Course Information
Title: Foundations of Rehabilitation Counseling
SAC (Subject Area Code) & Number: CED 7205
Section: 
Semester/Year: 
Division: Theoretical & Behavioral Foundations
Class location: 
Class time: 
Credit Hours: 3
Class Type: Lecture

Faculty Contact Information
Name: 
Office Address: 
Office Hours: 
Telephone: 
E-mail Address: 

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

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.
### Course Learning Outcomes

<table>
<thead>
<tr>
<th>2016 CACREP STANDARDS</th>
<th>LEARNING OUTCOMES</th>
<th>WEEKS</th>
<th>MEASURED WITH</th>
</tr>
</thead>
<tbody>
<tr>
<td>D.1.a,b,f.</td>
<td>1) Describe the historical, philosophical, legislative and ethical underpinnings of the rehabilitation counseling profession</td>
<td>weekly</td>
<td>Final exam</td>
</tr>
<tr>
<td>D.2.a,c,d,k,o,p,r,s,v,w D.3.c,d. H.1.a,b,d,f. H.2.a,c,f,h,i,j,m,n,o,p.q. H.3.d.</td>
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<tr>
<td>D.1.a,b,f.</td>
<td>2) Discuss current issues and trends, demographic characteristics, community resources, services, processes, and foundations of the rehabilitation counseling</td>
<td>weekly</td>
<td>Community site visit; Paper; Final exam</td>
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<tr>
<td>D.2.a,c,d,k,o,p,r,s,v,w D.3.c,d. H.1.a,b,d,f. H.2.a,c,f,h,i,j,m,n,o,p.q. H.3.d.</td>
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<tr>
<td>D.1.a,b,f.</td>
<td>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</td>
<td>weekly</td>
<td>Community site visit; Paper; Final exam</td>
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<tr>
<td>D.2.a,c,d,k,o,p,r,s,v,w D.3.c,d. H.1.a,b,d,f. H.2.a,c,f,h,i,j,m,n,o,p.q. H.3.d.</td>
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<tr>
<td>D.1.a,b,f.</td>
<td>4) Examine the roles and functions of the rehabilitation interdisciplinary team members, family, agencies and systems that facilitate successful rehabilitation into community life</td>
<td>weekly</td>
<td>Community site visit; Final exam</td>
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<tr>
<td>D.2.a,c,d,k,o,p,r,s,v,w D.3.c,d. H.1.a,b,d,f. H.2.a,c,f,h,i,j,m,n,o,p.q. H.3.d.</td>
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<td>D.1.a,b,f.</td>
<td>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</td>
<td>weekly</td>
<td>Community site visit; Final exam</td>
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<tr>
<td>D.2.a,c,d,k,o,p,r,s,v,w D.3.c,d. H.1.a,b,d,f. H.2.a,c,f,h,i,j,m,n,o,p.q. H.3.d.</td>
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<tr>
<td>D.1.a,b,f.</td>
<td>6) Demonstrate counselor sensitivity to stressors and the role of positive attitudes in responding to coping barriers and challenges</td>
<td>weekly</td>
<td>Paper; Final exam</td>
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<tr>
<td>D.2.a,c,d,k,o,p,r,s,v,w D.3.c,d. H.1.a,b,d,f. H.2.a,c,f,h,i,j,m,n,o,p.q.</td>
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H.3.d.
D.1.a,b,f.
D.2.a,c,d,k,o,p,r,s,v,w
D.3.c,d.
H.1.a,b,d,f.
H.2.a,c,f,h,i,j,m,n,o,p,q.
H.3.d.

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

Course Materials

Required and Optional Textbook(s)


Recommended Textbook


Optional Textbook


Assessment of Student Performance

<table>
<thead>
<tr>
<th>ASSIGNMENTS:</th>
<th>Pts</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
<tr>
<td>Community Site Visit</td>
<td>30</td>
</tr>
<tr>
<td>Paper</td>
<td>60</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200 points</strong></td>
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</tbody>
</table>

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.
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 (40 points)**

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td>88-89%</td>
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<tr>
<td>B</td>
<td>84-87%</td>
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<tr>
<td>B-</td>
<td>80-83%</td>
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<tr>
<td>C+</td>
<td>78-79%</td>
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<tr>
<td>C</td>
<td>74-77%</td>
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<tr>
<td>F</td>
<td>&lt;74%</td>
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</tbody>
</table>

Class Policies

Papers

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.

   b. 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.

   c. 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.***

Attendance Policy

Attendance at all scheduled classes is mandatory. Given the nature and pace of this course, your ability to perform adequately in the course will be highly correlated with attendance. Thus, superior grades for the course will tend to be the natural consequence for persons who attend regularly. It is the responsibility of the student to obtain materials and information regarding classes that were not attended.
Wayne State University Policies

Religious Holidays (from the online Academic Calendar)
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 (edited statement from the SDS web site):
- 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 in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (videophone use only). Once your accommodation is in place, someone can meet with you privately 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.
- Students who are registered with Student Disability Services and who are eligible for alternate testing accommodations such as extended test time and/or a distraction-reduced environment should present the required test permit to the professor at least one week in advance of the exam. Federal law requires that a student registered with SDS is entitled to the reasonable accommodations specified in the student’s accommodation letter, which might include allowing the student to take the final exam on a day different than the rest of the class.

Academic Dishonesty – Plagiarism and Cheating (edited statement from the DOSO’s web site unless otherwise noted)
Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct:

https://doso.wayne.edu/conduct/student

Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.
- Cheating: Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a) copying from another student’s test paper; (b) allowing
another student to copy from a test paper; (c) using unauthorized material such as a "cheat sheet" during an exam.

- **Fabrication:** Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.

- **Plagiarism:** To take and use another’s words or ideas as one’s own. Examples include: (a) failure to use appropriate referencing when using the words or ideas of other persons; (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.

- **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.

- **Other** forms of academic misbehavior include, but are not limited to: (a) unauthorized use of resources, or any attempt to limit another student’s access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.

**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](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](http://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](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](http://library.wayne.edu/consult)

**Class Recordings**

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.

**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](http://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 ([coe.wayne.edu/tbf/counseling/center-index.php](http://coe.wayne.edu/tbf/counseling/center-index.php)). 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.
# CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic/Assignment Due</th>
</tr>
</thead>
</table>
| 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* |
The Vocational Rehabilitation Process: Evaluation Phase
Planning the Rehabilitation Program

*Readings: Chapters 9 and 10*

**PAPER DUE**

Utilizing Rehabilitation Support Services
Job Placement

*Readings: Chapters 11 and 12*

Assistive Technology
Evidence-Based Practice and Research Utilization

*Readings: Chapter 13 and Handouts*

Independent Living
Emerging Disabilities

*Readings: Chapters 15 and Handouts*

**COMMUNITY SITE VISIT DUE**

Ethics and Ethical Decision-Making
Cultural Competence and Social Justice

*Readings: Chapters 14 and Handouts*

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

*Readings: Chapters 16 and Handouts*

**FINAL EXAM**

*Instructor reserves the right to amend syllabus*