



WAYNE STATE

College of Education

CED 7205: Foundations of Rehabilitation Counseling

COURSE INFORMATION

Section:

Semester/Year:

Division:

Class location:

Class day/time:

Credit hours: 3

Class type: Lecture

FACULTY CONTACT INFORMATION

Name:

Office Address:

Office Hours:

Telephone:

E-mail Address:

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Course Description

Introduction to clinical rehabilitation counseling, including history, values, philosophy, professional organizations, and professional roles.

Accessibility

Accessibility provides helpful pathways for using materials and learning opportunities for all WSU students, including international students, students with disabilities, and LGBTQ+ students. Free text to speech software, screen readers, and learning support services may be available.

[Student Disability Services](#) can offer assistance with accessibility software and options. Here are more resources which may also be helpful.

[Accessibility](#)

[International Students](#)

[Student Disability Services](#)

[LGBTQ+ Resources](#)

Course Goal

The goal of this course is to examine the foundations of rehabilitation counseling 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.

Method(s) of Instruction: asynchronous

Course Materials

Required Textbook(s)

Rubin, S.E., Roessler, R.T., & Rumrill, P.D. (2016). *Foundations of the vocational rehabilitation process* (7th ed.). Washington, D.C.

Recommended Textbook

Tarvydas, V.M., Hartley, M.T. (2018). *The professional practice of rehabilitation counseling*. (2nd ed.). New York: Springer Publishing Company

Optional Textbook

Frank, R. G., Rosenthal, M., & Caplan, B. (2010). *Handbook of rehabilitation psychology*. Washington, District of Columbia: American Psychological Association.

Course Outcome Alignment with Assignments (& Standards)

2016 CACREP STANDARDS	LEARNING OUTCOMES	WEEKS	MEASURED WITH
VD.1.a,b,f. VD2r	1) Describe the historical, philosophical, legislative and ethical underpinnings of the rehabilitation counseling profession	weekly	Final exam
VD.1.a,b,f. VD2t VD2w	2) Discuss current issues and trends, demographic characteristics, community resources, services, processes, and foundations of the rehabilitation counseling	weekly	Community site visit; Paper; Final exam
VD.1.a,b,f.	3) Describe the organizational structure of the vocational rehabilitation system and independent living programs, including public, private non-profit and private for-profit service delivery systems	weekly	Community site visit; Paper; Final exam
VD.1.a,b,f.	4) Examine the roles and functions of the rehabilitation interdisciplinary team members, family, agencies and systems that facilitate successful rehabilitation into community life	weekly	Community site visit; Final exam
VD.1.a,b,f.	5) Describe and implement approaches that enhance personal development, decision-making abilities, personal responsibility, the influence of family and community and quality of life of individuals with a disability across the life span	weekly	Community site visit; Final exam
VD.1.a,b,f.	6) Demonstrate counselor sensitivity to stressors and the role of positive attitudes in responding to coping barriers and challenges	weekly	Paper; Final exam
VD.1.a,b,f. VD2v	7) Describe the legal and ethical characteristics of the rehabilitation counseling field and demonstrate knowledge of the Code of Professional Ethics	weekly	Community site visit; Paper; Final exam

Grading System

Graduate Grading Scale

Grade Letter	Grade Percent Range
A	93-100%
A-	90-92%
B+	88-89%
B	84-87%
B-	80-83%
C+	78-79%

C	74-77%
F	<74%

ASSIGNMENTS:	Pts
Participation	10
Community Site Visit	30
Paper	60
Final Exam	100
Total:	200

1. All formal papers are to be typed.
2. Use APA format for all formal papers:
 - a. Cover page with relevant information, short abstract, body of paper should include an introductory paragraph, following paragraphs elaborate on points from introductory one, thus pursuing a central theme, then a summary paragraph. If you quote or paraphrase other material, a reference page must be included.
 - a. Spelling and grammar important. All papers should reflect graduate level content and preparation. Careless preparation and/or inappropriate presentation will adversely affect grade for the assignment.
 - b. A few quotations and a little paraphrasing from experts permissible and desirable but your words and way of interpreting are essential. *****Plagiarism will result in severe disciplinary action.**

Course Assignments and Exams

1. *Participation*

This course will involve lecture, discussion, and group activities. As such, it is learner centered. You will be expected to initiate and engage in discussions of the major topics assigned. This means that all readings and assignments must be completed as schedule. Attendance required at all class sessions and participation is essential for the graduate level experience.

2. *Community Site Visit*

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.
9. Future trends in service delivery.
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.

Paper should be 4-5 pages.

3. ***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 5 to 7--page paper in the chosen area. The paper must be typed and conform to American Psychological Association (APA) Manual, 6th edition. Paper must include an abstract and 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

4. ***Final Examination***

A cumulative comprehensive final examination will be administered and may include multiple choice, short answer, and/or essay format.

Tentative Course Schedule

CLASS SCHEDULE

Week Date Topic/Assignment Due

1 Course Introduction and Overview

Rehabilitation Counseling Professional Competencies
 Historical Roots of Modern Rehabilitation Practices/
 Evolution of Rehabilitation Counseling

Readings: Chapter 1, 2 and Handouts

2 Concepts and Models

Professional Credentialing

Readings: Handouts

3 Policy and Law

The Americans with Disabilities Act:
 Major Mandates and Ambiguities
 Philosophical and Economic Considerations in Regard to
 Disability Rights and Support for Rehab Programs

Readings: Chapter 3, 4 and Handouts

4 Sociological Aspects of Disability

Societal Values and Ethical Commitments That Influence
 Rehabilitation Service Delivery Behavior

Rehabilitation Clients and their Needs

Readings: Chapter 5, 6,7 and handouts

5 Family and Relationship Issues
The Disability Rights Community
Disability Issues in a Global Context

Readings: Handouts

6 The Role and Function of the Rehabilitation Counselor

- Assessment
- Counseling
- Case Management

Readings: Chapter 8 and Handouts

7 The Role and Function of the Rehabilitation Counselor, cont.

- Advocacy
- Career Development and Employment of People With Disabilities
- Forensic and Indirect Services

Readings: Chapter 8 and Handouts

8 The Vocational Rehabilitation Process: Evaluation Phase
Planning the Rehabilitation Program

Readings: Chapters 9 and 10

PAPER DUE

9 Utilizing Rehabilitation Support Services

Job Placement

Readings: Chapters 11 and 12

10 Assistive Technology

Evidence-Based Practice and Research Utilization

Readings: Chapter 13 and Handouts

11 Independent Living

Emerging Disabilities

Readings: Chapters 15 and Handouts

COMMUNITY SITE VISIT DUE

12 Ethics and Ethical Decision-Making

Cultural Competence and Social Justice

Readings: Chapters 14 and Handouts

13 Psychiatric Rehabilitation

Rehabilitation in the Private-for-Profit Sector:
Opportunities and Challenges

Readings: Chapters 16 and Handouts

14 **FINAL EXAM**

Instructor reserves the right to amend syllabus

Class Policies

1. Students are expected to actively participate in **all** classes online.
2. Students are expected to have completed assigned readings **prior** to class.
3. Students are expected to adhere to assignment due dates. **NO EXCEPTIONS.**
4. All papers must be typed and comply with current APA standards for publications.
5. All papers should reflect graduate level content and preparation. Careless preparations and/or inappropriate presentations will adversely affect the grade for the assignment.
6. **Plagiarism will result in severe disciplinary action. See student handbook prepared by Wayne State University for specifics.**
7. Cell phone use, including texting during class is **strictly prohibited**. Your grade will be negatively affected should you fail to abide by this policy.
8. Communication between faculty and students will generally be through email or phone. Ensure that you have access to your Wayne State University email as this is the only email address that will be used. If you have problems with your Wayne State email, please contact the IT office as indicated on Pipeline and **let me know as well.**
9. Attendance for all scheduled classes is **mandatory**. An unapproved absence results in the loss of one letter grade. **Two unapproved absences result in a failing grade for the course.** “I” and “Y” grades will not be given.

Additional Writing Guidelines

- a. Cover page with relevant information, short abstract, and body of paper should include an introductory paragraph, following paragraphs elaborate on points from the introductory one, thus pursuing a central theme, and closing with a summary paragraph. If you quote or paraphrase other material, a reference page must be included.
- b. Spelling and grammar are important. All papers should reflect graduate level content *and* preparation. Careless preparation and/or inappropriate presentation will adversely affect the grade for the assignment.
- c. A few quotations and a little paraphrasing from experts is permissible and desirable but your words and your way of interpreting are essential. *****Plagiarism will result in severe disciplinary action. See student handbook prepared by Wayne State University for specifics.**
- d. Your reactions and views from material read, and the way you present your learning is really what is crucial and expected.

Religious Holidays

Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

Student Disabilities Services

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. However, during the fall 2020 semester SDS will only be delivering services remotely. The SDS telephone number is 313-577-1851 (main number) or 313-202- 4216 for videophone use. Please continue to use these numbers as SDS is still receiving calls. 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. You can learn more about the disability office at www.studentdisability.wayne.edu

To register with Student Disability Services, complete the online registration form at: https://wayne-accommodate.symplicity.com/public_accommodation

Counseling and Psychological Services (CAPS)

It is quite common for college students to experience mental health challenges, such as stress, anxiety and depression that interfere with academic performance and negatively impact daily life. Help is available for any currently enrolled WSU student who is struggling with a mental health difficulty, at WSU Counseling and Psychological Services (caps.wayne.edu; 313 577-3398). Other options, for students and nonstudents, include the Counseling and Testing Center, and the Counseling Psychology Training Clinic, in the WSU College of Education (<https://education.wayne.edu/counseling-clinic>). *Services at all three clinics are free and confidential. Remember that getting help, before stress reaches a crisis point, is a smart and courageous thing to do – for yourself, and for those you care about.* Also, know that the WSU Police Department (313 577-2222) has personnel trained to respond sensitively to mental health emergencies at all hours.

Sexual Misconduct and Title IX

Sexual Misconduct and Mandatory Reporting

Every Warrior has the right to live, learn, and work at WSU – free from Harassment or Discrimination.

Any member of the WSU Community that is impacted by sexual misconduct has the right to report to the University (i.e. Responsible Employee or Title IX Coordinator), to law enforcement (i.e. WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.

Please be advised: Most faculty and staff are considered **“Responsible Employees”** and are **required to report** information they receive about incidents of sexual misconduct (including sexual assault, intimate partner violence, sexual harassment, and stalking) to appropriate authorities when it involves WSU students, faculty, or staff.

Free, confidential, and anonymous support is available 24 hours a day, seven days a week to survivors, their friends, and their family through the [Rape, Abuse & Incest National Network \(RAINN\)](#). Call [1-800- 656-4673](tel:1-800-656-4673) or [Chat](#) online with a professional support specialist.

Please visit TitleIX.wayne.edu to learn more about resources and support on campus and in the local community.

Options for Reporting Sexual Misconduct

Any member of the WSU Community that is impacted by sexual misconduct has the right to report to the University (i.e. Responsible Employee or Title IX Coordinator), to law enforcement (i.e. WSUPD or other jurisdiction), to both, or to neither. Every Warrior is encouraged to make the reporting decision that is right for them.

Reporting to the University

[The Title IX Office](#) is available to consult with individuals impacted by sexual violence or discrimination regarding resource referrals, supportive and protective measures, and reporting and resolution options. Where WSU has jurisdiction, the affected party may request an administrative investigation by the University.

Phone: 313-577-9999

Email: TitleIX@wayne.edu

Reporting to Law Enforcement

[The Wayne State University Police Department](#) is available 24/7 to assist individuals reporting criminal activity or concerns on or near campus. Report off-campus incidents to the appropriate police jurisdiction. In the event of an emergency or imminent threat, reporting to the police is highly encouraged.

Phone: 313-577-2222

Every Warrior has the right to live, learn, and work at WSU – free from Harassment or Discrimination.

If you or someone you know has been impacted by sexual violence or discrimination, please visit TitleIX.wayne.edu to learn more about resources and support on campus and in the local community.

Academic Dishonesty – Plagiarism and Cheating

Academic misconduct is any activity that tends to compromise the academic integrity of the institution or undermine the education process. Examples of academic misconduct include:

- Plagiarism: To take and use another's words or ideas as your own without appropriate referencing or citation.
 - College of Education policy on plagiarism: The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. 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. 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.
- Cheating: Intentionally using or attempting to use or intentionally providing unauthorized materials, information or assistance in any academic exercise. This includes copying from another student's test paper, allowing another student to copy from your test, using unauthorized material during an exam and submitting a term paper for a current class that has been submitted in a past class without appropriate permission.
- Fabrication: Intentional or unauthorized falsification or invention of any information or citation, such as knowingly attributing citations to the wrong source or listing a fake reference in the paper or bibliography.
Other: Selling, buying or stealing all or part of a test or term paper, unauthorized use of resources, enlisting in

the assistance of a substitute when taking exams, destroying another's work, threatening or exploiting students or instructors, or any other violation of course rules as contained in the course syllabus or other written information.

Such activity may result in failure of a specific assignment, an entire course, or, if flagrant, dismissal from Wayne State University. <https://dosowayne.edu/conduct/academic-misconduct>

Course Drops and Withdrawals

In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request on Academica. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the tenth week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: http://reg.wayne.edu/Withdrawing_From_a_Course.php

Student Services

- The Academic Success Center (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit www.success.wayne.edu for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).
- The Writing Research and Technology Zone is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit <http://clasweb.clas.wayne.edu/writing> to obtain information on tutors, appointments, and the type of help they can provide.
- Library research assistance: Working on a research assignment, paper or project? Trying to figure out how to collect, organize and cite your sources? Wayne State librarians provide on-campus or online personalized help. Contact them at <http://library.wayne.edu/consult>

Class Recordings (Face to Face Instruction)

Students need prior written permission from the instructor before recording any portion of this class. If permission is granted, the audio and/or video recording is to be used only for the student's personal instructional use. Such recordings are not intended for a wider public audience, such as posting to the internet or sharing with others. Students registered with Student Disabilities Service (SDS) who wish to record class materials must present their specific accommodation to the instructor, who will subsequently comply with the request unless there is some specific reason why s/he cannot, such as discussion of confidential or protected information.

Technology Access and Support

Because this is a WEB course, all or part of your instruction will require reliable hardware including a desktop or laptop computer with reliable internet access, camera, microphone, and speakers, as well as appropriate software including a web browser, Microsoft Office ([available at no charge to students](#)), and the Canvas app (also free to students). For assistance with Canvas, see [C&IT's Student Intro to Canvas Course](#) and [Comprehensive Student Guide](#). For assistance

with any of these technology issues, contact [C&IT Helpdesk](#) M-F from 7:30 am to 8 pm at 313-577-4357 or helpdesk@wayne.edu.

Students who lack adequate hardware or reliable internet access should email doso@wayne.edu or call 313-577-1010 for assistance. Students on campus also have access to equipment through University Libraries. See [Equipment Checkout Policy and Procedures](#). The University Libraries also have [computer labs](#) in several campus locations.

Support for Online Learning

"[The Effective Online Learner](#)" is a self-paced Canvas course to bolster the skills needed for remote and online learning. **WSU's** [Learn Anywhere](#) webpage provides resources and tips for taking online courses. [WSU's Academic Success Center](#) offers resources for improving study skills, building study groups, and similar activities. The [Study Skills Academy](#) offers [free study skills counseling](#) and other services.