COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations

PROGRAM AREA: Rehabilitation Counseling

COURSE NUMBER: RCI 7470

COURSE SECTION: 30090

COURSE TITLE: Family and Community Support for Inclusion

TERM/YEAR: Spring 2014

DAY: Tuesday (in class) & Thursday (community activity)

TIME: 5:30 p.m. - 8:15 p.m.

COURSE LOCATION: 129 State Hall

INSTRUCTOR: Joy E. Inniss-Johnson, Ph.D., L.P.C., C.R.C, CAAC, CCS-R
Licensed Professional Counselor (LPC)
Certified Rehabilitation Counselor (CRC)
Certified Advanced Addictions Counselor (CAAC)
Certified Clinical Supervisor (CCS)

OFFICE ADDRESS: 323 College of Education

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Lei Juan Annetta Stewart-Walker – Program Secretary
313-577-1613

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joyjohnson@wayne.edu

OFFICE HOURS: By appointment

COURSE DESCRIPTION: (from catalog)

Services that facilitate full participation of persons with disabilities in the life of their families and communities. Persons with disabilities in context of: families, family dynamics, cultural diversity, family structure, family support, community support, supported independence, independent living centers, therapeutic recreation and related programs.
COURSE OBJECTIVES:
This is an interdisciplinary course which examines the interaction of policy and research in relation to supports for individuals with disabilities and their families in the context of communities. 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. Knowledge of the historical, philosophical, and operational aspects of community inclusion.
2. Knowledge of the conceptual framework and practical tools for understanding and analyzing policy related to human services.
3. Knowledge of the strategies and approaches for facilitating change in systems and communities.
4. Understanding the interaction of disability policy and policy agendas and issues for the larger society.
5. Understanding the relationships between individual and family rights, common bonds of community, and the impact of public policy.
6. The operation of various supported and integrated employment models, including their design, strengths and limitations, and supporting research findings.
7. Ability to identify the work adjustment needs of individuals with a variety of severe disabilities and suggested possible training interventions and accommodations.
8. Current research and emerging issues in the implementation of supported and integrated employment strategies in various settings with different client populations.
9. Understanding and utilizing research skills in designing and evaluating services.
10. Understanding the concept of community building and its relationship and potential impact on policy and organization of supports to individuals and families.
11. Understand the physical and emotional stress on a family member experiencing an illness, trauma, or a disabling condition.
12. Students will explore studies that provide an understanding of the nature and needs of individuals at all developmental levels, including and ethical and legal considerations, strategies for facilitating optimum development over the lifespan.
13. Students will understand situational and environmental factors that affect both normal and abnormal behavior.
14. Students will articulate the principles of independence, inclusion, choice and self-determination, empowerment, access, and respect for individual differences.
15. Students will explain the role and values of independent living philosophy for individuals with a disability.

16. Students will articulate a working knowledge of human development and the needs of individuals with disabilities across the life span.

17. Students will be able to describe approaches that enhance personal development decision making abilities, personal responsibility, and quality of life of individuals with a disability.

18. Identify and plan for the provision of independent living service alternatives with individuals with a disability.

19. Describe the purposes of life-care planning and utilize life-care planning services as appropriate.

20. Students will be able to work with community agencies to advocate for the integration and inclusion of individuals with disabilities within the community.

21. Students will be able to identify the benefits of rehabilitation services to potential individuals with a disability, employers, and the general public.

REQUIRED TEXTS:


RECOMMENDED TEXT:


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 Rehabilitation
Journal of Rehabilitation Administration
NARPPS Journal
Psychological Assessment
Psychiatric Rehabilitation Journal
Psychiatric Quarterly
Rehabilitation Counseling Bulletin
Rehabilitation Education
Journal of Rehabilitation Psychology
Rehabilitation Literature

ONLINE RESOURCES:
www.macil.net
www.communityinclusion.org
www.ilru.org
www.maro.org
www.nami.org

REQUIREMENTS:

1. This course is presented in a seminar format and will involve a combination of lecture, discussion, and student presentation of materials. The responsibility is therefore assigned to you to take charge of your learning. You will initiate and engage in 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.
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 daily newspaper to identify current societal issues, inclusion, normalization and trends affecting rehabilitation counseling.

Students will be required to submit a one page feedback paper on the article “Enhancing Individual Placement Supports.” Students should include how they can more effectively prepare themselves in working with and collaborating with community supports to assist in improving the lives of people with disabilities. Paper will account for 10% of the grade.

**Due Date – May 20, 2014**

**Contribution to Grade: 10%**

2. **Group Project Presentation:** Students will form groups of three. Each group will select a specific population (e.g., developmental, psychiatric, TBI, learning disabilities, etc) and the types of models/programs – psychosocial rehabilitation models - (Recovery, Madison, Fountain House, Community Living, Training-In Community, etc.) that are used to include these individuals into communities (work settings, schools, leisure, housing, etc.). The group will be required to visit the site and gather information regarding the population and programs used to facilitate inclusion of the population. In addition, each group will examine a public policy or policies that are geared towards supporting these individuals. Although the tasks undertaken to gather information for review and analysis, and method of presentation of the final product are decisions made by you, a number of tasks appear relevant for consideration. They include: 1) overview of the chosen model and a review of the literature and particularly any empirical evidence available regarding applications with the targeted population; 2) identifying information about the disability group (prevalence, current service needs and outcomes); and 3) synthesis of findings and recommendations for program implementation used by the organization to support inclusion. Each project will be based upon activities and information gathered at the site. Students will present their findings to the class as scheduled. The project will account for 30% of the grade and the presentation is worth 10%.

**Contribution to Grade: 40%**  
**Due Date: 6/10, & 6/17/2014**

4. **ADA Assessment:** With permission from the instructor, select a public facility in which to conduct an ADA assessment using the 16 page guide found in the link provided below.

Prepare a memorandum (1-page) summary of your findings with recommendations to bring the facility up to compliance with ADA regulations. [www.ada.gov](http://www.ada.gov) or [www.nobarriers.org](http://www.nobarriers.org)

**Contribution to grade: 30%**  
**Due Date: 06/10/2014**

5. **Final Examination**  
**Contribution to grade: 20%**  
**Due Date: 06/24/2014**

**NOTE:** All paper must be typed and confirm to American Psychological Association (APA) manual, 6th edition.
EVALUATION & GRADING:

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

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<tr>
<th>Letter Grade</th>
<th>Honor Point</th>
<th>Percentage</th>
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<td>A</td>
<td>4.0</td>
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<td>A -</td>
<td>3.67</td>
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<td>B +</td>
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<td>B -</td>
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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 plusses 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.

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.

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.
  o WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested.
  o WF will be awarded if the student if failing the course (based on work due to date) at the time the withdrawal is requested.
  o 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 06/05/14. 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 fulfill 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 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 refer to the SDS website for further information about students with disabilities and the services we provide for faculty and students: http://studentdisability.wayne.edu/

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:

5/06/14  Course Introduction and Overview  
Learning Team Charter

5/08/14  (Preparation for Community Activity)  
Development and discussion of Learning Team Charter  
Identification of community organization for group project and coordination  
Review/Article: Research to Practice – The Influential Role of the Job Developer:  
Increasing Self Determination and Family Involvement during the Job Search – Jaime Timmons and Ashley Wolfe  
***Justin’s Case Study  
Review/Article: Enhancing Individual Placement Supports

5/13/14  Community Inclusion Definition  
Supported Employment  
Supported Employment Stages of Change  
Individualized Placement Supports  
Best Practices in Psychiatric Rehabilitation  
Checklist for Job Seekers  
Fountain House Model  
Due: Submission of Learning Team Charter  
Discussion: Article – Research to Practice – The Influential Role of the Job Developer:  
Increasing Self Determination and Family Involvement during the Job Search – Jaime Timmons and Ashley Wolfe  
****Justin’s Case Study

5/15/14  Community Activity  
Article – Self-Determination: A Fundamental ingredient of Employment Supports –  
Lora Brugners & Jaime Ciolla Thorne

05/20/14  Disability Rights Movement  
Understanding Paradigms  
C. Ch. 1  
Medical Paradigm, Educational Paradigm, etc.  
C. Ch. 2  
Shifting Paradigms in Services to people with disabilities  
Shifting Paradigms to Natural Supports: A practical Response to a Crisis in Disability Services  
Preparation for ADA Assessment  
ABC News Special: “Intervention – who stops the abuse”  
Discussion: Article – Self-Determination: A Fundamental ingredient of Employment Supports – Lora Brugners & Jaime Ciolla Thorne  
Assignment Due – Reflection Paper

05/22/14  Community Activity

05/27/14  ADA Assessment – WSU Campus – GROUP 1  
Please wear comfortable shoes

5/29/14  ADA Assessment – WSU Campus – GROUP 11  
Please wear comfortable shoes
6/03/14  Interdependence Paradigms  C, Ch 3
Ethical Challenges in Challenges in Supporting PWDs
Elements for a Code of Ethics of Everyday Ethics for Disability Services
Assessment of Natural Supports in Community Rehabilitation Services
Assessment of Natural Supports – Questions from Life Experience Profile
Video: Behind Closed Doors – the story of four women struggling to reconcile violence within the psychiatric system

06/05/14  Community Activity
Review article - http://www.communityinclusion.org/article.php?article_id=347 – Indicators for Improving Educational, Employment, and Economic Outcomes for Youth & Young Adults with Intellectual & Development Disabilities

06/10/14  Achieving Interdependence  C, Ch. 4
Understanding Culture and Community  C, Ch. 5
Rehabilitation Counselling and Community Paradigm
Multicultural Influences on Rehabilitation Training and Services: The Shift to Valuing Nondominant Cultures
Collaborative Teamwork in Training and Technical Assistance; Enhancing Support for Persons with Disabilities


Video – CBS News – “An Amazing Story about Blindness”
Guest Speaker – National Association of Mental Illness (NAMI – Detroit)

Assignment Due: ADA Assessment

06/12/14  Community Activity – completion of site visits and ADA evaluations

06/17/14  GROUP PRESENTATIONS

06/19/14  GROUP PRESENTATIONS
Final Exam Review
Course Evaluation and Feedback

06/24/14  Final Examination
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SUPPLEMENTAL REFERENCES


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.

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 aright 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)