WAYNE STATE UNIVERSITY
COLLEGE OF EDUCATION

COURSE SYLLABUS

*Please note syllabus is tentative and subject to change

DIVISION: Theoretical and Behavioral Foundations
PROGRAM AREA: Rehabilitation Counseling
COURSE NUMBER: RCI 7410
COURSE SECTION: 10084
COURSE TITLE: Foundations of Rehabilitation Counseling
TERM/YEAR: Fall, 2015
DAY: Tuesday
TIME: 4:30 - 7:15 PM
COURSE LOCATION: 149 College of Education

INSTRUCTOR: Paige N. Dunlap, Ph.D.
Licensed Professional Counselor (LPC)
Certified Rehabilitation Counselor (CRC)
National Certified Counselor (NCC)
323 College of Education
(313) 577-2333
pdunlap@wayne.edu

Office Hours: Monday Noon – 3:00 PM
Tuesday Noon – 3:00 PM
(or by appointment)

*Note: Office hours may be held in my office or in FAB 2193 (Humanities Center)

Course Overview:

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 vocational rehabilitation including philosophy of rehabilitation, its historical development, organization, professional roles, responsibilities and practices as well as future trends. Further objectives include the examination of current issues, community resources, services and processes and an introduction to the profession of rehabilitation counseling and related rehabilitation specializations. The course design will involve a combination of lecture, discussion and student presentations.

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

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.

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. Begin the process of identifying themselves as reflective, innovative rehabilitation professionals.

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

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

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

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

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

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

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

14. Describe and explain established theories of personality development.

15. Identify developmental concepts and processes related to personality development and apply them to rehabilitation counseling practice.

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

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

18. Develop rehabilitation plans that address individual learning styles and strengths of individuals with a disability.

Required Reading:


Class handouts and selected articles may be distributed by instructor and/or 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 daily newspaper to identify current societal issues and trends affecting rehabilitation counseling.

**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:**
- www.adata.org
- www.disabilityinfo.gov
- www.ilru.org
- www.maro.org
- www.macil.net
- www.cec.uwatout.edu
- www.michigan.gov/mrs
- 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/
ASSIGNMENTS:

1. **CLASSROOM PARTICIPATION/DISCUSSION – 25 points total**
   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 includes physical attendance (Do you show up?); psychological attendance (Does your mind show up?) Can you show evidence of thinking during the class? Do you hear and incorporate what others are communicating? 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. Each unexcused absence after the first 1 will result in 2 participation point deductions per missed class. For example: Two absences will result in two participation points lost. Three will result in four participation points lost and so on.

2. **COMMUNITY SITE VISITS/INTERVIEW – 100 points total**
   Students are required to select and make a site visit to a rehabilitation agency (MRS/MCB), 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 – look for blackboard discussion link.

   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.

3. Self-Awareness Activity - 75 points total
Students are expected to participate as a client for a minimum of 5 (6 sessions is optimal) as the Wayne State University Counseling Center in 306 College of Education – 313-577-1681. This activity is to encourage reflection and self-examination with respect to the experience of being a client. The student is to evaluate this experience and write a 2 – 3 page APA style paper relating learning to his or her career objectives.

4. Professional Roles of Rehabilitation Counselors - Poster (2 options) – 100 points total
Option 1:
Groups of students will choose an area/setting (examples below) and conduct an extensive review of literature with regards to the role, function, and practices of the Rehabilitation Counselor (RC) and prepare a poster presentation. In addition, students must define the population and work setting, the specific needs of the population, including 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 training, education, or credential’s required, along with the overall implications for Rehabilitation Counselors or Future Directions for the Rehabilitation Profession.

Role of the Rehabilitation Counselor in:
1. Independent Living
2. Women with Disabilities
3. State Vocational Rehabilitation – Michigan Rehabilitation Services/Michigan Commission for the Blind
4. Veterans Vocational Rehabilitation
5. Assistive Technology
6. Transition Services/Youth
7. Substance Abuse
8. Americans with Disabilities Act/Disability Services in Higher Education
9. Adult Autism
10. Prisoner Reentry
11. Workers Compensation
12. Community Mental Health – Psychiatric Disabilities/Psychiatric Rehabilitation
13. Life Care Planning
14. Other areas as approved by the instructor

Option 2:
Groups of students will conduct an extensive review of literature with regards to the topics outlined for the upcoming Spring 2016 National Council on Rehabilitation Education (NCRE) conference – to be held in Newport Beach, CA Wednesday, April 20, 2016 – Friday, April 22, 2016. See attached sheet. In completing this project, it is expected that one or more of your group members will submit this poster presentation to NCRE to be reviewed and plans to attend the conference. Completing this project does not guarantee that your poster will be accepted by NCRE, nor that funds will be provided for you to attend. However, generally, there are some university funds that may be used for this purpose if you are accepted.

For both options, the group poster presentation must presented to the class.
Note: **Group presentations cannot be made up.** Also, as it happens within society, at times group members do not complete their fair share of responsibilities. Please note that **ALL GROUP MEMBERS** will be graded on the presentation to the class. For example, if one person does all the work and gets an “A” on the project, the others do nothing (provided they are still enrolled in the course) will also get an “A” on this assignment. The rehabilitation profession as a whole requires that those who do the job work collaboratively, and at times, pick up the slack of others.

5. **Newsletter – 50 points total**

Students will develop their own newsletter based on topics related to the profession of rehabilitation counseling. Newsletter should only report factual information. Articles should be paraphrased, NOT plagiarized. It will have, at a minimum, the following articles (You **MUST** use the headings below):

- **Recent Rehab Legislation** --- a brief update on some law or legislation relevant to rehabilitation studies; 2010+ cite your source
- **Job ad of the week** --- in the Metro Detroit area; report skills needed; Field Experience needed; where the job is located; who to contact; etc.
- **Holiday/Fun** --- Report on a vacation/camp/sporting/etc activity for People with Disabilities; can be in the USA or abroad
- **Volunteer Opportunities** --- report on opportunities that allow volunteers to work with individuals with disabilities; must be in the Metro Detroit area; report location; who to contact; and duties
- **Rehab Briefs** --- Report at least 5 tips for students (any type of rehab related facts/info that students need to know)
- **Journal Article of interest** --- provide a summary and direct the reader to an interesting and informative journal article and tell why it should be of interest to them. Note: This MUST be a journal article (magazines, newspapers, etc. are not accepted)
- **Did You Know**...a small section on facts an area of rehabilitation that interests you. Note: must be relevant to rehabilitation studies
- **Alumni Corner** --- locate a rehab grad and tell where they are, what they are doing, how they can be contacted, one piece of advice they have for current students. If this person tells you someone has contacted them, ask them to refer you to someone else. *Please note: This person does not have to be a graduate of WSU’s rehabilitation counseling program, however, they must be working in a rehabilitation setting that is consistent with the field of rehabilitation.
- **Lifetime Achievement of a Rehab Professional.** You are to feature yourself as the Rehab Personality in this special section. You must write what you will have accomplished at the end of your long and productive rehab career. This will be the longest article. Write this section in third person.

Also include a peek inside the next issue... Note: Somewhere, somehow, ethics or ethical responsibility should be pointed out within this newsletter. Make it interesting to students, faculty, and rehab professionals as these projects may be available for classmates to browse and/or may be displayed at WSU. Be sure to include references for article information where appropriate. This project will allow you to get a feel for the skill, information, and resources that are needed in rehabilitation.

Please do your best, then, decide how you can do it a little better.

Your newsletter must be a **minimum of 4 pages.** A two-page sample along with Microsoft office templates has been posted on the blackboard for your review.

This assignment must be printed in color and brought to class for submission. Please see tentative schedule for due date.

*See rubric attached*
6. **Exams (Midterm and Final) – 100 points each (200 points total)**

Exams may consist of multiple choice questions, true/false questions, fill-in-the-blank questions, term matching, essay, etc. Exam is worth 100 points. Test questions will be developed from assigned readings, materials presented in class, posted readings, lectures and interactions. See tentative schedule for date.

**Guidelines for ALL written assignments**

APA 6th edition format
Times New Roman – font size 12
Correct spelling and grammar are expected
Don’t forget the title page!
Please remember this criteria where appropriate:
1. Content: Does the student accurately describe the content area?
2. APA format: Are the APA guidelines adhered to?
3. References: Did the student appropriately cite sufficient references from outside of the assigned readings?
4. General form of the paper: Does the student use accurate grammar and syntax? Does the paper flow smoothly?

**LATE ASSIGNMENTS/MISSED PAPER-PENCIL EXAMS**

All assignments are to be completed and turned in on or before the due date. **FIVE points will be deducted from the overall assignment grade for each day late (including weekends).** For example if you receive a 90 for an assignment but are two days late, your score will be 80.

Students must present a verifiable excuse within 5 business days of returning to the university after an absence. Excuses submitted after this time period will not be accepted.

**METHOD OF EVALUATION/GRADING**

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Community Site Visit</th>
<th>Self-Awareness</th>
<th>Professional Roles Poster</th>
<th>Newsletter</th>
<th>Exams</th>
<th>Total = 500</th>
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<tbody>
<tr>
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<td>200 (2 x 100)</td>
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<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>95 – 100</td>
<td>475-500</td>
</tr>
<tr>
<td>A -</td>
<td>90 – 94</td>
<td>450-474</td>
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<tr>
<td>B +</td>
<td>87 – 89</td>
<td>435-449</td>
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<tr>
<td>B</td>
<td>84 – 86</td>
<td>420-434</td>
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<tr>
<td>B -</td>
<td>80 – 83</td>
<td>400-419</td>
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<tr>
<td>C +</td>
<td>77 – 79</td>
<td>385-399</td>
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<tr>
<td>C</td>
<td>72 – 76</td>
<td>360-384</td>
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</tbody>
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**Below 72% is a failing grade**
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>9/8</td>
<td>Introductions, Review of Related Materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What is rehabilitation?</td>
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<td></td>
<td></td>
<td>Person First Language</td>
</tr>
<tr>
<td>2</td>
<td>9/15</td>
<td>Chapters 1 &amp; 2</td>
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<tr>
<td>3</td>
<td>9/22</td>
<td>Chapter 3</td>
</tr>
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<td>4</td>
<td>9/29</td>
<td>Chapter 4; Defining Disability</td>
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<td>5</td>
<td>10/6</td>
<td>Chapter 5</td>
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<td>6</td>
<td>10/13</td>
<td>Chapter 6</td>
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<td>7</td>
<td>10/20</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>8</td>
<td>10/27</td>
<td><strong>Midterm Exam</strong></td>
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<td></td>
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<td>Newsletters Due (Bring color printed hardcopy to class)</td>
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<tr>
<td>9</td>
<td>11/3</td>
<td><strong>Professional Roles Poster Presentations</strong></td>
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<td></td>
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<td>(those submitting to NCRE – deadline Nov. 8)</td>
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<tr>
<td></td>
<td></td>
<td>Community Site Visit Approval should be obtained by this date! See blackboard discussion area.</td>
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<tr>
<td>10</td>
<td>11/10</td>
<td>Community Site Visit</td>
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<td></td>
<td></td>
<td>See blackboard for chapter 9 PowerPoint</td>
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<tr>
<td>11</td>
<td>11/17</td>
<td>Chapter 8</td>
</tr>
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<td></td>
<td></td>
<td>Community Site Visit paper due via blackboard @ 4:30pm</td>
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<tr>
<td>12</td>
<td>11/24</td>
<td>See Blackboard for chapters 10 and 16 PowerPoint</td>
</tr>
<tr>
<td>13</td>
<td>12/1</td>
<td>Chapter 13 Submit verification of Self-Awareness counseling sessions (hard copy) and subsequent paper (via blackboard by 4:30pm)</td>
</tr>
<tr>
<td>14</td>
<td>12/8</td>
<td><strong>Final Exam (Blackboard)</strong></td>
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</table>

*Note: Pop Quizzes may occur throughout the semester, you must be present and this cannot be made up.*
Name: ___________________________________

Grade        /50

Each section is worth a maximum of 5 points

- Recent Rehab Legislation
- Job ad of the week
- Holiday/Fun
- Volunteer Opportunities
- Rehab Briefs
- Journal Article of interest
- Did You Know
- Alumni Corner
- Lifetime Achievement of a Rehab Professional

Length and Ethics components
Foundations of Rehabilitation Counseling

Professional Roles Poster Evaluation

Grade - /100

Group Members: ________________________________

Group Topic: ________________________________

Overall Group Presentation Evaluation:

Criteria Areas

Strengths –

Weaknesses –

Organization

Content

Presentation skills/length

Audience interaction

Use of technology

Utilization of all group members

Creativity
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 behavior 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 behavior and if further problems are noted the student’s grade will be lowered by one letter and/or the student will not receive a “S” in the course.

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 at all times.

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 at all times.

Please put all electronic devices on vibrate or turn off during class and when in your assigned locations.

The Student Code of Conduct can be viewed at:
http://www.doso.wayne.edu/codeofconduct.pdf

Academic Dishonesty/Plagiarism
The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin (http://bulletins.wayne.edu/ubk-output/index.html) and Graduate Catalog (http://www.bulletins.wayne.edu/gbk-output/index.html) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.

Enrollment/Withdrawal Policy
Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.
Students who withdraw from a course after the end of the 5th 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 is 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 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.

Beginning the fifth week of class students are no longer allowed to drop but must withdraw from classes. The last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.

See the university webpage for full details: [http://reg.wayne.edu/students/information.php](http://reg.wayne.edu/students/information.php)

**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 313-202-4216 (video phone). 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.

**Religious Observance Policy:**

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

**Resources:**

Wayne State University Writing Center:
The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: http://www.clas.wayne.edu/writing/.

To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330.