

"Reflective Professionals Building Learning Communities"

COURSE TITLE

COUN 433: Foundations of Rehabilitation Counseling

INSTRUCTOR INFORMATION

name
office
phone number
E-mail

COURSE DESCRIPTION

The purpose of this course is to provide students with the foundations of rehabilitation and the rehabilitation counseling profession. The course will introduce students to relevant aspects of rehabilitation history, philosophy, values, and practice, with an emphasis on the operational aspects of the rehabilitation service delivery system. The course will examine current issues, community resources, services, and the vocational rehabilitation process.

PREREQUISITE

graduate standing

REQUIRED TEXTS

Parker, R.M., & Szymanski, E.M. (Eds.). (2004). *Rehabilitation counseling: Basics and beyond* (4th ed.). Austin: ProEd.

Currier, K. (2002). *Writing and documentation guide. Unpublished manuscript*: Emporia State University. [Provided at no charge electronically via email or disk]

MODE OF INSTRUCTION

Lecture/discussion supplemented with group activities and individual exploration

COURSE OBJECTIVES

The objectives of this course support the College of Education Performance Standards #1 Foundations and #13 Diversity. They are also designed to meet the CORE (Council on Rehabilitation Education) standard C.1.

1. The student will develop an understanding of the history, philosophy, and values of rehabilitation.
2. The student will become familiar with legislation affecting individuals with disability, their civil rights and enabling legislation that provides for benefits and services.
3. The student will gain an understanding of the organizational structure of the vocational rehabilitation system and independent living programs, including public, private non-profit (community-based agencies), private-for-profit service delivery systems, and employer-focused disability management programs.
4. The student will obtain knowledge of the various community resources and services necessary and available to individuals with disability.
5. The student will acquire a working knowledge of the ethical and legal tenets of the rehabilitation counseling profession.
6. The student will become knowledgeable of the roles and functions a rehabilitation counselor performs in the public and private labor market and the emerging opportunities available to graduates.
7. The student will develop a healthy attitude, solid belief system and personal comfort level in working with people (consumers/clients) from diverse backgrounds and varying types and degrees of disability by challenging myths, exploring stereotypes, and guarding against stigmatization.
8. The student will understand the continuum of services in the rehabilitation process from referral to closure.
9. The student will become familiar with the various theoretical approaches to counseling and the psychosocial issues surrounding disability and adjustment.
10. The student will be familiar with the assessment process, individual evaluation and research issues appropriate to career development, rehabilitation, disability, and multiculturalism.
11. The student will gain knowledge of basic assistive technologies available to persons with disability.

12. The student will develop an understanding of advocacy and the unique needs of persons with disability.
13. The student will gain knowledge of the ecological perspective of rehabilitation.
14. The student will become familiar with APA style and format of research and report writing.

These objectives are linked to the following student outcomes: (each outcome is followed by its corresponding CORE Curriculum standard code)

1. practice rehabilitation counseling in a legal and ethical manner, adhering to the scope of practice for the profession; C.1.1
2. integrate into one's practice, the history and philosophy of rehabilitation as well as the laws affecting individuals with disabilities including findings, purposes, and policies in current legislation; C.1.2
3. describe, in general, the organizational structure of the rehabilitation, education, and healthcare systems, including public, private-for-profit, and not-for-profit settings; C.1.3
4. apply in one's practice the laws and ethical standards affecting rehabilitation counseling in problem-solving and ethical decision-making; C1.4
5. integrate into practice an awareness of societal issues, trends, public policies and developments as they relate to rehabilitation; C.1.5
6. create a partnership between consumer and counselor by collaborating in informed consumer review, choice, and personal responsibility in the rehabilitation process; C.1.6
7. apply in one's practice, the principles of disability-related legislation including the rights of persons with disabilities to independence, inclusion, choice and self-determination, empowerment, access, and respect for individual differences; C.1.7
8. identify and demonstrate an understanding of stereotypic views toward persons with disabilities and the negative effects of these views on successful completion of the rehabilitation process; C.1.8
9. educate the public and consumers regarding the rights of people with disabilities under federal and state law; C.1.9
10. articulate the differences in philosophy and the purposes of related counseling disciplines and allied health fields; C.1.10
11. explain differences among certification, licensure, and accreditation. C.1.11

REQUIRED PROJECTS

Students are required to submit a research paper, do a written and oral presentation, and do an observation and report (see details below). These assignments satisfy the performance-based assessment component of the course.

STUDENT EVALUATION

Examinations	2 @ 100 each	200 points
Oral & Written Presentation of Community Resources		100 points
Research Paper/Literature Review		200 points
Activities - Observation & Report		<u>200 points</u>
Total		700 points

1. Examinations will be multi-formatted, involving multiple choice, listing, matching, short answer/essay, and definitions. The student/examinee may bring 3 x 5 index card as "crib notes".
2. Community Resource Reports (see handout): Students are to research the variety of services and resources that are available to individuals with disability and their families in the Illinois and the regional (Midwest) community. These reports should cover such areas as restorative/prosthetic/orthotic care, community mental health services, clubhouse, and/or community based psychiatric programming, personal and family counseling, home health care/personal care assistants, independent living services (CILs), Community-based programming for various populations (DD/MR, physical, cognitive, sensory, psychiatric), cultural centers serving specific ethnic/cultural groups, transportation, housing, support groups, substance abuse treatment, therapy (occupational/ physical), home modification, durable medical equipment (e.g. wheelchair), pain management, assessment (vocational, situational, psychological), social services (e.g. benefits such as SSI/SSDI, food stamps), and job club/job placement/career services (e.g. job service). These community resources should be existing facilities or an agency within a one-day's driving distance from your home. Use of the Internet is encouraged.
3. Research Paper: The student is to identify a topic discussed in this course that is of interest to the student and approved by the instructor. The student is encouraged to do some advance work on the topic i.e., identifying several potential journal or book references and abstracts from the current literature and doing a synopsis of one particularly appropriate journal article. Next, the student is encouraged to meet with the instructor to review the synopsis and preliminary outline planning the research and to identify helpful resources leading up to the submission of the final draft. (See the course schedule for target deadline dates). All submitted written work is to follow American Psychological Association Publication Manual guidelines (APA, 2001). The student

should obtain a personal copy of the APA Publication Manual, 5th edition (2001). Late submittals will be penalized with losing 10% of total assignment points. The paper should be approximately 10 pages in length plus the cover page and reference page(s) i.e., 12+ pages total. The purpose of the project is to familiarize oneself with a topic of interest and begin the process of developing research skills and writing in the professional style of the American Psychological Association.

4. Activities: participation activities may include interviews with persons with disability, internet activities, web site reviews, observations at disability/rehabilitation-related agencies, attending workshops, training conferences, or group projects either in-class, computer lab, or in the community. Your participation and engagement facilitate others' learning and add to the desired dynamic nature of the course. Attendance is vital. Guest speakers will be providing valuable information and networking opportunities. In addition, class discussions and group work depend upon your participation. Having more than one unexcused absence may significantly impact your final grade and evaluation.

GRADING POLICY

A = 90-99% of total points

B = 80-89% of total points

C = 70-79% of total points

D = 60-69% of total points

F = below 60% of total points

ASSESSMENT OF LEARNING (FEEDBACK LOOP)

Assessment of learning begins in the initial class session and is on-going throughout the course. Data from the specific assessment tools will be analyzed and the results used to improve instruction and facilitate increased student learning. This feedback may be used to make adjustments in the course as it progresses and to implement future changes.

STUDENT ACCOMMODATIONS

In accordance with the Americans with Disabilities Act of 1990, Northeastern Illinois University does not discriminate against employees or students on the basis of disability. In addition, the University provides reasonable accommodations for both employees and students with disabilities. Students seeking reasonable accommodations in the classroom should contact the Accessibility Center/HELP Office, A-118 (phone 773/442-5495, 5496, or 5497; TDD 773/442-5499).

The University policy on services for students with disabilities may be found at <http://www.neiu.edu/%7EDeanSt/survival/disabilities.pdf>. Students should feel free to meet with the instructor at any time to discuss any reasonable accommodations or removal of barriers that may hinder full inclusion and participation in the course.

STUDENT RESPONSIBILITIES

All students are expected to attend all class meetings and to submit assigned materials by the due date. Students are expected to conduct themselves professionally and ethically, respecting individual differences, needs, opinions, and the confidentiality of others. Attendance is vital to learning success.

COURSE SCHEDULE AND TOPICS

<u>Week</u>	<u>Topic</u>	<u>Assignment Due</u>
Week 1	Introduction Survey Course Overview, Syllabus, Conferences, CRC certification Tour of Earl Center Facility Definitions of Disability and Rehabilitation Goals of Rehabilitation Rehabilitation Model v. Medical Model Counseling Process Introduction to APA Style	Assignment: Send Dr. Currier an email and request Electronic Version of Writing and Documentation Guide
Week 2	History of legislation: Enabling legislation and Civil Rights Roles and Functions of RC History of the field - credentialing, accreditation: CRCC, CARF Attitudes towards PWD, Stigma and Myths Philosophy - Utilitarianism v. Egalitarianism Research Paper Topics	Readings (complete prior to class meeting): Chapter 1, pp. 1-40; Chapter 2, 41-70 Explore website: http://www.crccertification.com
Week 3	Service delivery systems: Federal-State Vocational Rehabilitation Private non-profit (NGOs) Private-for-profit and Workers Compensation Disability Management Knowledge and Function Areas (Currier et al., 2001) Medical-based rehabilitation (rehab psych; physical medicine)	Readings: Chapter 3, pp. 71-105 Research Topic due with proposal and outline

Week	Topic	Assignment Due
Week 4	Independent Living: Philosophy, legislation, service delivery Psychiatric Rehabilitation	Readings: Chapter 4, pp. 107-141, Internet Activity: http://www.nami.org PACT Facts: http://www.nami.org/about/pactfact.html The Role of PACT in Recovery: http://www.nami.org/about/pactrole.html
Week 5	School to Work Transition Supported Employment Guest Speaker	Readings: Chapter 5, pp. 143-180 Research proposal/outline with 6 references due
Week 6	Psychosocial Adjustment Stage Theories of Adjustment Integrative Theory of Depression Multicultural Considerations	Readings: Chapter 8, pp. 269-302; Chapter 9, pp. 303-326
Week 7	Midterm Examination	
Week 8	Ethics & Decision Making Duty to Warn Informed Consent Multicultural Considerations Assessment	Readings http://www.crccertification.com : CRC Code of Ethics: Handout on Trait/Factor Theory and Minnesota Theory of Work Adjustment
Week 9	Theories and Ethics continued Psychodynamic, Erickson, Jung, Adler Gestalt Reality Person-centered Family Theories, Family Systems	Readings: Article on reserve: Livneh & Sherwood (1991) (on reserve) Chapter 7, pp. 225 – 268
Week 10	Career Development Multicultural Considerations Minnesota Theory of Work Adjustment, Trait/Factor Theory Person X Environment Fit	Readings: Chapter 10, pp. 327 - 378 *Net Activity * Rough Draft of Research Paper due

<u>Week</u>	<u>Topic</u>	<u>Assignment Due</u>
Week 11	Job Development Job Placement Technology -assistive, augmentative, accommodation and modification Labor Market Information	Readings: Chapter 11, pp. 379 - 410; Handouts on Technology Internet: http://www.pluk.org/AT1.html (Family Guide to Assistive Technology)
Week 12	Assessment, Evaluation Ecological assessment Client evaluation Credentialing, accreditation re: Assessment	Readings: Chapter 12, pp. 411 - 436; Handouts
Week 13	Substance Abuse Dual Diagnosis	Readings: Pharmacological Aspects of Addiction. Available online at http://www.uphs.upenn.edu/recovery/pros/subabuse.html
Week 14	Ethical and professional issues	Handouts; CRCC Code of Ethics
Week 15	Synthesis of Course Material Review for Exam	
Week 16	Final Examination	

References

- Bowe, F. (2000). *Physical, sensory, and health disabilities: An introduction*. Englewood Cliffs, NJ: Prentice-Hall.
- Chan, F., & Leahy, M.J. (Eds.). (In press). *Health care and disability case management*. Lake Zurich, IL: Vocational Consultants Press.
- Cottone, R.R., & Tarvydas, V.M. (2002). *Ethical and professional issues in counseling* (2nd ed.). Saddle River, NJ: Merrill/Prentice-Hall.
- Currier, K.F., Chan, F., Berven, N.L., Habeck, R.M., & Taylor, D. (2001). Function and knowledge domains for disability management practice: A Delphi Study. *Rehabilitation Counseling Bulletin*, 44, (3), 133-143.
- Eisenberg, M.G. (Ed.). (1994). *Key words in psychosocial rehabilitation: A guide to contemporary usage*. New York: Springer Publishing.
- Hablutzel, N., & McMahon, B.T. (1992). *The Americans with Disabilities Act: Access and accommodation: Guidelines for human resources, rehabilitation, and legal professions*. Orlando, FL: Paul M. Deutsch Press.
- Livneh, H., & Sherwood, A. (1991). Application of personality theories and counseling strategies to clients with physical disabilities. *Journal of Counseling & Development*, 69, 525-538.
- Maki, D.R., & Riggan, T.F. (Eds.). (1997). *Rehabilitation counseling: Profession and practice*. New York: Springer Publishing.
- Rubin, S.E., & Roessler, R.T. (2001). *Foundations of vocational rehabilitation process* (5th ed.). Austin: Pro-Ed.
- Smart, J. (2000). *Disability, society, and the individual*. Gaithersburg, MD: Aspen Publishers.
- Trieschmann, R.B. (1987). *Aging with a disability*. New York: Demos Publication.
- Wright, B.A. (1983). *Physical disability: A psychosocial approach* (2nd ed.). New York: Harper & Row.
- Wright, G. N. (1980). *Total rehabilitation*. Boston: Little, Brown & Co.

COMMUNITY RESOURCE

Agency/Support Group:

Contact Person, Title/Position:

Telephone

Email

Website

Location/Address

Mission/purpose:

Geographical Area(s) served (i.e., “encatchment area”):

Disability Population(s) served:

Services Provided:

Referral (Incoming) sources (from where do their clients come?):

What is the Referral Process:

Eligibility Criteria (what is necessary or prerequisite for obtaining services):

Fee Structure: (sliding scales, Medicaid/Medicare, Insurance, Fee for Service, and Rates:

Interacting agencies (are there other program/agencies that are closely tied?)

Funding Sources:
