ballots will be collected immediately via the ballot box in M0 52 CAC. The current Board will tabulate the votes after the completion of the election and results will be announced at the close of the voting week.

### Section 5:

Vacancies arising in the Board between regular elections shall be filled by majority vote of the remaining Board members:

(1) Replacements for vacancies on the Board shall require a two-thirds majority vote of these members.

(2) Absence from three (3) consecutive Board meetings may be construed as an inability to serve and a vacancy may be recognized:

(3) Replacements chosen by the Board shall have the rights and privileges of their predecessors during the remainder of the unexpired term. However, no action shall be taken by the Board to make an appointment within the thirty-day period immediately preceding the next annual meeting of the Chapter. A temporary replacement may be designated by the President and/or the Board to serve during that interim period.

### *Article VII: Appointments*

#### Section 1:

The president shall appoint, with the approval of the Executive Committee, such positions as may contribute to the successful operation of the association. Examples include, but are not limited to, program chair, fund-raising chair, etc.

### *Article VIII: Meetings*

#### Section 1:

General membership meetings shall be held annually, with additional meetings called by the president and the Board as needed. Notice of additional meetings must be given to all members in the most timely manner possible, but no less than one week. The official means of notifying members shall be email, web site and posted notices on campus.

#### Section 2:

The Executive Committee shall meet when called by the president or the Faculty Advisor, who is also a NRA/ORR member.

#### Section 3:

Official notice of the meeting at which the election of the association officers will take place must be provided to all association members not less than 30 days prior to such meeting.

#### **Section 4:**

Quorum for general meetings shall be defined as ten percent (10%) of the total association active membership. A majority of the membership of the Board shall constitute a quorum for transacting business.

#### **Article VIII: Dues**

##### **Section 1:**

Dues shall be charged for membership in the National Rehabilitation Association. Membership is defined by the National Rehabilitation Association classes of membership which states: “Student membership shall be available to any full-time college or university student interested in the rehabilitation of persons with disabilities” (Article III of Bylaws of the National Rehabilitation Association). New members can join at any time. The National Rehabilitation Association will invoice members on an annual basis. Student members who are members of other national rehabilitation association (NRCA, ARCA, or VECAP) will pay dues to their respective organizations and present proof of membership, prior to being allowed to participate in activities of Wright State University Rehabilitation Services Organization. Affiliate members (people employed in the community) of Wright State University Rehabilitation Services Organization must be members of the NRA, NRCA, ARCA or VECAP.

#### **Article X: Bylaws**

##### **Section 1:**

To implement this Constitution, the membership may adopt Bylaws not inconsistent with this document by a majority vote of the members present at an annual meeting. Or if the balloting is completed at a special meeting, passage shall require a simple majority or returned ballots. Ballots will be given to all Wright State University Rehabilitation Services Organization members known to the Chapter’s Membership Chairperson.

#### **Article XI: Amendments**

##### **Section 1:**

The Constitution and Bylaws of the Wright State University Rehabilitation Services Organization may be amended as follows:

- (1) Any member wishing to propose an amendment to the Bylaws of this Association

shall present such proposal to the Executive Committee. A majority of the Board of Directors shall be required to approve the presentation of the proposed amendment to the membership. The Board of Directors consists of all duly elected officers and committee chairpersons.

(2) Such an amendment shall be submitted to the membership at least two weeks before the vote is taken.

(3) Amendments to the Bylaws shall be ratified by a majority of the membership in attendance at an Annual Meeting or a majority of the ballots returned from ballots to all members known to the current Membership Chair.

(4) Votes concerning an amendment shall be tallied at the Annual Meeting- The results shall be announced at the Annual Meeting or the next meeting of the Board of Directors, whichever shall come first. The Board of Directors shall then notify the membership of election results within one month after its meeting.

#### **Section 2:**

Once approved by the active membership, amendments shall be submitted to the Board of the Ohio Rehabilitation Association and to the Officer of Campus Life of Wright State University.

### **Article XII: Jurisdictions**

#### **Section 1:**

**The association is subject, as a registered student organization, to the rules, regulations, and policies of Wright State University, the National Rehabilitation Association, the Ohio Rehabilitation Association, and the laws of the State of Ohio.**

**Accepted on 5.21.10**

### **Part II—Bylaws**

#### **Section 1:**

All properties and records of this Chapter are the responsibility of the respective officers, and they are to be passed on to the newly elected officers when they take office with all records up-to-date. Records are kept in the faculty advisor's office and added to by the respective officers to serve as a method of continuity of records.

#### **Section 2:**

All business meetings of the Board and membership shall be conducted according to the latest edition of Robert's Rules of Order, except as otherwise provided by this Constitution and Bylaws.

***Section 3:***

The president shall serve as the Chapter's representative to the Ohio Rehabilitation Association Board of Directors, unless the President appoints another representative. The president-elect or another appointed representative will accompany the president (without voting privileges) to the meetings as the future Chapter representative.

***Section 4:***

The Constitution and Bylaws of the Wright State University Rehabilitation Services Organization shall not be in conflict with the Constitution and Bylaws of the National Rehabilitation Association, the Ohio Rehabilitation Association, and National Rehabilitation Association.

Revised on: 5.21.10

## Career Opportunities

Rehabilitation Services graduates have a variety of employment opportunities\*. Geographic and population flexibility lends to better placement opportunities for graduates. Career Services will work with the student to seek employment. Position openings are available through the Rehabilitation Services listserv, Rehabilitation Services bulletin board, the Career Services office, and on the Career Services website: <http://career.wright.edu>. Rehabilitation job opportunities may also be posted on faculty office doors so graduates or potential graduates should check frequently for notices of job openings.

The job titles and positions rehabilitation services students have done are:

- Assisted Technology Specialist - Evaluate people with disabilities to determine the AT the person needs and trains the person how to use the AT.
- Career Assessment Specialists – works in school settings administering and interpreting tests to evaluate students’ vocational and academic skills and interests.
- Case Manager – DD – manages caseload in DD setting working one on one with consumers and counselors to assure all of consumers’ needs are met.
- Children’s Services Case Worker – works with children and their families to assure the children’s best interests.
- Developmental Disabilities Specialist – works with people with developmental disabilities in day habilitation or employment settings through county or private agencies. Also known as Habilitation Specialists or SSAs.
- Domestic Violence Coordinator - works with law enforcement and human services personnel to coordinate services for battered victims.
- Employment Services Specialist – assists individuals in developing job skills and job leads necessary to secure and maintain employment.
- Group Home Employee/Manager – assists residents with the development of life skills and works with case managers and counselors to assure consumers’ needs are met.

- Intake Specialist with Elderly - works in nursing homes and senior services centers to obtain consumer information so that appropriate services may be provided.
- Intervention Specialist - direct and write behavior modification programs for people with severe disabilities.
- Job Coach – assists consumers in developing good employability skills and provides support on the job.
- Mental Health Worker – assists consumers requiring mental health services in a variety of settings.
- Parole Officer – juveniles – works with juvenile offenders to make sure court mandated activities are performed.
- Private Rehabilitation - assisting injured workers return to employment.
- Probation Officer – adults - works with adult offenders to make sure court mandated activities are performed.
- Residential Treatment Center Specialist – works in residential treatment centers providing services that may assist in a consumers' recovery.
- Social Security Claims Examiner - examines social security claims by assuring all paperwork is in order and processes information to determine eligibility.
- Substance Abuse Specialist – works in treatment settings providing services to help individuals make appropriate choices regarding drug use.
- Support Services Specialist – provides and evaluates services that help consumers achieve independence and knowledge regarding their difficulties.
- Supported Employment Specialist – provides services to help consumers achieve good employability skills and independence in employment.
- Vocational Evaluator – administers tests to help consumers determine the best occupation or career path based upon the consumers' interests and abilities.

- Work Adjustment Specialist – works with individuals who have acquired an industrial injury to achieve vocational success and personal satisfaction with their career.

## Chemical Dependency Counselor Assistant (CDCA)

You may also find obtaining certification as a Chemical Dependency Counselor Assistant (CDCA) beneficial to your job search. Information on obtaining this certification can be located at <http://ocdp.ohio.gov/licensing.stm>.

Marilyn Pickett, administrator in Allyn 108, may be able to assist you with free notary services. You should only need an unofficial DARS and \$50 to apply.

The DARS should show the following courses to cover the below listed educational requirements:

- Addiction Knowledge (5 hours) – courses include RHB 3050
- Treatment Knowledge (9 hours) – courses include RHB 3050
- Professionalism (6 hours) – courses include RHB 4900
- Evaluation (3 hours) – courses include RHB 3050
- Service Coordination (4 hours) – courses include RHB 3040
- Documentation (3 hours) – courses include RHB 3040
- Individual Counseling (5 hours) – courses include CNL 4610
- Group Counseling (5 hours) – courses include CNL 4670

# Human Services Graduate Programs at WSU

## Master of Rehabilitation Counseling at WSU

**Severe Disabilities:** This program leads to a Master of Rehabilitation Counseling (M.R.C.) degree and qualifies graduates to sit for the Certified Rehabilitation Counselor (CRC) examination. Graduates of this program can work with people experiencing a variety of concerns that include physical, mental, emotional, and or social disabilities. The Severe Disabilities program leads to careers as vocational evaluators, rehabilitation counselors, and rehabilitation specialist. Graduates work in a variety of settings, which include hospitals, local, state, and federal agencies, and private practice. This program is available completely online or in a tradition classroom setting.

**Chemical Dependency:** This program leads to a Master of Rehabilitation Counseling (M.R.C.) degree and qualifies graduates to sit for the Certified Rehabilitation Counselor (CRC) examination. The curriculum provides in-depth study of addictions, rehabilitation, and counseling theory and practice. Graduates work as chemical dependency and rehabilitation counselors, prevention specialists, and employee assistant counselors. This program is available completely online or in a tradition classroom setting.

**NOTE:** In a recent study conducted by the American Counseling Association (ACA), Rehabilitation Counselors were named the highest paid specialty in the counseling profession and earn better overall benefits. According to the ACA study:

- Rehabilitation Counselors are the most highly paid counseling specialty on average.
- Rehabilitation Counselors earn over \$13,000 more than Clinical Mental Health Counselors, Mental Health Counselors, or Community Counselors on average.
- Rehabilitation Counselors receive better overall benefits – employee retirement plan, medical coverage, dental, vision, short-term and long-term disability – than other professional counselors.

### Master of Science in Clinical Mental Health Counseling

Students learn theories and techniques for counseling individuals, families and groups, and administration and interpretation of psychometric assessment. This major has all the courses required to qualify for admission to the Ohio Professional Counselor licensure exam. The College of Education and Human Services Clinical Mental Health Counseling (CMHC) program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) through October 31, 2016. Learn more about the CACREP Accreditation.

### Master of Science in Business and Organizational Management

The program of study prepares graduates with basic counseling, interviewing, training, management and/or consultation skills. Graduate level management courses provide for a program like few others. Graduates qualify for a variety of positions in business, government, non-profits, social services, and consulting. Additional coursework can lead to a professional counseling license. The curriculum for this program does not fulfill the Ohio Professional Counselor licensure requirements.

### Master of Education in School Counseling

The Master's of Education in School Counseling program at Wright State University has been nationally accredited by the Council of Counseling and Related Educational Programs (CACREP) since 1989. Our program prepares school counseling professionals to provide services to students in kindergarten through 12th grade educational settings. Our curriculum emphasizes counseling approaches, lifespan development and comprehensive school counseling program models including courses in crisis counseling, counseling exceptional students, student problematic behaviors and family systems. Master's degree school counseling students develop professional skills such as consultation, collaboration, leadership, and advocacy to work with children and adolescents facing complex social, educational, and other pressures faced in today's world. Included in our 54 credit hour program is a one semester practicum and two semester internship. These hands on practical field experiences allow students to

participate in a one and a half academic year professional training under the supervision of a professional school counselor supervisor. Graduates of our School Counselor Program are eligible for the Ohio Assessments for Educators (OAE) licensure examination. Our graduates consistently achieve high pass rates on licensure examinations.

### Master of Science in Marriage and Family Counseling

The Master's of Education in School Counseling program at Wright State University has been nationally accredited by the Council of Counseling and Related Educational Programs (CACREP) since 1989. Our program prepares school counseling professionals to provide services to students in kindergarten through 12th grade educational settings. Our curriculum emphasizes counseling approaches, lifespan development and comprehensive school counseling program models including courses in crisis counseling, counseling exceptional students, student problematic behaviors and family systems. Master's degree school counseling students develop professional skills such as consultation, collaboration, leadership, and advocacy to work with children and adolescents facing complex social, educational, and other pressures faced in today's world. Included in our 54 credit hour program is a one semester practicum and two semester internship. Graduates of our School Counselor Program are eligible for the Ohio Assessments for Educators (OAE) licensure examination. Our graduates consistently achieve high pass rates on licensure examinations.

### **Admission Deadlines for all Programs**

The graduate counseling and rehabilitation counseling programs review and admit new student twice a year. You are eligible to begin your program the following semester after you are admitted (i.e., students admitted in the fall are eligible to start taking classes in the spring semester, and so on.) The deadline to have all required application materials submitted to the Graduate School is as follows:

- Summer 2015 or Fall 2015 Semester Admission: February 3, 2015
- Spring 2016 Semester Admission: August 4, 2015
- Summer 2016 or Fall 2016 Semester Admission: December 1, 2015

Only complete applications will be forward to the Department of Human Services office for review. Please check with the Graduate School at (937) 775-2976 to determine if your application is complete. After department review, successful candidates will be invited to a required group interview (successful candidates will receive invitation via mail). Group interviews details are provided in invitation letter.

**Admission Requirements for all Programs**

- 2.7 cumulative minimum GPA or better, and GRE score of 291 (Q&V sections combined) or MAT scaled score of 403

OR

- 3.3 cumulative minimum GPA

*\*Applicants can also be admitted conditionally if cumulative GPA is between 2.3 and 2.7*