COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations

PROGRAM AREA: Rehabilitation Counseling

COURSE NUMBER: RCI 7410

COURSE TITLE: Foundations of Rehabilitation Counseling

COURSE SECTION: 15307

TERM/YEAR: Fall 2017

COURSE LOCATION: 149 Education

DAY: Monday

TIME: 5:30 PM - 8:00 PM

INSTRUCTOR: George Parris, Ph.D. Coordinator

OFFICE ADDRESS: 311 College of Education

PHONE: (313) 577 – 1619
(519) 890 – 6167 Cell Phone

E-MAIL: gparris@wayne.edu

OFFICE HOURS: Monday: 3:00 – 4:30 PM
                        Wednesdays: 4:00 – 5:30 PM

COURSE DESCRIPTION: (from catalog)

Comprehensive introduction to rehabilitation counseling as a human service field. Values philosophy, history and legislation of rehabilitation; community inclusion and support and professional issues affecting persons with disabilities.

COURSE OBJECTIVES:

This is an interdisciplinary course, which examines the foundations of rehabilitation psychology and disability that are of contemporary relevance to vocational rehabilitation including philosophy of rehabilitation, its historical development, organization, professional roles, responsibilities and practices, services and processes and an introduction to the profession of rehabilitation counseling and related
rehabilitation and counseling specializations. Further objectives include the examination of current issues, including, psychology and resilience as applied to disability, counseling interventions, assistive technology, cognitive and psychiatric rehabilitation applications, and community resources. The course design will involve a combination of lecture presentations, on-line presentations, and community activities.

**Students fulfilling all course requirements will demonstrate knowledge and/or skills in:**

**STUDENT LEARNING OUTCOMES:**

1. Understanding of the historical, philosophical, legislative and ethical underpinnings of the rehabilitation counseling profession.

2. Understand current issues, community resources, services and processes and an introduction to the profession of rehabilitation counseling.

3. Understand the dynamic process of adjusting to disability, including ethnic/racial minorities’ adjustment process.

4. Understand the organizational structure of the vocational rehabilitation system and independent living programs, including public, private non-profit and private for-profit service delivery systems.

5. Understand the roles and functions of the rehabilitation interdisciplinary team members, family, agencies and systems that facilitate successful rehabilitation into community life.

6. Be able to investigate and analyze societal issues and developments as they relate to rehabilitation and the rehabilitation profession.

7. Become familiar with professional resources in Rehabilitation including Journals, Books, Databases, and information and discussion groups available on the internet.

8. Articulate a working knowledge of human development and the needs of individuals with disabilities across the life span.

9. Describe and implement approaches that enhance personal development, decision-making abilities, personal responsibility, and quality of life of individuals with a disability.

10. Assist the development of transition strategies to successfully complete the rehabilitation process.

11. Recognize the influence of family as individuals with disabilities grow and learn.

12. Demonstrate counselor sensitivity to stressors and the role of positive attitudes in responding to coping barriers and challenges.

13. Describe and explain established theories of personality development.
14. Identify developmental concepts and processes related to personality development and apply them to rehabilitation counseling practice.

15. Identify impact that different disabilities can have on human sexuality.

16. Discuss sexuality issues with individuals with a disability as part of the rehabilitation process.

17. Address rehabilitation counseling from a legal and ethical manner, adhering to the Code of Professional Ethics and Scope of Practice for the profession.

18. Articulate current demographic characteristics and trends as well as their impact on rehabilitation service policy.

REQUIRED TEXTS:


Class handouts and selected articles distributed by instructor and on blackboard. At the discretion of the instructor, articles from other sources may be assigned throughout the term, in addition to the textbook assignments. Students are encouraged to read a journal article or daily newspaper to identify current societal issues and trends affecting rehabilitation counseling.

OPTIONAL TEXTS:


Supplemental/Additional References:

REQUIREMENTS:

1. **CLASSROOM PARTICIPATION/DISCUSSION**

Taking part in class discussions is an important part of this course. Sharing your understanding, opinions and questions from your readings, responses and experiences is crucial to the learning process. This course is presented in a seminar format, which requires a high level of student participation. Participation means that you provide others with some way of knowing that you are involved in the course. You will be expected to make significant contributions to the discussion of the major topics assigned. This means that all readings must be completed before class. Attendance is mandatory and is required at all sessions. **Two absences will result in one grade point of total attendance and participation marks. Three will result in two grade points and so on.**
DISCUSSION

Students will form groups of two (2) and take the lead in discussing the items listed below. All students are required to come to the class prepared to discuss the discussion questions; however, the group that is assigned will take the lead in the discussion. Ten minutes will be allotted for the discussion. Students are expected to participate actively in the discussion group assigned to them. Assignments for each week are likely to change and will be distributed at the end of each class. Students can either favor or reject the argument. Discussion ground rules and format will be discussed in class.

Discussion Areas:

1. Is Rehabilitation counseling history an inevitable story of progress and improvement?
2. Has the Americans with Disabilities Act been successful?
3. Should a person who makes bad life choices be eligible for limited federal-state vocational rehabilitation funding?
4. Should the feeding tube have been removed from Terri Schiavo?
5. Should sheltered workshops be closed?

Contribution to Grade: 10%

2. COMMUNITY SITE VISITS/INTERVIEW

Students are required to select and make a site visit to a rehabilitation agency (MRS/MCB/VA), facilities, agencies or Independent Living Centers which they are not currently familiar with in order to expand their knowledge of these types of organizations and the role they play in the rehabilitation process.

This assignment is intended to facilitate an exploratory process regarding the rehabilitation counseling profession. Choose an individual working in the type of job or at a type of agency that you can see yourself working in the future. You need to make contact with the supervisor in one of the major areas – rehabilitation, school, agency, mental health, employee assistance programs, independent living, workers compensation, and assistive technology or student personnel services in higher education (e.g. Educational Accessibility Services). Make arrangements to shadow the rehabilitation counseling professional for at least ½ day so that you can experience first-hand the day in and day out activities of the rehabilitation profession.

Each student is required to write and submit a paper on his or her experience. Please obtain site visit approval before completing.

Description of the paper regarding the visit should include:

1. Name(s) of individual consulted during the visit.
2. Date, time and locations of visit.
3. Mission of the agency.
4. Characteristics of the population.
5. Types of rehabilitation problems/issues addressed by the organization.
6. Services provided to address these problems/issues.
7. Funding sources.
8. Roles, characteristics and credentials of the professional staff.
10. Employment opportunities at present and over next five (5) years.
11. What type of professional publications do they receive or subscribed to?
12. How is the job different from what they thought it would be from when they were in graduate school?
13. What are the individual’s everyday rewards on the job? What are the individual’s everyday hassles?
14. What advice would the person give to someone who is interested in pursuing a career in this area?
15. Interagency collaboration.
16. Your impressions of the agency. How is this similar and different from what you expected? How have your views of the rehabilitation field changed since you visited with this individual?
17. How might the Wayne State’s program prepare you to work at the agency visited?
18. How does this agency fit with your career goals?

In summary, discuss how the agency fits into the total rehabilitation and disability services system. In addition, reference textbook and other handouts, discussing how the agency compares to the discussion of service delivery systems as presented in readings.

For this project, the student’s technical writing, including APA style, grammar and the conceptual or organizational structure will account for 5% while the nature and or quantity of content will determine the remaining 15%.
Paper should be 4-5 pages.

**Contribution to Grade: 20%**
**Due Date: 10/18/17**

3. **SELF-AWARENESS ACTIVITY**

Students are expected to participate as a consumer for a minimum of 5 counseling sessions at Wayne State University Counseling Center in 306 Education 313-577-1681. This activity is to encourage reflection and self-examination with respect to the experience of being a consumer. The student is to evaluate this experience and write a 2-3 pages APA style paper on this experience relating learning’s to his or her career objectives and a 2-page feedback paper to the counselor-in-training.

For this project, the student’s technical writing, including APA style and grammar will contribute 3% of the grade, conceptual and organization structure will account for 4% and the nature and or richness and quantity of the content will determine the remaining 3% of the grade. If you have not completed your five sessions by the due date – please inform instructor.

*Please note: individuals currently in therapy should not complete this assignment, however, please see instructor for a related assignment. Also, those students who have completed this assignment in a prior class – Intro. To Counseling or Employment are exempt. Please email me to let me know when you completed the assignment and the class you have taken.*

**Contribution to grade: 10%**

**Due: Submitted one week after the end of counseling sessions. Please note, sessions should be completed by 11/22/17.**
4. ROLE OF REHABILITATION COUNSELOR WITHIN OTHER AREAS OF COUNSELING AND PROFESSIONS

Students will choose an area/setting listed below and conduct an extensive review of the literature about the role of the Rehabilitation Counselor (RC). In addition, students must define the population and work setting; the specific needs of the population, including counseling related interventions, job placement strategies and other specific interventions for successful outcomes; summary of case studies or research associated; outlook of RC’s in the chosen area/setting and opportunities for growth; work/employment environment; any additional trainings, education or credentials required along with the overall implications for Rehabilitation Counselors or Future Directions for the Rehabilitation Profession.

Students will write a 7 to 10--page paper in the chosen area. The paper must be typed and confirm to American Psychological Association (APA) Manual, 6th edition. Paper must include an abstract and a reference list with no less than 10 references.

Role of the Rehabilitation Counselor in:
1. Independent Living
2. Women with Disabilities
3. Cultural and Ethnic Issues related to Disabilities
4. State Vocational Rehabilitation – Michigan Rehabilitation Services/Michigan Commission for the Blind
5. Veterans Vocational Rehabilitation
6. Assistive Technology
7. Transition Services/Youth
8. Substance Abuse and Addiction Issues
9. Americans with Disabilities Act/Disability Services in Higher Education
10. Adult Autism
11. Prisoner Reentry
12. Workers Compensation
13. Community Mental Health – Psychiatric Disabilities/Psychiatric Rehabilitation
14. People with Cognitive and or Physical Disabilities
15. Homelessness
16. Web Based Counseling
17. Suicide and Ideation Management

For this project, group must include all aspects noted above – 10%; conceptual, organization structure, richness, creativity and overall presentation will determine the remaining 10% of the grade.

**Contribution to grade: 30%**
**Due 11/29/17**

Contribution to grade: 30%

This examination will involve material covered in lectures, handouts, presentations and the required readings.

**EVALUATION & GRADING:**

Final grade will be derived from a composite of the six major requirements above. The plus/minus letter grade system and honor point value of grades is used in the CED/RCI program:

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**General Note on Grading:**
The College of Education strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student’s performance in a course. C grades will be awarded for satisfactory work that satisfies all course requirements; B grades will be awarded for very good work and A grades will be reserved for outstanding performance. Please note, there is a distribution of grades from A-F within the College of Education and that pluses and minuses are recorded and distinguish distinct grade point averages.

**Class Policy:**
You must attend each class session and actively participate in small group activities.

**Withdrawal Policy:**
- Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.
  - WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested.
  - WF will be awarded if the student if failing the course (based on work due to date) at the time the withdrawal is requested.
  - WN will be awarded if no materials have been submitted and/or never attended, so there is no basis for a grade.
- Students must submit their withdrawal request on-line through pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the study day.

**Incomplete Grades:**
Incomplete grades are provided only under extreme circumstances and must be negotiated with the instructor no later than 12/05/17. A signed contract, including a list of outstanding assignments and
specific due dates will be required. **Work must be completed within one calendar year.** However, if in the instructor’s judgement, the student must attend subsequent sessions of the class regularly, then an ‘Incomplete” will not be approved and the mark of Withdrawal (W) will be considered. The student will be required to register for the class for the term in which attendance is planned. Tuition and applicable fees will apply.

**Reasonable Accommodations:**

Students should contact the instructor as soon as possible to discuss any accommodations needed to participate fully, achieve the learning objectives and fulfil the requirements of the course.

**ATTENTION STUDENTS WITH DISABILITIES:**

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

http://studentdisability.wayne.edu/

**STATEMENT OF PROFESSIONALISM**

“The College of Education requires students to be effective counselors, to behave in an ethical manner at all times (see the statement on Ethical Dimensions of Counseling in the Rehabilitation Counseling Handbook as well as the Practicum and Internship Handbook). Your behavior must be appropriate always. Active participation in all class activities and discussion is expected. Come to class with ideas, agreements or disagreements on the reading assignments. We expect you to question our ideas and those of your peers. Professional dress, behavior, and language are required always. Please put all electronic devices on vibrate or turn off during class and when in your assigned school.

**TO ALL STUDENTS REGARDING ACADEMIC DISHONESTY AND PLAGIARISM:**

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin, the Undergraduate Student Handbook and the Student Due Process Policy. It is each student’s responsibility to read these documents to be aware which actions are defined as academic dishonesty. Sanctions include failure in the course involved, probation and expulsion. Students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and to make smart decisions about their academic work.
Electronic Mail and Blackboard:

Throughout the semester, course documents will be posted on the Blackboard system. Students will be able to access this information 24/7 from locations outside of the regular classroom. You are responsible to check the Blackboard system and your email routinely to obtain class updates, schedule changes, and assignments changes. These are your vital links to the course. In-class announcements will be made to alert students to Blackboard postings.

CLASS SCHEDULE:

09/06
Course Introduction and Overview
Introduction to Rehabilitation Counseling
The Art of Rehabilitation Counseling Video - CRCC

09/13
Concepts and Paradigms
Myths and Facts about Persons with Disabilities
Philosophy of Rehabilitation
Historical development of rehabilitation practice
Legislative Updates, Historical development of rehabilitation practice
Early legislation and policy development in rehabilitation
Current rehabilitation history
Readings and Assignments: Chapters 1 and 2 Rubin & Roessler

09/20
Legislative Updates, Contemporary legislation in rehabilitation.
Impact of new legislation on the practice of rehabilitation counseling (e.g. “Informed Consent”)
Americans with Disabilities Act/ Case Studies
Reading and Assignments: Cont’d Chapter 2 and 3 Rubin & Roessler

09/27
Legislative Updates, Philosophical Economic Considerations and ethical foundations.
Sociological aspects of disability
Ethical issues in the delivery of rehabilitation services.
Societal Values
Reading and Assignments: Chapters 4, 5 & 6 Rubin & Roessler
Handouts

DISCUSSION QUESTION # 1 – Is Rehabilitation Counseling history an inevitable story of progress and improvement?

10/04
Rehabilitation Clients and their Needs/Growth and Development needs
Readings & Assignments: Cont’d 6 & Chapter 7 Rubin & Roessler
Guest Speaker – Tammy Littlefield – Veterans Health Administration
Guest Speaker – Cathy Holbrook – Private Rehabilitation
Guest Speaker – Vicki Wright – State of Michigan – Michigan Rehabilitation Services/Representative for Michigan Disability Rehabilitation Association and Michigan Rehabilitation Services

GUEST LECTURER: DR. JOHNSON
DISCUSSION QUESTION #2 – Has the Americans with Disabilities Act (ADA) been successful?

10/11  COMMUNITY SITE VISIT

10/18  Rehabilitation Counselor and their Needs
       Readings & Assignments: Cont’d Chapter 7
       Professional roles and competencies of the RC
       Reading & Assignment: Chapter 8

       GUEST LECTURER: DR. JOHNSON

10/25  SELF AWARENESS ACTIVITY

11/01  Professional roles and competencies of the Rehabilitation Counselor
       Case and Caseload Management
       Related Specializations in rehabilitation
       Vocational rehabilitation Process
       Planning the Rehabilitation Program
       Assessment and Planning Stages
       Reading & Assignment: Chapters 8, 9 & 10 Rubin & Roessler

       DISCUSSION QUESTION #3 - Should a person who make bad life choices be eligible for federal-state vocational rehabilitation funding?

11/08  COMMUNITY SITE VISIT PAPER DUE

11/15  SELF AWARENESS ACTIVITY

Facilities and Support Services
Job Placement
Supported Employment
Assistive Technology
Technology and accommodations issues in rehabilitation practice

       GUEST SPEAKER – Assistive Technology of Michigan – Hassan
       Readings and Assignments: Chapter 11, 12 & Chapter 13 – Rubin & Roessler
       and

       http://www.fctd.info/resources/AT101_print.pdf

       GUEST LECTURER: DR. JOHNSON

11/22  HAPPY THANKSGIVING

11/29  Legislative Updates, Assistive Technology: prospects and problems
       Women with Disabilities/Sexuality and Intimacy
Disability Management in employer base organizations
Rehabilitation counselling practice in private settings
GUEST SPEAKER – Morris Schrock – Disability Management and Workers Compensation
Readings and Assignments: Chapter 14 Rubin & Roessler

RESEARCH PAPER DUE

GUEST LECTURER: DR. JOHNSON

12/06  Women with Disabilities cont’d
       Independent Living goals, services, delivery, systems and issues
       The future of rehabilitation counseling and critical issues facing the profession
       Rehabilitation in the private-for-profit Sector
       Chapter Cont’d 14, Chapters 15 & 16 – Rubin & Roessler
       SELF AWARENESS PAPER DUE
       Course Wrap-up and review
       Student Evaluations
       Final Examination Review

12/13  FINAL EXAMINATION
       IN CLASS
NOTE: The National Rehabilitation Association provides guidelines to use when writing or speaking about persons with disabilities. Please try to incorporate these suggestions into your written and spoken communication.

1) Avoid using adjectives as nouns, such as in: "the disabled", "the deaf", "the blind", the "handicapped", etc. It is more acceptable to say, "people who are deaf", or "persons with disabilities".

2) Where possible emphasize the importance of the individual rather than the disability by saying "person" or "individual" before describing the disability. For example, say, "persons with disabilities" or "people with learning disabilities", rather than “learning disabled people”.

3) Avoid using descriptors such as "unfortunate", "pitiful", "poor", and other such value laden words. When possible, use descriptors, which emphasize person ability, such as: "uses a wheelchair or braces” rather than “confined to a wheelchair", since a wheelchair enables mobility; without it, the person is confined to bed.

4) Do not sensationalize the onset or effects of a disability with phrases such as: “afflicted with" or "suffering from". It is more acceptable, and accurate to say, "the person has or had___________", "the person has experienced___________", or a person with__________".

5) Avoid implying sickness when discussing disabling conditions. To the general public, "disease" has connotations of being unsightly and contagious. A disability itself is not a disease, nor is the person with the disability necessarily chronically ill.

ATTENDANCE POLICY

All students are expected to attend class, be punctual, and remain in class until the day’s work is completed. It is also expected as a part of attendance that students will appear attentive to the instructor and respectful of other students, and will not talk, read material other than the textbook, or engage in other activities that interfere with the course while the class is meeting.

If the instructor begins to note problems with attendance or behaviour that interferes with the teaching process, this will be noted and the student will be made aware of the problem. At that point, the instructor will begin to document the student’s attendance and disruptive behaviour and if further problems are noted the student’s grade will be lowered by one letter.

ACADEMIC MISCONDUCT/ETHICAL VIOLATIONS

All acts of dishonesty (plagiarism, copying, etc.) in any work for any course will constitute academic misconduct. In this regard, the Academic Regulations Policy noted in the College of Education Graduate Programs and University Graduate programs Catalogue will be followed in the event of any acts of
academic misconduct. In addition, students need to be aware that the professor has at his or her discretion the right to reduce a students’ grade for that class, assign a failing grade, or report the student to the Dean of the College of Education, which could result in removal from the program.

Plagiarism

Plagiarism is using others’ ideas and words without clearly acknowledging the source of that information. Whenever you incorporate other people ideas or writings into your own writing, it is extremely important to give credit to those individuals by referencing their names.

How can students avoid plagiarism?

To avoid plagiarism, you must give credit whenever you use

- another person’s idea, opinion, or theory;
- any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge;
- quotation of another person’s actual spoken or written words;
- or paraphrase of another person’s spoken or written words.

Strategies for Avoiding Plagiarism

1. Put in quotations everything that comes directly from the text especially when taking notes.
2. Paraphrase, but be sure you are not just rearranging or replacing a few words.
3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

(The section on plagiarism is produced by the Writing Tutorial Services, Indiana University, Bloomington, IN)
JOURNALS:

American Psychologist
American Journal of Psychiatry
Counseling Psychology
Counseling Psychologist
Journal of Applied Rehabilitation Counseling
Journal of Counseling and Development
Journal of Job Placement
Journal of Marital and Family Therapy
Journal of Mental Health Counseling
Journal of Occupational Rehabilitation
Journal of Vocational Behavior
Journal of Rehabilitation Administration
Journal of Rehabilitation in the Private Sector
Journal of Psychosocial Rehabilitation
Journal of Psychiatric Rehabilitation
Journal of Rehabilitation
Journal of Rehabilitation Administration
NARPPS Journal
Psychological Assessment
Rehabilitation Counseling Bulletin
Rehabilitation Education
Journal of Rehabilitation Psychology
Rehabilitation Literature

ONLINE RESOURCES:

wwwadata.org
www.disabilityinfo.gov
www.ilru.org
www.maro.org
www.macil.net
www.cec.uwatout.edu
www.michigan.gov/mrs
http://www.dol.gov/odep/pubs/fact/effective.htm
http://www.michigan.gov/disabilityresources
www.ed.gov/offices/OSERS/RSA/rehabact.html
www.usdoj.gov/crt/ada/adahom1.htm
www.ncddr.org/rr/emerging/emerging1.html
www.ncrtm.org
www.rehabeducators.org
www.hrtips.org
www.ilr.cornell.edu/edi/
www.computel.com/~maernix/deafworld/deaf/deaf.html
http://community.fpg.unc.edu/