



**NCRE**

**CURRICULA COLLECTION  
2003**

**PROFESSIONAL DEVELOPMENT**  
**Administration, Management, and**  
**Supervision**

**National Clearinghouse of Rehabilitation Training Materials**



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**\*\*\*Not all contributors are represented in all subjects**



## Professional Development

Computer Skills/Assistive Technology

Counseling Overview

Grantsmanship

Independent Study

Issues and Ethics

Leadership

Legislation

Rehabilitation Engineering



# **REHABILITATION COUNSELOR TRAINING PROGRAM**

## **Professional Supervision in Rehabilitation**

REHB 592 – Fall 2002  
334B Rehn – Tuesday 2-5:00 p.m.

**Instructor:** Stacie Robertson, M.S., CRC  
310A Rehn Hall  
618-453-8279  
stacier5@siu.edu

**Office hours:** Monday 1 p.m. to 4 p.m. and Thursday 9 a.m. to 12 noon

This document is available in alternative media on request. Students who need accommodations should discuss them with the instructors during the beginning of the semester.

### **Course Overview and Objectives:**

This course is designed to prepare doctoral level Rehabilitation students with supervisory experience of master's level Rehabilitation Counseling students. The course will use a joint format of didactic and observational activity. The didactic portion of the class will involve discussion of counselor development, ethical issues in supervision, strategies for supervision, case conceptualization, and evaluation strategies. The observational portion will focus on group discussion and case review with the supervisors of Rehabilitation Counseling students.

As a result of this course, students should be able to:

1. Develop and present a structure and plan for clinical supervision of master's level students in Rehabilitation Counseling
2. Gain and/or enhance skills of supervision of master's level Rehabilitation Counseling students.
3. Define supervision as it relates to Rehabilitation Counseling.
4. Develop a personal approach to supervision of master's level students in Rehabilitation counseling.
5. Conduct supervision of Rehabilitation Counseling students with an awareness of ethical and legal issues in the supervision process.

**Textbook:**

Bernard, J.M. & Goodyear, R.K. (1998). *Fundamentals of Clinical Supervision*. (2<sup>nd</sup> ed.) Boston: Allyn and Bacon

Additional readings may be assigned and will be announced during class.

### **Course Format:**

The course will be conducted in a seminar/group discussion format interspersed with didactic sessions. The first part of each class will be devoted to topical discussion with the latter portion of the class devoted to presentation of supervisory sessions. Students will be expected to complete the assigned readings each week. Each week students will be expected to briefly report on supervisory progress and any pressing concerns. Students will be assigned specific presentation days in which they will present the clients of their assigned students, as well as present supervisory experience s and development of counseling skills in the students supervised. Once during the semester, students will be asked to write up and present a formal case presentation on at least one of the students that they are supervising.

### **Grading**

Since this course is conducted in seminar format, grades will be based on the quality of student participation in class activities. In addition to course participation students will be graded on the quality of their formal case presentation as well as their growth of skill in providing supervision to Rehabilitation Counseling students.



**REHB 474**  
**Introduction to Staff Supervision**  
**Fall, 2002**

**COURSE SYLLABUS**

**Course Title:** Introduction to Staff Supervision

**Course Number:** REHB 474

**Credit Hours:** 3

**Location & Time:** Wednesdays, 3:00 - 5:50 p.m., room 1007 COMM.

**Instructor:** Ruth Anne Rehfeldt, Ph.D.

**Office:** 337-A Rehn Hall

**Phone:** 453-8276

**Email:** [rehfeldt@siu.edu](mailto:rehfeldt@siu.edu)

**Office Hours:** Tuesdays, 1:30-4:30 pm; Thursdays, 8:45-11:45 am

**Course Description:**

This course provides an introduction to the skills necessary to be an effective 1st-tier supervisor in rehabilitation settings. The necessity of effective supervision skills in the provision of rehabilitation services will be emphasized. Students will acquire the ability to manage subordinates, to work effectively with co-workers and upper management, and to manage oneself.

**Course Objectives:**

Following the successful completion of this course, students will understand and appreciate the following concepts as they pertain to staff supervision in rehabilitation settings:

- Leadership skills and Participative Management
- Interviewing, Orientation, and Staff Training
- Staff Satisfaction
- Reducing Absenteeism
- Motivating Staff and Enhancing Work Productivity
- Supervising Work Groups
- Teamwork and Morale
- Communicating Expectations and Performance Appraisals
- The Labor Union in Human Services and Supervisor Responsibilities
- Supervising Diversity
- Conflict Resolution
- Interpersonal & Organizational Communication
- Positive Discipline
- Managing Stress and Time Demands

- Managing Meetings
- Ethical Professionalism

### **Text & Assigned Readings:**

The course will use selections from the following texts:

Aamodt, M.G., & Raynes, B.L. (2001). Human Relations in Business: Developing Interpersonal and Leadership Skills. Belmont, CA: Wadsworth/Thomson Learning.

Hilgert, R.L., & Leonard, E.C. (2001). Supervision: Concepts and Practices of Management. Cincinnati: International Thomson Publishing.

Reid, D., & Parsons, M. (1995). Motivating Human Service Staff. Habilitative Management Consultants, Inc., Morganton, NC.

### **Class Sessions:**

Class periods will be devoted to a discussion of the material specified on the attached calendar, as well as elaboration on supplementary material. Class sessions will include a combination of lecture, class discussion, videos, and individual/group projects. There may be occasional handouts, guest speakers and videos on relevant topics. It is to the student's advantage to have completed each session's reading assignment prior to its lecture. It is also to the student's advantage to attend each class session, as class sessions will not function as mere reviews of the material contained in the assigned readings. Material presented during class sessions, as well as in assigned readings, will be included in exams.

### **Evaluations:**

**1. Take-home Examinations:** There will be two take-home examinations, worth 50 points each, assigned approximately mid-way through and at the end of the semester. Students are expected to use all lecture material and assigned readings to complete the examinations. Examinations will present a number of real-life scenarios from human service settings; students will be asked to outline a protocol for how they would supervise staff in each particular scenario. At the conclusion of the semester, the two take-home examinations will constitute an approximation of a staff supervision training manual for students to use in future employment settings. **Any two or more students who turn in exams with identical or similar word phrasing, organization, writing style, etc., will receive a grade of zero.** Take-home examinations must be typed and double-spaced, and one point per day will be subtracted for each day that it is late.

**2. Interview Paper & Presentation:** Each student will complete an interview with a person who is currently employed as a supervisor. The student will then prepare a paper and deliver a class presentation based on that interview. The paper and presentation combined are worth 30 points

(15 for each). Directions for the interview are attached; directions for the presentation will be made available at a later point during the semester.

**3. Group Projects:** Students will work in groups to complete a 20-point group project. For this project, groups of students will examine the published literature on staff supervision and determine the degree to which the professional literature reflects the best practices in staff supervision discussed in this course. We will specifically be focusing on the topic of staff training in rehabilitation settings. Further directions for this assignment will be made available at a later point. **Students will be graded based on the performance of the group.**

Grades will be determined as follows:

150-135 = A

134-120 = B

119-105 = C

104-90 = D

89 < = F

## Calendar:

WEEK:	TOPIC:	ASSIGNED READING:	IN-CLASS PROJECTS	VIDEOS
Aug. 21	Course Introduction			
Aug. 28	Understanding Leadership; The Empowered Worker	H&L, Ch. 1	You make the call	Empowered Worker (6:30) MBWA (3:06)
Sept. 4	Interviewing, Orientation, & Staff Training	H&L, Ch. 12; R&P, Ch. 4	Staff Training exercise	Employee Selection & Interviewing Protocol (12:37)
Sept. 11	Maintaining Staff Satisfaction; Reducing Absenteeism	A&R, Ch. 11	Project D	
Sept. 18	Motivating Staff; Enhancing Productivity	A&R, Ch. 12	Project F (Ch. 12)	Motivation (9:04); Business, Behaviorism, & the Bottom Line (30)
Sept. 25	Interpersonal & Organizational Communication <b>Guest Lecture: Dr. Scott Forbes, Program Manager Region V RCEP</b>	H&L Ch. 3	Case Studies	Communication (10:13)
Oct. 2	Supervising Workgroups; Teamwork & Morale	H&L Ch. 15		Self-Directed Work Teams: Next Door Food Store (10:20); Teamwork: Valassis Communications (10:55); Assisting the Troubled Employee (30:00)
Oct. 9	Communicating Expectations; Performance Appraisals <b>Take-home Test #1 due</b>	A&R, Ch. 15	Project A (Ch. 15)	How Am I Doing? (30:00)

Oct. 16	Labor Union and Human Services Supervisors <b>Guest Lecture:</b> Curt Kohring, Executive Director, START	H&L, Ch. 11		
Oct. 23	Conflict Resolution <b>Group Projects Due</b>	A&L Ch. 17	Conflict Resolution Style	
Oct. 30	Positive Discipline <b>Guest Lecture:</b> Rob Ford, Director of Rehabilitation Center, FWHS.	H&L Ch. 19	Case Studies	
Nov. 6	Supervising Diversity <b>Guest Lecture:</b> Astrid Mosely, Job Coach Supervisor, SICIL.	A&R, Ch. 5	Project F (Ch. 5)	Diversity in Business: Hudson's (10:26)
Nov. 13	Leading Staff Meetings; Managing Stress & Time Demands	H&L, Ch.10; A&R Ch. 3	Case Studies	Meeting Management & Facilities (13:45); Planning & Time Mngt. (11:54)
Nov. 20	Ethical Professionalism; Presentations <b>Interview Paper Due</b>	A&R, Ch. 4	Case Studies	
Nov. 27	<b>NO CLASS</b>			
Dec. 4	<b>Presentations</b> <b>Take-home Test #2 due</b>			

## REHB 474

## Interview Assignment

30 pts. (15 for the paper; 15 for the class presentation)

For this assignment you will be required to interview a person who is currently employed as a supervisor. The person does not need to be employed in rehabilitation or social services setting, but 1 extra credit point will be given to those who are. The interview should not be conducted on the basis of your prior knowledge or experience of this person's supervisory practices, it must be current.

Please type and double-space your assignment, and provide the full name of the person and their place of work, as well as the address and phone # of the company.

The following are topics that should be explored during your interview and paper:

1. Empowerment & Participative Management:
  - To what extent are subordinates involved in the decision-making process? Why or why aren't they involved? What avenues, if any, are in place to solicit their input? Have these avenues been effective?
  - Do employees seem to like being involved in the decision-making process? Would they prefer to be more involved? Less involved?
  - To what extent does this establishment utilize work teams? How effective has this been? Does the supervisor have any concerns about work teams? Why or why aren't they appropriate for the particular establishment? How does the supervisor encourage team-work?
2. Motivation & Satisfaction:
  - How motivated are the workers in this establishment (i.e., do they work diligently?)? What seems to keep them motivated, if anything?
  - Are the subordinates satisfied with their jobs (i.e., enjoying their work)? Is the supervisor concerned about level of job satisfaction, and what does he or she do to maintain a high level of job satisfaction?
3. Communication:
  - How are expectations communicated to subordinates (i.e., meetings, memos, job descriptions, verbal directions, etc.). Do workers seem to have a clear understanding of what is expected from them?
  - Is the grapevine active in this particular establishment (i.e., rumors, gossip, etc.)? How does the supervisor handle this?
  - How does the supervisor encourage open communication?
4. Managing stress & time demands:
  - How does the supervisor handle the time demands and stress that is inherent with being a supervisor?
5. Recommendations: (*NOT for your interview; just for the paper & presentation*):

6. Based on what you have learned in this course about effective supervisory practices, what suggestions would you make to this individual?





## SUPERVISION IN COMMUNITY PRACTICE

### Calendar Description

Topics in leadership, management styles, conflict resolution, clinical supervision and performance appraisal. Students supervise agency staff, volunteers or students.

### Content/Objectives

- Transition from front line to supervisory positions.
- Planning and time management of staff supervision responsibilities.
- Appraisal alternatives.
- Dealing with change.
- Employee relations and communications.

### Outcomes/Competencies

- Through an evaluated learning contract students will establish, manage and complete goals and objectives related to an agency need.
- Through the supervision of 3–10 students, volunteers or staff, students will demonstrate knowledge of management styles, leadership skills, recruitment and training, conflict resolution and performance appraisal.
- Through a reflective paper the student will analyze their effectiveness as a supervisor.

### Assignments

Completion of contract	60%
Presentation to agency on topic related to contract	20%
Reflective paper on supervisory experience	20%

### Resources

Readings available.

*Details for current course offerings are available at: [www.crd.s.org](http://www.crd.s.org)*



Western Washington University  
Department of Adult and Higher Education  
INTRODUCTION TO VOCATIONAL REHABILITATION-AHE582  
Fall, 2000

Instructor: Marti Riemer-Reiss, Ph.D., CRC

Center for Continuing Education in Rehabilitation  
6912 220<sup>th</sup> Street SW #105  
Mountlake Terrace, WA 98043  
Email: reiss@whidbey.com  
Phone: (425) 774-4446 X 316  
FAX: 425-774-9303

**Course Description:**

This course offers an overview of the principles and practices of vocational rehabilitation, which serves as the foundation for rehabilitation counseling. Various specialties within the field of rehabilitation and rehabilitation counseling as a profession will be addressed.

**Course Goals:**

The goal of this course is to provide an overview of the principles and practices which serve as the foundation of professional vocational rehabilitation counseling, including:

- A. The history, legal basis, and philosophy of rehabilitation;
- B. The professional, legal, and ethical responsibilities of the counselor; and
- C. The range of consumer-participants and social service delivery systems.

**Course Objectives:**

- (1) To provide students with an overview of the history and philosophy, organizational structure, goals and techniques of vocational rehabilitation counseling.
- (2) To develop an understanding of the vocational rehabilitation process as practiced by providers and experienced by consumers/participants of rehabilitation services
- (3) To develop an understanding of the laws guaranteeing individuals with disabilities access to the workplace, school, various environments, and services, including the Americans with Disabilities Act, IDEA, Section 504, The Washington Administrative Codes, and local laws
- (4) To develop an increased understanding of the experience of individuals with disabilities and their families
- (5) To understand and demonstrate application of ethical principles of vocational rehabilitation counseling
- (6) To provide students with an overview of the local, state, and federal rehabilitation and social services delivery system, including work roles and career paths in rehabilitation counseling.

**Core Competencies:**

- (1) Foundations of Rehabilitation Counseling as it relates to the history and philosophy of rehabilitation and legislation affecting individuals with disabilities.
- (2) The organizational structure of the vocational rehabilitation systems, including public, private for-profit, and not-for-profit service settings.
- (3) Societal issues, trends and developments as they relate to rehabilitation.
- (4) Informed consumer review, choice, and personal responsibility in the rehabilitation process.
- (5) Counseling services as they relate to the involvement of family members, guardians, and advocates in the rehabilitation process.
- (6) Case management process, including case finding, service coordination, referral to and utilization of other disciplines and client advocacy.
- (7) Planning for the provision of independent living services and vocational rehabilitation services.
- (8) Job development, job placement, employer contacts, disability-related legislation, supported employment, post employment services, job coaching, natural supports, job site modifications and assistive technology.
- (9) Analysis of research articles in rehabilitation and related fields.

**Textbooks:** May be ordered from Village Books. To access Village Books, go into your External links>Student Support>Village Books. Or contact them directly: 800-392-2665. Be sure to have your class name and number (AHE 582), instructor's name and your mailing address.

Parker, R. M., & Szymanski, E. M. (Eds.) (1998). Rehabilitation counseling: Basics and beyond (3<sup>rd</sup> Edition). Austin, TX: Pro-ed.

American Psychological Association. (1994). Publication Manual of the American Psychological Association (4<sup>th</sup> Edition). Washington, DC: APA.

**Instructional Methods:**

This course will utilize a variety of instructional methods such as lecture, classroom discussion, and presentations by students and guest speakers.

This course will also have web site access on Blackboard for:

1. **Communications** between students and instructor with **email**;
2. **Student tools** for **student dropbox** that will enhance submission of papers;
3. **Course documents** for supplemental readings assigned by the instructor and
4. **External Links** for course related on-line documents and student support links.

You should go to <http://courses.wvu.edu/> and first click on the Woodring college button, next click on the Adult and Higher Education button. Scroll down to the course (AHE 582) and login with your user id and password. If you experience difficulty or have technical questions, please direct them to the following email address: [webhelp@wvu.edu](mailto:webhelp@wvu.edu). Be sure to indicate your name and phone #, the course, and the course instructor.

**Reasonable Accommodation:** Students with a documented disability that may interfere with learning in this course should negotiate a reasonable accommodation with Disabled Student Services during the first few weeks of the course. To access this information, click on External links>Student Support >WWU Disabled Student Services. This link provides the contact information for requesting a reasonable accommodation.

### **Course Requirements:**

**Critique:** (Worth 20 points). You will be expected to identify one article from a referred rehabilitation counseling journal to critique. The journal article should be timely and should not be more than three years old. The critique should not exceed two double-spaced typed pages and should focus on the key issues the authors are attempting to make. Please reference your article according to APA standards. If you need assistance with your writing or APA standards, see your external links under student support for some helpful links. The quality of your comments in thought and written expression (grammar) will be the basis of your grade. Please select an article related to the topics covered in this course.

The purpose of this typed paper is to provide the student with the opportunity to explore the latest rehabilitation research and professional opinion as expressed by a referred rehabilitation journal. The student should screen journals for an article that has bearing on this course. Once selected, the article should be read thoroughly and presented in the form of a critique. This means that there should be issues or discussion presented by the author that you differ with or perhaps agree with based on your professional experience or life experiences. State your position and your rationale or give an account of your life experience. You are cautioned against plagiarizing the article.

The student is encouraged to review the syllabus as to the topics that will be covered. The critique is due on 11/7/00. It may be submitted by student dropbox by 5:00 p.m., (Student tools>Drop box) or handed in personally at class.

#### The Critique will be evaluated as follows:

1. Appropriateness of article selected: 1 point
  2. APA style: 3 points
  3. Key issues summarized: 4 points
  4. Position stated clearly: 4 points
  5. Rational for position provided: 4 points
  6. Overall quality of written expression: 4 points
- Total: 20 points

#### **APA Paper:** (Worth 30 points)

Each student is to submit a research paper on any topic covered in this course. The purpose of this research paper is to provide the student with an opportunity to gain experience with library and WWW-based research and technical writing and an in-depth understanding of an important topic in rehabilitation counseling.

The paper should follow all APA standards and be 6-8 pages in length. A minimum of five citations in the reference list is required. At least three must be from academic journals. Others may be WWW-based. You may find many rehabilitation-related journals in ERIC or Psych-Info. Metacrawler is a good search engine.

Please visit your External links for helpful research links.

For instance: External links>Student supports>Off campus library

External links>Student supports>APA resources

External links>Course links>Rehabilitation Counseling Bulletin

Papers will be evaluated as follows:

Relevance of paper for AHE 582: 3 points

Grammar/APA style: 7 points

References: (appropriateness to the topic, proper use, current...): 6 points

Expression of ideas: 7

Overall quality of paper: 7 points

Total: 30 points

\*Research papers are due on 12/05/00, they may be submitted via student dropbox (Student tools>Student dropbox) by 5:00 p.m., or handed in personally at class.

**Professional Paper Presentation: (Worth 15 points)**

Each student will be responsible for preparing a professional presentation based on the research he/she completed for the APA paper assignment. Students will summarize the major findings, discuss the implications for the field of rehabilitation counseling based on the major findings, discuss any contradictions found in the literature, pose questions for the class in regards to the topic being discussed and present any other relevant material.

The purpose of this assignment is to provide students with the opportunity to practice their professional public speaking skills, while providing an educational experience for the class.

Each presenter will be graded on:

1. The professionalism displayed in the presentation and interaction with the class: 2 points
  2. Clear summary of the major research findings: 3 points
  3. Appropriate discussion of the implications for the field of rehabilitation counseling: 3 points
  4. Clear explanation of any contradictions found in literature/ if none found this should be explained as well: 2 points
  5. The overall content of the presentation: 3 points
  6. Appropriate and engaging questions asked to class: 2 points
- Total: 15 points

Peer Review:

Each student will be responsible for providing written feedback on each presentation to the instructor who will review this feedback and submit it to the presenter with his/her presentation grade. Peers are to focus on constructive, substantive feedback. The format for the peer review can be found at the end of the syllabus.

Professional presentations will be held on: 12/05/00

**Participation:** (Worth 20 points)

Participation includes attending class and contributing to classroom discussions and activities in an appropriate manner.

More than one absence will result in a minimum loss of 5% grade given by the instructor.

**Examinations:**

This course includes a midterm examination and a final examination. They will include the content covered during class as well as assigned reading materials.

Midterm Examination: (Worth 30 points)

The midterm will be held on 10/31/00 and will include the materials covered through 10/24.

Class will resume after all students have completed the midterm exam.

Final Examination: (Worth 50 points)

The final will be a comprehensive, timed examination which will be posted for the students by 5:00 p.m. on 12/06 via Blackboard under Assignments (Assignments>Final Examination) All students must take the examination by 5:00 p.m. on 12/11/00. This is **not** a group assignment and each student is expected to complete his/her final independently.

**Students' Grades:**

Final grades are based on the total number of points accumulated through completion of course assignments. Total points possible in course =165. The grading scale is:

<u>Letter grade</u>	<u>Points Range</u>
A	155-165
A-	148-154
B+	142-147
B	137-141
B-	132-136
C+	125-131
C	120-124
C-	115-119
D+	109-114
D	104-108
D-	99-103
F	98 and less
Z	Failure-no attendance
K	Incomplete (See below)

**The Incomplete Grade:** The instructor may assign a grade of K (incomplete). It may be based only upon request of the student and agreement of the course instructor. Normally it is given only to a student who has been in attendance and has achieved passing grades until the final two weeks of the quarter when extenuating circumstances beyond the student's control make it impossible to complete coursework on schedule. To receive a K grade, a student must obtain a

contract form from the appropriate department and negotiate a formal agreement with the course instructor specifying the work done and the remaining work to complete the course and earn a grade. One copy is kept by the student and one by the faculty member. Normally, the student removes the K grade (completes the work agreed upon) during the next academic quarter. If the K grade has not been removed within one year, it automatically converts to a failing grade.

**Withdrawing from Course:** Students may withdraw during the first two weeks of class by using the RSVP (telephone registration) system. After that you must appear in person at the Registrar's office on campus. After the seventh week of the quarter, course withdrawal is not permitted.

**Grades and Intellectual Honesty:** Grades are given for the student's individual work and achievement. Intellectual dishonesty can result in a failing grade and the placement of a note in the student's permanent record. For the university policy on academic dishonesty, see Appendix C of the WWU Catalog.

**Calendar of important dates:**

Date	Topic	Reading	Assignment due
10/3	<ul style="list-style-type: none"> <li>➤ Introduction and overview</li> <li>➤ State-Federal rehabilitation vs. Private sector: Dr. Geri Hansen</li> </ul>	Chapters 2 and 3	
10/10	<ul style="list-style-type: none"> <li>➤ Research information: Barry Brower</li> <li>➤ Independent Living: Dr. Geri Hansen</li> </ul>	Chapter 4	
10/17	<ul style="list-style-type: none"> <li>➤ Ethics: **Arthur Colby</li> </ul>	Chapter 6	
10/24	<ul style="list-style-type: none"> <li>➤ Philosophy, history and legislation: Sandy Burns</li> </ul>	Chapter 1	
10/31	<ul style="list-style-type: none"> <li>➤ <b>Midterm Exam</b></li> <li>➤ Transition and Supported Employment</li> </ul>	Chapter 5	✓ Study for Midterm Examination (Lectures, Chapters 1-4, 6 & assigned supplemental reading)
11/7	<ul style="list-style-type: none"> <li>➤ Professional rehabilitation counseling</li> </ul>	Chapters 7 & 8	✓ Critique due
11/14	<ul style="list-style-type: none"> <li>➤ Psychosocial Impact of Disability</li> </ul>	Chapter 9	
11/21	<ul style="list-style-type: none"> <li>➤ Marketing and Placement (Laurie Ford)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Chapters 10-11</li> <li>❖ Supplemental reading found in Course</li> </ul>	



		Documents	
11/28	➤ Assessment	Chapter 12	
12/5	➤ Professional Paper Presentations		✓ APA research paper due ✓ Be prepared for your presentation
12/6	➤ Final Examination posted	Comprehensive	✓ Final will be posted by 5:00 p.m.
12/11	➤ Final Examination		✓ Final exam due by 5:00 p.m.

**\*\*Guest Presenter:**

Art Colby will speak on Ethics in Rehabilitation Counseling.



**Introduction to Assistive Technology  
Western Washington University AHE593**

Instructor	Kurt L. Johnson, Ph.D.
Phone	(206)543-3677
FAX	(206)543-4779
Email	kjohnson@u.washington.edu
Address	Department of Rehabilitation Medicine School of Medicine, Box 356490 University of Washington Seattle, WA 98195
Office	BB957 Health Sciences Building
Term	Summer: June 25, 2002 - August 2, 2002
Credits	3 credits
Location	CD150, Experimental Education Unit

**Acknowledgement:** This course is supported in part by grants from the U.S. Department of Education National Institute on Disability and Rehabilitation Research and the U.S. Department of Health and Human Services.

**Learning Objectives**

to demonstrate an understanding of the ecology of assistive technology including physical, psychosocial, environmental, and legal domains.

to demonstrate familiarity with the range of assistive technology devices and services.

to demonstrate an understanding of the functional appraisal approach to the assessment of assistive technology needs.

to demonstrate basic skill in individual and systems advocacy with referent to AT devices and services, including funding

to demonstrate an appreciation for the interdisciplinary process of AT services, both formal and ad hoc.

## **Recommended Text**

Cook, A. & Hussy, S. (1995). Assistive Technologies: Principles and Practice. New York: Mosby

## **Course Faculty**

Kurt L. Johnson, Ph.D., C.R.C., Course Instructor. Associate Professor and Head, Division of Rehabilitation Counseling, Dept. of Rehabilitation Medicine, School of Medicine, University of Washington. Director, U.W. Center for Technology and Disability Studies. Adjunct Associate Professor, U.W. College of Education. Adjunct Faculty, Western Washington University.

Dagmar Amtmann, Ph.C., Clinical Instructor, Dept. of Rehabilitation Medicine, Manager, U.W. Center for Technology and Disability Studies, Doctoral Candidate, Educational Psychology, U.W.

Sharan Brown, JD, Ed.D., Research Associate Professor, Educational Leadership and Policy Studies, U.W. College of Education.

Ann Buzaid, M.S., OTR-L, Clinical Instructor, Dept. of Rehabilitation Medicine, Manager, U.W. Medical Center Assistive Technology Clinic.

Debbie Cook, B.S., Director, Washington Assistive Technology Alliance and assistant to the director of Washington Dept. of Services for the Blind.

Patricia Dowden, Ph.D., CCC, Clinical Assistant Professor, Department of Speech and Hearing Sciences, U.W.

Brian Dudgeon, Ph.D., OTR-L, Associate Professor, Dept. of Rehabilitation Medicine.

Ken Jelinek, M.S., OTR-L, Occupational Therapist and Assistive Technology Specialist, U.W. Medical Center.

Glenn LeDuc, B.S., Rehabilitation Engineer and Assistive Technology Specialist, Washington Department of Services for the Blind.

Sue Sanborn, Ph.D., Senior Lecturer, Dept. of Speech and Hearing Sciences,  
U.W.

## **Course Schedule**

### **Didactics and Laboratories:**

June 25, 2002

9:00 – 12:00	Fundamentals of Assistive Technology	K. Johnson
1:00 – 3:00	Seating, positioning, and mobility	A. Buzaid
3:00 – 4:30	Environmental control	K. Jelinek

June 26, 2002

9:00 – 3:00	Computer access technologies and labs	K. Johnson, G. LeDuc
3:00 – 4:30	Technology and Hearing Impairment	S. Sanborn

June 27, 2002

9:00 – 12:00	Aug. & Alt. Communication & Labs	P. Dowden
1:00 – 3:00	Vision Impairment and web access	D. Cook
3:00 – 5:00	Legal and funding issues in AT	S. Brown

June 28, 2002

9:00 – 2:30	Technology for LD and labs	D.Amtmann
2:30 – 4:00	Case Studies and Consults	K. Johnson

Interactive www component (on WWU Blackboard)

July 8 – 12

Discuss on line didactic and lab sessions with other students and Dr. Johnson. Course lecturers and other content experts will participate as necessary. Anticipate a minimum of two hours.

July 15 – 19

I will have posted your site visit papers. You will review each others' site visit papers and each of you will make a brief presentation about your site visit and address questions or comments from other students. Anticipate a minimum of two hours.

July 22 – 26

I will have posted your AT Evaluation papers. You will review each others' papers and each of you will make a brief presentation about your client evaluation and address questions or comments from other students. Anticipate a minimum of three hours.

July 29 – August 2

I will have posted your letters of justification. You will review each others' letters of justification and provide arguments for why they should be denied! Authors will defend their positions. We will summarize the course through discussion as well. Anticipate a minimum of three hours.

## **Evaluation**

Grades will be assigned on the following basis:

- A Demonstrated competence with excellence
- B Demonstrated competence
- C Marginal competence
- F Failed to meet basic requirements
- Inc Incomplete grades will be give only in the cases of extreme, documented emergencies

Grading rubric:

- 20 % Attendance and class participation
- 20% Participation in laboratories during class

20%	Participation in on-line presentations and discussions
5%	Site visits and report – DUE July 12
15%	Term Paper – DUE July 19
10%	Funding justification – DUE July 26

### **Submitting Assignments**

Assignments should be posted to the course website.

### **Seeking Faculty Consultation**

Faculty consultation is available to students seeking discussion or wishing to ask questions about course or related materials during class, during on-line discussion, in person or by email or telephone.

### **Descriptions of Assignments**

#### **Site/Provider Visit.**

Visit the site of an assistive technology provider. Interview the provider and observe assistive technology evaluations or services. Write a three to five page paper describing the site, qualifications of the provider(s), services provided, and your conclusions about what kinds of referrals would be appropriate to this provider.

#### **Term Paper**

USE THE ATTACHED FORMAT to write a functional appraisal of an individual with technology needs. The paper should be written in the prose style of a formal evaluation with appropriate headings. Information should flow logically, and conclusions and recommendations should clearly relate to data presented in the body of the evaluation. As a subject of the evaluation, select a client/student or case with which you are familiar and have adequate access to case records and/or client interview. To protect client confidentiality, do not reveal (modify, if necessary), identifying information. I will provide you with careful feedback on the paper and return it to you. Depending on your relationship with the client, you may elect to share the revised evaluation with the client. In any case, evaluations

should always be written with the assumption that documents are to be read by clients/students.

As a general guide, remember we strongly value collaborative functional AT assessments and interventions. The following are suggested elements of a comprehensive assessment. Obviously, not all elements will apply to all cases, and additional information may be pertinent. I recommend that after reviewing all available information, you complete a Functional Assessment Inventory to serve as a guide for you in writing the evaluation.

This is a very broad assessment protocol. Please don't feel compelled to address all the issues. I have included this level of breadth to help you keep in mind the degree to which all these issues are intertwined, and the help keep the technology piece in context.

I. Referral Information

- Client Name (pseudonym)
- Your Name (no pseudonym!)
- Date of birth
- Referring agent
- List of social service agencies active in case

II. Referral question or reason for referral

- Client's reasons
- Referring agent's reasons
- Vocational/Educational goal(s)
- Independent living goal(s)
- Other rehabilitation goal(s)

III. Review of medical conditions relevant to the referral questions

- List in order of apparent functional impact
- For each condition, describe the incidence, location or nature of pathology, etiology, signs or symptoms, likely related conditions and complications, treatment to date, anticipated treatment, and general prognosis.



-- Describe treatment in progress

#### IV. Past Assistive Technology

- History of use of technology
- History of use of technology services
- What worked in what environment and context
- What barriers were encountered (including funding)

#### V. Assessment of Functional Strengths and Limitations (remember to be behaviorally specific!)

-- Using the Functional Assessment Inventory and by reviewing other data collected, list strengths, assets, and resources the client can bring to bear on successful use of technology interventions.

-- Using the Functional Assessment Inventory and by reviewing other data collected, list deficits and limitations which may serve as barriers to successful use of technology interventions.

#### VI. Technology and other accommodations

- Used by the client (includes various prosthetic limbs, memory devices, wheel chairs, computers, etc.) (remember to include assistive technology services)
- Applied to the social environment (includes family counseling, teaching friends to provide instructional prompts, modifying expectations of teachers, identifying advocates, teaching family members to sign, etc.)
- Applied to local community (includes mobilizing community resources to provide respite for families, building community advocacy, identifying funding and services for technology, developing and securing jobs for clients, modifying job tasks, teaching supervisors new supervisory styles, helping teachers to use new teaching styles, changing community attitudes about allowing group homes to be built, changing laws, etc.)
- Applied to the environment (includes manipulating temperatures, building shade screens, curb cuts, increasing the stimulus quality of variables to which the client should attend, modifying equipment on the job site, modifying public transportation, etc.)

## VII. Conclusions

Paint a picture here of the client in a paragraph or two that summarizes the data and draws conclusions about current status and likely outcomes. Refer back to referral questions and any additional questions that were raised during the assessment. The conclusions should lead to the recommendations.

## VIII. Recommendations

- Make sure recommendations arise directly from assessment data (no rabbits out of the hat!)
- Specify a priority or logical order in the recommendations
- Designate who has responsibility for facilitating each recommendation (e.g., rehabilitation counselor, client, family member, other agency, etc.)
- Remember to include support services

## **Funding Justification Paper**

For the client above, write a thorough letter of justification for the major technology and services recommended. Address the letter to the most logical funding agency.

## Bibliography

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<http://uwctds.washington.edu>

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# **THE UNIVERSITY OF TENNESSEE**

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## **COLLEGE OF EDUCATION**

**Counseling, Deafness and Human Services**

# **ASSISTIVE TECHNOLOGY IN SPECIAL EDUCATION AND VOCATIONAL REHABILITATION**

**Fall Semester 2002  
Time: 5:05-7:45 p.m.  
RD-592**

**Instructor: Patricia Duffley-Renow, MS, CRC  
E-Mail: [pduffleyrenow@aol.com](mailto:pduffleyrenow@aol.com)  
Telephone: 546-7307**

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### **Purpose and General Course Description**

An overview course to introduce Rehabilitation Counselors and Special Education teachers to Assistive Technology legislation and equipment applications that are available to assist an individual in obtaining their vocational or educational goals. Equipment will be available for demonstration purposes. Current users of Assistive Technology will demonstrate their use of Assistive Technology devices. Vendors will demonstrate their products.

### **TEXTBOOKS:**

Scherer, M.J. (1996). *Living in the State of Stuck* (3rd ed.) Cambridge, Massachusetts: Brookline Books.

Scherer, M.J. (2002). *Assistive Technology: Matching Device and Consumer for Successful Rehabilitation*. Washington, D.C.: American Psychological Association

### **Supplemental Materials and/or Activities:**

- Visits to ETTAC for AT demonstrations.
- Interaction with class members using the Internet.
- Obtain AT device information using websites, journals, vendor catalogs, and demo software.
- Assigned reading from handouts provided by the instructor.
- Prepare and organize a resource notebook.
- Prepare and demonstrate a powerpoint presentation.

### **RD-592 Course Objectives**

1. To acquire knowledge of a variety of assistive technology devices that may assist an individual in obtaining IPE/IEP goals.
2. Discuss current legislation dealing with assistive technology: Tech. Act, Rehab. Act, IDEA, and ADA.
3. To acquire the ability to utilize various information sources regarding assistive technology.
4. To gain awareness of a variety of assistive technology products for individuals with visual, auditory, learning, brain, physical, and multiple disabilities.
5. To demonstrate knowledge of the use of the internet by interacting with other members of the class using a list serve.
6. To obtain and organize materials into a resource notebook for later reference.

### **CLASS PRESENTATIONS**

Students will select a disability, prepare a powerpoint presentation about technology that may benefit a person with the particular disability and present information to class.

### **CLASS ACTIVITIES**

1. Class Participation- 15%
2. Attendance- 25%
3. Class Presentation- 15%
4. Resource Notebook –30%
5. Final Exam- 15%
6. EXTRA CREDIT

### **GRADE SCALE:**

90%-A  
80%-B  
70%-C  
60%-D  
50%-F



## CLASS TOPICS

### DATE

27 August 2002                      Introduction to class procedures

**Homework :**

Readings- Chapter 1- Scherer (Living)

Introduction and Chapter 1- Scherer (AT)

3 September 2002                      Legislation and AT

a. Discussion of Readings

**b. Homework:**

Readings- Chapter 2- Scherer (Living)

Chapter 2 – Scherer (AT)

10 September 2002

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a. Class members will choose specific disability

b. Discussion of reading assignments

**c. Homework:**

Readings- Chapters 3 and 4 – Scherer (Living)

Chapter 3- Scherer (AT)

17 September 2002                      Traumatic Brain Injuries

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a. Discussion of reading assignments

**b. Homework:**

Readings- Chapter 5 – Scherer (Living)

Chapter 4- Scherer (AT)

24 September 2002                      Learning Disabilities

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a. Discussion of reading assignments

**b. Homework:**

Readings- Chapter 6 – Scherer (Living)

Chapter 4 – Scherer (AT)

**1 October 2002**

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- a. Discussion of reading assignments
- b. **Homework:**  
Readings- Chapter 7 – Scherer (Living)  
Chapter 5- Scherer (AT)

**8 October 2002****Visual Impairments**

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- a. Discussion of reading assignments
- b. **Homework:**  
Readings- Chapter 8-Scherer (Living)  
Chapters 6 and 7-Scherer (AT)

**15 October 2002****Hearing and Speech Impairments**

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- a. Discussion of reading assignments
- b. **Homework:**  
c. Readings- Chapters 9 and 10 (Living)  
Chapter 8- Scherer (AT)

**22 October 2002****Spinal Cord Injuries, Environmental Controls**

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- a. Discussion of reading assignments
- b. **Homework:**  
Readings-  
Chapters 9 and 10- Scherer (AT)

**29 October 2002****Developmental Disorders**

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- a. Discussion of reading assignments
- b. **Homework:**  
Readings-  
Chapters 11 and 12- Scherer (AT)

**5 November 2002****AAC Devices**

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- a. Discussion of reading assignments
- b. **Homework:**  
Readings-  
Chapters 13 and 14- Scherer (AT)

**12 November 2002**

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- a. Discussion of reading assignments
- b. **Homework:**

Readings- Chapter 15-Scherer (AT)

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<b>19 November 2002</b>	<b>Powerpoint presentations</b>
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<b>26 November 2002</b>	<b>Powerpoint presentations</b>
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Resource notebooks due

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<b>3 December 2002</b>	<b>Review</b>
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<b>10 December 2002</b>	<b>Final exam</b>
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**Counseling, Deafness and Human Services  
Rehabilitation Counselor Education  
RD 593 Research Project • Section #31251  
Summer 2002**

**Instructor:** Dr. Amy L. Skinner  
A204 Claxton Complex  
(865) 974-8090 or (865) 588-9501  
[askinner@utk.edu](mailto:askinner@utk.edu)

**Office Hours:** By appointment

**Textbook:** The Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition.

**Purpose of Class:** Students explore and research issues directly related to employment, counselor functions, and/or treatment variables related to the practice of rehabilitation counseling. Students will research a topic and/or conduct a study examining some issue in rehabilitation counseling and will write up the study in a scholarly paper.

**Class Schedule**

*The summer semester will go by very quickly and it is in your best interest to develop your own timeline for completion of various stages of your project. Students not completing their projects by the end of the summer semester will receive a grade of 'I', or incomplete, until the project is completed, turned in, presented to and graded by each committee member. Grades of Incomplete revert to an 'F' if the project is not completed by the end of the following semester.*

***There will only be one formal class meeting: June 3, 2002; 3:15 – 4:30.*** After that meeting, it is the student's responsibility to schedule needed meetings with his/her advisor.

**1. General Guidelines**

- A. Students may choose any area of rehabilitation counseling or disability studies on which to concentrate their paper. However, I must approve the final topic prior to beginning work.

- B. Students must have their final topic chosen and approved by me **no later than \*Friday June 14, 2002.** I am available to meet with you at your convenience to help you choose a topic that is do-able within the time constraints you have.
- C. If you don't have any ideas, go to the library and perform a literature search using key terms in areas of your interest. **Do this before meeting with me to brainstorm a topic.**
- D. You must complete an IRB form. See me for details. **You cannot proceed with the study** (except for the literature review) until you have IRB approval. This takes approximately one to two months ***after*** the Board receives your form.
- E. A literature review consists of reviewing many journal articles – any less than twenty (20) articles from nationally refereed (peer-edited) journals probably will be inadequate. Non-empirical data such as websites, brochures, and newspaper/magazine articles are not acceptable references.
- F. The first completed draft of your paper is due **no later than \*Friday September 20, 2002.** Plan to have substantial revisions to make.
- G. I **will not** accept papers for review that have not been both spell- and grammar-checked. I suggest you get another person to read your paper before handing it in to me.
- H. **For those of you who have difficulty writing** – there is free help available at the Writing Center, Room 211 Humanities and Social Sciences Building (974-2611) **<http://web.utk.edu/~english/writing.htm>**. I advise you to have someone there read your paper **before** you hand it in to me. It is not appropriate for me to make major changes to your papers – this is your learning experience. Take advantage of the help that is available to you.
- I. Before you plan to give the completed paper to your committee members for your presentation, the final draft must be approved by me. Expect to make corrections more than once, so plan your time accordingly.
- J. **You must have your paper and your presentation completed by Friday, November 22, 2002.** Sometime in October, when you are at your wits end and think you can't possibly do all the work you have to do this fall in order to graduate, remember – in just a few short weeks it will all be over and you will be out of school forever! (unless you CHOOSE to continue).
- K. My hours are variable in the summer so you may have to wait a day or two to hear back from me if you leave me a message. It is FINE with me if you want to call me at home (588-9501) instead of waiting. No calls after 9:00 PM – I am old and tired and often go to bed early. LeeAnn is not available for help or questions about this project; she will refer you to me if you have questions.

***\* Take careful note of deadlines – the time will sneak up on you! If you do not turn in your papers to me by the deadline, you may end up receiving an 'F' for the class and delaying your graduation. (The 'I' you will receive for the summer session will automatically change to an 'F' at the end of the fall 2002 semester if I don't turn in a grade for you – Graduate School rules).***

## **2. Report Format**

Follow APA guidelines for writing your project. Read the Manual – I did and I am still around to tell about it.

Journal articles that are either (a) literature reviews or (b) contain a study that resulted in empirical data are excellent examples to use when organizing your paper. See me for more specific organization tips for your particular topic.

## **3. Project Organization Guide**

**\*\*See Page 4 of Syllabus\*\***

## **4. Project Completion Checklist**

Use the following guide to keep on track with your project.

- ☐ 1. Choose a topic area
- ☐ 2. With advisor, choose committee members
- ☐ 3. Research problem – use the library!
- ☐ 4. Complete and turn in an IRB form
- ☐ 5. Write comprehensive literature review
- ☐ 6. Begin data collection (after IRB approval)
- ☐ 7. Analyze data
- ☐ 8. Write results section
- ☐ 9. Give rough draft of completed study to advisor by September 20, 2002
- ☐ 10. Make necessary changes to draft (again and again if necessary)
- ☐ 11. Schedule meeting with committee members to present completed project
- ☐ 12. Present completed project
- ☐ 13. You are finished!

## **Sample Research Report Format**

### **I. Introduction**

- a. Statement of the problem, including relevant research
- b. Purpose of the study

### **II. Review of the Literature**

- a. Introduction
- b. Sort by topic if necessary
- c. Summary
- d. Purpose of your study and/or
- e. Assumptions and/or
- f. Hypotheses (null if possible)

### **III. Methodology**

- a. Research question(s)
- b. Definition of terms (if necessary)
- c. Subjects (if any – describe completely)
- d. Instrumentation
- e. Procedure – what you did (as detailed as possible – write this so anyone reading it could replicate your study exactly)
- f. Data analysis

### **IV. Results**

- a. Introduction
- b. List each result you found in as much detail as possible
- c. Reject/accept hypothesis

### **V. Discussion**

- a. Discussion of results, one by one
- b. Relevance of results to current literature
- c. Limitations of study
- d. Conclusions of study
- e. Recommendations for future research



# Welcome to PAES 765

## Grant Writing Seminar

[Course Syllabus](#)   [Reading Assignments](#)   [Course Outline](#)   [Back to Home Page](#)

### Course Summary

The purpose of this class will be to overview the grant writing process in human services and rehabilitation. Students must be at a masters or doctoral level. All students should be acquainted with writing a grant. Grants are needed to fund research projects. Grants to fund education and dissertations allow students to exceed their expectations and make a maximum contribution to the educational community.

Upon completion of the course students will know and understand the critical components of grant applications; how to read a grant application and request for proposals; how to prepare the application package including conceptualizing the methodology and design; sources of grant funds; and the differences between grants and contracts; service, training and research projects; and other types of funding. Students will have an opportunity to review and critique proposals and also be required to write sections of a grant applicant. Recipients of successful grants will speak to the class.

### Course Syllabus

#### Course Objectives

Upon completion of this course, students will

1. Identify and know how to compile the different parts of a grant application;
2. Understand how to read and respond to grant announcements and contract requests for proposals;
3. Determine whether a proposal topic meets the completion criteria;
4. Know the difference between a grant and a contract;
5. Identify sources of funding for programs serving the handicapped;
6. Understand the different types of funding available from the Department of Education, Rehabilitation Services Administration, the National Institute for Handicapped Research, other federal agencies, and foundations;
7. Know how to prepare the project narrative and budget sections of an application;
8. Identify and state project objectives;
9. Develop background information and specify the need for this funding;
10. Identify the expected results and benefits;
11. Develop an approach section including project functions and tasks;
12. Prepare project timelines, charts, organizational structures, and program interrelationships;
13. Articulate a conceptual approach for the project;
14. Know how to establish an evaluation plan;
15. Understand how to direct a funded grant.

#### Course Assignment

Students will develop an outline of a grant application. This outline will include the major ideas and concepts the individual has for the proposal. Sufficient detail is needed so that the primary direction of the proposal is clear. The assignment will be due at the end of the eighth week of classes. Other assignments will be assigned as needed.

## Course Outline

### Week One/Two

- a. Overview of the grant application process
- b. Definition and distinctions between different types of funding
- c. Sources of information on external funding
- d. How to read and understand different types of grant/contract announcements
- e. Deciding what you want to apply for or which comes first: the idea or the announcement?

### Week Three & Four

- a. Conceptualizing a research/project idea
- b. Determining whether your idea fits a particular competition
- c. Overview of the different parts of an application
  1. Statement of the Problem
  2. Project Objectives
  3. Statement of Need
  4. Literature Review
  5. Anticipated Outcomes
  6. Conceptual Approach/Methodology
  7. Project Phases
  8. Technical Method
  9. Plan of Operation/Management Plan
  10. Evaluation Plan
  11. Key Personnel
  12. Adequacy of Resources
  13. Impact - Results and Benefit
    - a. dissemination
    - b. utilization
- d. Designing and developing charts, tables, timelines, and figures

### Week Five/Six/Seven

- a. Critique of grant application(s)
- b. Overview of alternative approaches for different types of applications
- c. Differential writing approaches for different types of applications

### Week Eight/Nine/Ten

- a. Review class projects

- b. Post award activities
- c. Implementation of a project methodology
- d. Managing a funded application

**Reading Assignments:** Course packet available at COP-EZ

### **Assignments**

Students will be graded on the following activities.

<b>Assignment</b>	<b>% of grade</b>	<b>Due Date</b>
1. Statement of problem/need	20%	Week 3
2. Summary of proposal	10%	Week 5
3. Approach to problem/methodology/services	30%	Week 7
4. Full proposal/grant	40%	Week 9

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**Links**

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Dr.  
Growick's  
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# Welcome to PAES 790

## Principles and Practices of Rehabilitation Services

[Course Syllabus](#)   [Reading Assignments](#)   [Course Outline](#)

### Course Summary

#### **Purpose of the Course**

The purpose of this course is to study the process of rehabilitating individuals with disabilities in our society today. The relationship that exists among the different agencies and entities in the rehabilitation process will be highlighted and emphasized. The basic principles and practices in the process of vocational rehabilitation will be introduced.

### Course Syllabus

#### **Course Objectives**

Upon completion of this course, students will be able to:

1. Understand the history, philosophy, principles, legislative process and organizational structure of rehabilitation services in America today.
2. Describe the process of vocational rehabilitation and the steps within that process.
3. Understand the roles and functions of rehabilitation professionals within the rehabilitation process and the industry as a whole.
4. Articulate the roles and functions of community-based agencies and facilities involved in rehabilitation and their relationship with each other and their clients.
5. Appreciate the multiplicity of services needed by persons with restrictions and limitations.
6. Survey and analyze the resources of community agencies with respect to their applicability and/or adaptability to the provision of rehabilitation services to persons with disabilities.
7. Understand and integrate some principles and methods by which productive working relationships can be initiated and maintained among different rehabilitation personnel and staff, employees, insurance people, and all interested and concerned parties.

**NOTE:** These objectives correlate with the standards identified in the Council on Rehabilitation Education (CORE) accreditation guidelines.

#### **REQUIRED TEXT**

Rubin, S. E., & Roessler, R. T. (1994). *Foundations of the vocational rehabilitation process* (4th ed.). Austin, TX: ProEd Press.

**SUGGESTED READINGS**

Albrecht, G. (1992). *The disability business: Rehabilitation in America*. Newbury Park, Calif.: Sage Publications.

Hablutzted, J. & McMahon, B. (Eds.)(1992). *ADA: Access and accommodations*. Orlando, Fla: PMD Press.

Wright, G. (1980). *Total rehabilitation*. Boston, M.A.: Little, Brown & Co.

**EVALUATION AND GRADING**

Students will be evaluated on the basis of their participation in class, the comprehensiveness and quality of the course paper/project submitted, and performance on the final exam.

Link to [top of page](#)

**Course Outline****I. Introduction to Objectives and Assignments**

- A. Discussion of the concept of rehabilitation
- B. Discussion of course contents, assignments, readings

**II. History and Philosophy of Rehabilitation**

- A. Historical view and analysis of the field's development
- B. Philosophical issues underlying the rehabilitation process
- C. Definitions of rehabilitation
- D. Rehabilitation in contemporary American society
  - 1. Prevalence and incidence
  - 2. Economics of VR

**Readings:** R&R: Chap 1,4   Wright: 1.1   Albrecht: Chap. 1-3

**Handout:** Summary of the Legislative Development of the State/Federal Program

**On line readings:** [Rehabilitation Fact Sheet](#)/ [Scope of Practice](#)

[Link to reading assignments page](#)

**III. Major Legislation Related to the Vocational Rehabilitation Process**

**A. Legislative overview**

1. 1917-1954
2. 1955 -1980
3. 1981- present

**B. The Rehabilitation Act of 1973**

1. Implications and problems
2. Sections 502-504

**C. The Rehabilitation Act Amendments of 1978,1981,1986****D. The Americans with Disabilities Act (ADA)**

1. The five titles
2. Rehabilitation implications

**E. Other legislation impacting people with disabilities**

1. Individuals with Disabilities Education Act (IDEA)
2. Workers' Compensation
3. Social Security
  - a. Title II
  - b. Title XVI
  - c. Ticket to Work-Work Incentives Improvement Act (TTW-WIA)

**Readings: R&R: Chap 2-3 Wright: 6-7 Albrecht: 4**

**Handouts**

**On-line readings:** The Rehabilitation Act of 1973/Principles of Title 1 of the Americans with Disabilities Act (ADA)/The Social Security System and Rehabilitation in Review

[Link to reading assignments page](#)

**IV. The Rehabilitation Process**

- A. Definition and characteristics
- B. Intake: Initiating the rehabilitation process

**C. Client evaluation services**

1. Medical
2. Psychosocial
3. Vocational/educational

**D. Eligibility determination and the rehabilitation plan****E. Hierarchy of services**

1. Prevocational services
2. Psychosocial
3. Vocational/educational

**F. Counseling and related treatment****G. Job Placement/Job Development/Job Modification****H. Post-employment services**

**Readings: R&R: Chap 9-12 Wright: 10.1-10.4, 12.1-12.3, 13.1-13.4, 14.1, 15.3-15.5**

**Albrecht: Chap 7-8**

**Handouts:**

**On line readings:** Status Numbers for the Vocational Rehabilitation Process. (Flow Chart)/On Rehabilitating Injured Workers in America Today/

[Link to reading assignments page](#)

**V. The Rehabilitation Professional****A. Philosophical assumptions, concepts and objectives of rehabilitation services****B. Education of rehabilitation professionals**

1. History of education
2. Current models of education
3. CORE accreditation of rehabilitation programs

**C. The roles and functions of the rehabilitation professional**

1. Studies 1951-1991: Forty year history
2. Specialization by function or disability type



**3. Future employment prospects****D. Accountability in rehabilitation: CORE, CARF, CRCC, CIRS****E. Professional organizations****F. Professional literature****1. Journals****2. Information services****3. Publishing houses****G. Unique problems facing rehabilitation professionals today****Readings: R&R: Chap 8 & 15 Wright: 2.1-2.4, 3.1-3.4 Albrecht: Chap 6****Handouts:****On-line readings:** [skip to reading assignments link](#)

[Rehabilitation in Workers' Compensation: Growth Potential/The Role of Vocational Rehabilitation in Returning Injured Workers to Employment/Case Management in Workers' Compensation: The Team Approach/Managed Competition in Rehabilitation: How Ohio Controls Its Costs/ADA and Workers' Compensation: What are the Critical Issues?/Training Programs in Rehabilitation/A Comprehensive Program for Disability and Rehabilitation Research\(NIDRR\)](#)

[Link to reading assignments page](#)**VI. Relationship Among Different Rehabilitation Providers and Services****A. United States Employment Service****B. Social Security Administration****C. Mental health systems****D. Correctional systems****E. Veteran's Administration****F. Community-based facilities and hospitals****G. Workers' compensation system****H. Relationships and collaboration with the physical therapist, occupational therapist, social worker, psychologist, school psychologist and other professionals****I. Bringing people and programs together - the role of the Rehabilitation Counselor****Readings: Wright: 9.1-9.2, 11.1-11.4 Albrecht: Chap 5****Handouts:**

**On-line reading assignments: Case Manager**

Helps TV Tube Producer Get Clearer Picture of Disability Management/ Transition from School to Work for Individuals with Learning Disabilities: A Comprehensive Model

**Reading Assignments**

Some of the reading assignments are .pdf files and require Adobe Acrobat reader. Click on Adobe Acrobat for the site and for a free download of the latest version.

[Link to reading assignments page](#)

[Link to top of page](#)

**Langston University**  
**SCHOOL OF EDUCATION AND**  
**BEHAVIORAL SCIENCES**  
**GRADUATE PROGRAM**  
**RC 5603 ETHICS IN REHABILITATION**  
**COUNSELING**  
**3 CREDIT HOURS**  
**ROOM #108**

**FACULTY**

**Professor/Instructor: Dr. Gregory Washington**

**Office: Graduate Program**

**Phone: (405) 962-1671 or (405) 466-3836**

**Office Hours: Monday-Wednesday-Friday, 10:00 -10:50 am and by appointment (Langston Campus) Monday, 4:00-4:50 p.m. (Oklahoma City Campus)**

**I. Catalog Description:**

Identification and implementation laws and ethical standards affecting rehabilitation counseling practice, with example of their application and ethical decision making.

**II. Rationale**

This course is designed to provide students of counseling, practicing counselors, psychologists, rehabilitation counselors and other human service professionals with a comprehensive and objective overview of ethical issues in counseling. It is designed to assist them in developing their respective range of sensibility and understanding in addressing ethical issues in counseling.

**III. Course Objective:**

1. To define the profession of counseling, its ethical governance and its scope of practice.
2. To identify and define major terms and concepts related to ethical practice, such as confidentiality, privacy, privileged communications, dual relationships, etc.
3. To examine how ethical dilemmas may be considered and how they may be resolved within counseling practice.
4. To provide a framework by which to embrace responsibility through excellence in practice.

**C. Reading and Discussions**

It behooves each students to review thoroughly each chapter scheduled for discussion before class convenes each week. On average a different chapter will be covered during each class session. The chapters will be discussed in sequence.

**Langston University**  
**SCHOOL OF EDUCATION AND**  
**BEHAVIORAL SCIENCE**  
**GRADUATE PROGRAM**  
**RC 5713 Assistive Technology in Vocational Rehabilitation**  
**3 Credit Hours**  
**Room 108**  
**Spring 2002**

**FACULTY**

Professor: Dr. Shanna L. Broussard  
Office: Rm #102 Graduate Program  
Phone: (405) 962-1670  
Office hours: Monday-Wednesday 1-5; Thursday 1-4

**I. CATALOG DESCRIPTION:**

Students will understand the application of appropriate assistive technology to work-sites and appropriate intervention resources based on functional capacity of individuals with disabilities.

**II. RATIONALE:**

This course is designed to prepare and educate rehabilitation counselors and other human service professionals of state-of-the-art technologies that enhance employability and quality of life for consumers.

**III. COURSE OBJECTIVES:**

1. To develop an understanding of the various types of assistive technological devices used to accommodate individuals with disabilities.
2. To become familiar with community resources available to provide necessary support for individuals with disabilities who may require the use of assistive technological devices.
3. To understand the benefits of assistive technology for individuals with disabilities.
4. To understand the concept of quality of life and the implications of the use of assistive technology to foster independence of individuals with disabilities.

#### IV. CONTENT

Quizzes	<u>4@25pts</u>	100
Midterm	<u>1@100pts</u>	100
Final Exam	<u>1@100pts</u>	100
Paper	<u>1@100pts</u>	100
Total Available Points		400

#### V. EVALUATION

1. Attend class regularly, read materials as assigned, participate in class discussions and group activities.
2. Complete all assignments on schedule.
3. No late assignments will be accepted, except in cases of medical emergencies.

#### Grading Scale

90-100%	A
80-89%	B
70-79%	C
60-69%	D

#### Required Text:

Assistive Technologies: Principles and Practice, Cook & Hussey, 2<sup>nd</sup> ed.

#### Schedule

January	15	Orientation, Ch 1 & 2
	22	Ch 3
	29	Ch 4, Quiz 1
February	5	Ch 5
	12	Ch 6, Quiz 2
	19	Ch 7
	26	Review for Mid Term
March	5	Mid Term
	12	Ch 8
	19	Spring Break March 18-22
	26	Ch 8 & 9
April	2	Ch 10, Quiz 3
	9	Ch 11
	16	Ch 12, Quiz 4
	23	Ch 13
	30	Ch 14 Review for Final, Paper is due
	7	Final

### **Attendance Policy**

Daily attendance is required for students to complete assignments. Students who are absent for more than 3 times are subject to a loss of 10 percentage points on their overall grade.

### **Plagiarism**

Refers to the presentation or submission of the work of another without citation or credits as your own work. Whenever the thoughts, words, drawings, designs, statistical data, computer programs, or other creative work of others are used by either direct quotation or by paraphrasing, the author and the source must be clearly identified through the use of proper referencing (ie., foot notes, endnotes)

When no recognition is ascribed to an author for phrases, sentences, thoughts or arguments within a student's work, substantial plagiarism exist. Complete plagiarism involves an entire essay or form of creative work of another being copied and presented as original work. Unless prior written and signed permission is obtained, submitting the same essay, paper or other term work for credit in more than one course constitutes a similar situation to complete plagiarism. The minimum penalty for plagiarism is failure of the assignment and notation within permanent student record; the maximum penalty is expulsion for the University.

The information provided regarding plagiarism is from the University of Northern British Columbia at <http://quarles.unbc.ca/lsc/rpplatia.html>.

## **Assignment Descriptions**

1. **Quizzes** - each student will be expected to complete 4 quizzes. The quizzes will cover previous material.
2. **Paper** - each student will select a disability and develop a plan of reasonable accommodation strategies paper for that particular disability. The paper is to be typewritten (double-spaced) and should not exceed 5 pages in length. References should be listed in APA style.
3. **Midterm and Final Exams**- The examinations will be in the form of short answer essay/essay questions that will be generated from the objectives at the beginning of each chapter in the text. The midterm will cover chapters 1-7 and the final will cover chapters 8-14.





NEW ALLIANCES IN COMMUNITY REHABILITATION  
SOCIAL CONSTRUCTION AND INTERDISCIPLINARITY

## Calendar Description

Personal exploration of the underlying constructions and metaphors of practice, professions and systems encountered and the client groups supported.

## Content/Objectives

- Approaches to social construction (critical theory, constructivist psychology and narrative).
- Applications of social construction.
- Narrative and social change.

## Outcomes/Competencies

- Identifies underlying theory and disciplinary metaphors from professional texts.
- Identifies and reconciles professional, advocacy and personal voices within issues and ideas.
- Explores conflicted and complementary metaphors.
- Contributes to on-line discussions from personal experience and readings.

## Assignments

Prepare a critical analysis of the social constructions of your practice or one client group.  
To be presented in November, options include a 25-page research paper, a 5-10 page internet  
Presentation with graphics and links  
Assignment details on-line.

100%

## Resources

On-line resources.

Gergen, Kenneth. 1999. *Invitation to Social Construction*. SAGE Publications, Inc.

Package of Readings.

*Details for current course offerings are available at: [www.crd.s.org](http://www.crd.s.org)*



## EMPOWERMENT THROUGH SOCIAL CHANGE

### Calendar Description

A case study approach to international situations wherein program/system changes led to empowerment of the target group.

### Content/Objectives

- Personal, social and role empowerment as evidenced within groups.
- Impact of social innovators and reference groups in empowerment and social change.
- Impact of cultural narratives and the role of the challenging story in social change.

### Outcomes/Competencies

- Identifies and distinguishes between the processes of personal, social and role empowerment within the case studies.
- Interprets empowerment according to changes in group narratives, metaphors and myths
- Applies knowledge gained in case studies to understanding change and empowerment, or lack thereof, in communities, groups or agencies.
- Facilitates a learning experience within a group setting.

### Assignments

- |   |     |
|---|-----|
| 1. Precourse creative conceptualization of your practice and reflection on this after the course.   | 20% |
| 2. Using structured worksheet, analyze a sample of texts representing the search for health (medical), coping (instructional and self help), inclusion (advocacy) and meaning (personal journey) texts that are used in practice.   | 25% |
| 3. Using the samples on-line, describe systems in practice.   | 20% |
| 4. Present a script in practice for one of the systems.   | 10% |
| 5. Revisit one of your metaphors in light of current literature and discuss how this new information effects our understanding of the theory as a metaphor. Discuss how you will use this information to empower clients, increase your effectiveness and your work with other professionals and systems. | 25% |

### Resources

On-line materials.

Marlett, N.J. and Flint, F. Readings for CORE 425.

*Details for current course offerings are available at: [www.crd.s.org](http://www.crd.s.org)*



## INTRODUCTION TO COMMUNITY REHABILITATION PRACTICE

### Calendar Description

An inquiry-based exploration of the approaches and methods in the Community Rehabilitation and Disability Sectors. This course is designed to enable students to increase their critical thinking skills through direct experience, small group work and direct experience in applied research projects.

### Content/Objectives

- Methods and approaches in community rehabilitation sectors of children's services, inclusive education, vocational rehabilitation, health professions and universal design.
- Who gets to be called disabled?
- Who gets to work with persons who are considered disabled?

### Outcomes/Competencies

- Implement the Transformative Education cycle for Inquiry based learning.
  - Articulate questions about current dilemmas posed through experience or case studies.
  - Analyze issues from the perspectives of those affected and from the base of knowledge and research
  - Within a tutorial group, explore resolutions and/or complete projects that address the dilemmas posed.
  - Share ideas and resolutions with those affected.

### Assignments

Because this is an inquiry based course, students will demonstrate their competency through projects based on:

Reflective papers	25%
Field work	25%
Case studies	50%

### Resources

Readings distributed in class  
Video productions of BCR graduates in the six sectors  
Case study and Project packages prepared by senior students in conjunction with each of the sectors.

*Details for current course offerings are available at: [www.crd.s.org](http://www.crd.s.org)*



**DISABILITY STUDIES & CONSUMER ADVOCACY**

**Calendar Description**

Introduction to Disability Studies.

**Content/Objectives**

- The emergence of advocacy groups, seeking equality/citizenship in society.
- Individual, self advocacy organizations, family advocacy organizations and professional advocacy organizations.
- Strategies for advocacy as an individual, service and social policy level.

**Outcomes/Competencies**

- Analyzes issues based on consultations with persons with disabilities and their families.
- Participates in the planning of advocacy campaign strategies.

**Assignments**

Letter to the Editor regarding inclusion.	30%
Report of Internet interview with consumer on-line	30%
Examination	40%

**Resources**

*Disability, community & society: Exploring the links.* (1996). ON: Roeher Institute. (Sections III Initiating and Planning for Change and Conclusion).

*Abilities: Canada's lifestyle magazine for people with disabilities.* Canadian Abilities Council, Toronto, ON.

*Advocacy* (1994). Disability Awareness in Action.

*Details for current course offerings are available at: [www.crd.s.org](http://www.crd.s.org)*





## Calendar Description

Each year a topic is negotiated with the education sector in partnership with provincial advocacy organizations.

## Content/Objectives

- Ethics and resource allocation.
- Ethic of caring and quality education.
- Accountability and leadership.
- Shared ethics and conflicts of interest.
- Legislative implications and social policy directives.
- Leadership of inclusive schools and school systems.
- Corporatization and educational partnerships.

## Outcomes/Competencies

- Evaluates and discusses current issues.
- Analyzes policy documents and archival materials.
- Participates in examining decisions made in contested cases.
- Participates in creating shared visions of future options in public education.

## Assignments

Reflective journals in light of personal practice.	30%
In-class presentations.	20%
Case study presentation of issues and policies.	50%

## Resources

Multimedia packages including readings and case study videos.

Current texts.

*Details for current course offerings are available at: [www.crd.s.org](http://www.crd.s.org)*



## DISABILITY AND THE LAW

### Calendar Description

Foundations of Canadian legal principles and practice as they affect community rehabilitation. An internet/on-campus course utilizing briefs based on case law.

### Content/Objectives

- Constitutional law, the role of the Charter.
- Criminal justice (state vs. the individual), rights and responsibilities of the victim, the accused and the non-legal professional in criminal justice processes.
- Civil law (the individual vs. individuals or groups), personal injury, liability and tort.

### Outcomes/Competencies

- Identifies criminal and civil issues and challenges underlying practice in community rehabilitation.
- Uses local law and Internet resources to clarify and communicate issues.
- Works with legal professionals to incorporate legal requirements and safeguards in practice.
- Demonstrates familiarity with various dispute resolution alternatives that may be beneficial to clients.
- Prepares documents for legal or court work.
- Demonstrates knowledge of procedures related to expert testimony.

### Assignments

Three, 4 - 6 page assignments worth 20% each	60%
On-line test	40%

### Resources

Course readings including on-line and local legal resources.

An Interactive CD-ROM. *Disability and the Law*. Media Learning Systems

*Details for current course offerings are available at: [www.crd.s.org](http://www.crd.s.org)*



PROFESSIONAL PRACTICE ISSUES AND PROFESSIONAL  
ETHICS IN COMMUNITY REHABILITATION

## Calendar Description

Ethical decision making issues and practices for community rehabilitation service providers, researchers, interdisciplinary teams, agencies, and policy developers using case study format.

## Content/Objectives

- Professionalization as a process.
- Relevant codes of ethics and ethical decision making models.
- Direct service ethical issues (e.g., confidentiality, informed consent, respect for vulnerable populations, professional boundaries).
- The relationship of competency and ethics.
- Applying ethical principles to organizations and policy development.
- Concepts of social responsibility and social justice.
- Implications and limitations of traditional codes of ethics for community based services.

## Outcomes/Competencies

- Through group analysis of vignettes, identifies and resolves ethical dilemmas, evaluates rules and policies against the criteria of ethical principles.
- Through analysis of personal practice, gains awareness of personal beliefs and characteristics that influence professional behavior and sets personal limits that enhance self-care and the welfare of consumers.
- Through exam demonstrates awareness of professional ethical standards.

## Assignments

Multiple choice questionnaire.	40%
Four article critiques.	30%
Three experiential labs.	30%\

## Resources

Codes of ethics of several professional disciplines.

On-line resources.

Suggested readings list.

*Details for current course offerings are available at: [www.crd.s.org](http://www.crd.s.org)*



**ADVANCED PRACTICE IN COMMUNITY  
REHABILITATION: REFLECTIVE PRACTICE**

### **Calendar Description**

Retrospective analysis and group discussion of personal clinical practice and program innovation. For experienced professionals.

### **Content/Objectives**

- Explanation of professional values and beliefs.
- Evaluation of services, innovation and creativity.

### **Outcomes/Competencies**

- Examines and evaluates individual practice experiences.
- Demonstrates knowledge service evaluation, innovation and creativity.
- Demonstrates knowledge of group dynamics.

### **Assignments**

Two papers - reflecting on individual practice group dynamics and program development and innovation.

### **Resources**

Readings package.

*Details for current course offerings are available at: [www.crd.s.org](http://www.crd.s.org)*





**CONSUMER CENTERED LEADERSHIP IN  
COMMUNITY REHABILITATION SERVICES**

## Calendar Description

This course will examine the ways in which both informal and formal leaders can use their influence to help make services "consumer centered" and better reflect the priorities and needs of those being served. This will be accomplished by an examination of the various elements that contribute to an improvement in the lives of those served.

## Content/Objectives

- Nature of leadership.
- Values based and moral leadership.
- Concepts in human service quality.
- Leadership and quality.
- Nature of constructive safeguards for quality.
- Consumer and family empowerment.
- Service transformation and change agency.
- Personal contributions to person centeredness.

## Outcomes/Competencies

- Examines consumer centered leadership in practice.
- Identifies elements of quality in human services.
- Demonstrates knowledge of quality human service leadership.

## Assignments

Student participation in class	20%
Student paper (5 - 10 pages)	40%
Student paper (5 - 10 pages)	40%

## Resources

Resources  
Reading packages

*Details for current course offerings are available at: [www.crd.s.org](http://www.crd.s.org)*



**INTERNATIONAL COMPARISON  
OF DISABILITY POLICY**

**Calendar Description**

Transnational comparison of disability policy is an opportunity for students to identify the similarities, differences and complexities of disability policy. This unique opportunity will allow students to hear from disability policy specialists, visit organizations offering services to individuals with disabilities and to discuss the disability policies of Canada, the United States and Mexico.

**Content/Objectives**

This course will explore the federal, provincial and state policies related to disability. Key components will include legislation, policy and program guidelines that affect the delivery of services to individuals with disabilities. Of particular interest is the opportunity to visit organizations and agencies in each of the three countries participating in the consortium. A key feature of this course is the opportunity to travel, discuss and observe the practices of another jurisdiction.

**Outcomes/Competencies**

Students will:

- Have a general understanding of key federal, provincial and state legislation initiatives.
- Have an understanding of the role policy plays in the delivery of services.
- Be able to link policy initiatives to professional practice.
- Identify key similarities and differences among the countries.
- Identify current directions in disability policy.

**Assignments**

Students will complete one seminar paper following completion of the symposium in Calgary, Alberta and in Tucson, Arizona.

**100%**

Assignment topics will be negotiated individually to reflect the interest areas of the students.

**Resources**

As provided by the symposia presenters.

*Details for current course offerings are available at: [www.crd.s.org](http://www.crd.s.org)*



**LEADERSHIP AND SOCIAL POLICY  
IN HUMAN SERVICE REFORM**

**Calendar Description**

Leadership and social policy in human service reform is course based, focused on theory and practice targeted for students who will specialize in social policy. Others who may be interested are those who have interest in social policy and how it supports practice.

**Content/Objectives**

This course will explore many of the prominent reformist ideologies prevalent in the 20th century. Key concepts in social policy development and analysis will be presented. Of particular interest is the role policy plays in professional practice.

**Outcomes/Competencies**

Students will:

- Have knowledge of reformist ideology underlying human service reform.
- Have an understanding of models of social policy development.
- Be able to use a number of frameworks for social policy analysis.
- Have an awareness of political activism and its role in reform.
- Be able to link of relevant social policy to professional practice framework.
- Examine relevant legislation and policy within a determined framework.

**Assignments**

Assignments will be negotiated individually from a suggested list, based on whether the student is choosing a specialization in social policy or is taking the course as a non-specialization option.

**Resources**

An extensive reading list is outlined.

Crichton, A., Jongbloed, L. (1998). *Disability and social policy in Canada*. North York, ON: Captus Press Inc.

Wharf, B., McKenzie, B. (1998). *Connecting policy to practice in the human services*. Don Mills, ON: Oxford University Press Canada.

*Details for current course offerings are available at: [www.crd.s.org](http://www.crd.s.org)*



**SPECIALIZATION THEORY AND PRACTICE**

**Calendar Description**

An independent study contract outlining theory and practice in specialization.

**Content/Objectives**

- Dependent upon specialization.

**Outcomes/Competencies**

- Demonstrates an advanced knowledge of the specialization field of research and practice.
- Demonstrates competence at the graduate level in area of specialization.

**Assignments**

As determined in the individual specialization contract.

**Resources**

*Details for current course offerings are available at: [www.crd.s.org](http://www.crd.s.org)*





**NEW ALLIANCES IN COMMUNITY REHABILITATION  
INTERPROFESSIONAL ETHICS**

**Calendar Description**

Direct experience working within interprofessional teams in addressing challenges to codes of ethics and community practice.

**Content/Objectives**

*Ethical practices related to:*

- Professional strategies and public accountability (professional codes of ethics, codes of practice, legislation, certification, licensing).
- Direct service in the community (confidentiality, consent, vulnerable populations).
- Supervision, teaching, research and evaluation (quality assurance, partnerships in research).
- Negotiating within and between systems (community organizations, policy development, social responsibility and social justice).
- Methods of interprofessional decision making and conflict resolution.
- Awareness of potential conflicts between personal, professional and client and moral standards.

**Outcomes/Competencies**

- Engages consumers and other stakeholders in articulating values, processes and standards of practice.
- Identifies and resolves ethical dilemmas involving more than one professional discipline.
- Evaluates rules and policies in light of ethical principles.

**Assignments**

Pre-session reading on codes of ethics and practice.

Ethical decision making exercise (Summer). 50%

Multiple choice questionnaire on knowledge of ethical issues, concepts of professionalization and ethical decision making. 50%

**Resources**

Codes of ethics of related professions.

Suggested Reading lists and on-line resources.

*Details for current course offerings are available at: [www.crd.s.org](http://www.crd.s.org)*



**NEW ALLIANCES IN COMMUNITY REHABILITATION  
NARRATIVE AND SOCIAL CHANGE**

## Calendar Description

Case study of the role of narrative in social change in groups.

## Content/Objectives

- Personal, social and role empowerment as evidenced within groups.
- Impact of social innovators, change agents and reference groups in empowerment and social change.
- Impact of cultural narratives and the role of the challenging story in social change.

## Outcomes/Competencies

- Identify and distinguish between the processes of personal, social and role empowerment within the case studies.
- Interpret empowerment according to changes in group narratives, metaphors and myths.
- Apply knowledge gained in case studies to understanding change and empowerment, or lack thereof, in communities, groups or agencies.
- Facilitate a learning experience within a group setting.

## Assignments

Journal based on discussions of case studies.	30%
Description and analysis of local example of social change or attempted social change using the analysis format in the presented case studies.	70%

## Resources

Marlett, N. J. *Case book of empowerment.*

Readings on social change.

*Details for current course offerings are available at: [www.crd.s.org](http://www.crd.s.org)*



**COMPUTER APPLICATIONS IN  
REHABILITATION PRACTICE**

## Calendar Description

The use of computer technology for enhancing professional practice in helping professions will be examined through hands-on opportunities and theoretical, interactive discussions.

## Content/Objectives

- The use of the Internet as a means of collaborating with other professionals and resource-collection.
- The use of the Internet as a teaching/learning medium.
- The latest helping technologies for persons with special needs (accessibility barriers, disabilities, voice recognition software, etc.).
- How to encourage families and consumers to use the Internet.
- How to evaluate Internet materials.
- How to access existing databases of information in the field.

## Outcomes/Competencies

- Can access professional resources on the Internet.
- Can use Powerpoint for elucidating themes during a presentation.
- Understands the basics of scanning, graphic design, and integrating graphics into documents/presentations.
- Can develop a simple web site using HTML.

## Assignments

A three-paged personal web site.	30 %
A Powerpoint presentation to be used as presentation resource for paper.	30 %
Term paper: using technology to enhance professional practice.	40 %

## Resources

In-class readings to be handed out

*Details for current course offerings are available at: [www.crd.s.org](http://www.crd.s.org)*



## DISABILITY, POLITICS AND CULTURE

### Calendar Description

This course will explore a variety of topics such as disability rights, identity politics, culture and disability, social perspectives on disability, and perspectives of people with disabilities. We will use stories, videos and readings from the disability community here and abroad, as well as other social movements that have contributed, through their actions and social analysis, to the body of theory on disability politics and culture.

### Content/Objectives

- Studying the social construction theory of disability
- Understanding the development of a social movement
- Exploring the role culture has within a social movement
- Reviewing the connection between other social movements and the disability movement
- Exploring the future goals and issues of the disability movement

### Outcomes/Competencies

- Identify core aspects of a social movement
- Identify disability issues highlighted by the disability movement
- Understand means to strengthen the disability movement
- Develop a political analysis of society in relation to the disability movement

### Assignments

Class participation	10%
Interview and paper (4-5 pages)	40%
Essay	50%

### Resources

Shapiro, J. P. (1993). *No pity: People with disabilities forging a new civil rights movement*. New York: Times Books.

*Details for current course offerings are available at: [www.crd.s.org](http://www.crd.s.org)*





## Calendar Description

This course is an overview to introduce an interdisciplinary approach to the concepts and practices of disability management.

## Content/Objectives

- To explain the concept of disability management and the related elements.
- To define disability management in terms of both private and government insurance plans.
- To describe the characteristics of a return to work program and how it supports a disability management program.
- To explore the role of an Employee Assistance Program in disability management.
- To demonstrate how to develop, market, manage and evaluate a disability management program.
- To describe how data management is achieved within an disability management program.
- To explore the roles that the various professionals play in disability management.
- To explain how to select a suitable disability management service provider.
- To present options for disability prevention.
- To explore the perspective of the injured worker and how to meet his/her needs.

## Outcomes/Competencies

- Identifies the components of a disability management program.
- Utilizes disability management information to analyze case studies.
- Gains an appreciation of the disability insurance plans and how they impact a disability management program.
- Develops an ability to use some basic disability management practices.
- Researches and presents on a related element/aspect of disability.
- Develops an appreciation of the impact that disability can have on the worker, employer and organization.

## Assignments

Case study	15%
Presentation	25%
Paper	30%
Take home exam	20%
Class participation	10%

## Resources

Dyck, Dianne E.G. (2000). *Disability Management: Theory, Strategy and Industry Practice*. Markham, Ontario: Butterworths Canada Ltd.

Numerous articles

*Details for current course offerings are available at: [www.crd.s.org](http://www.crd.s.org)*



**INTERNATIONAL COMPARISON  
OF DISABILITY POLICY**

**Calendar Description**

Transnational comparison of disability policy is an opportunity for students to identify the similarities, differences and complexities of disability policy. This unique opportunity will allow students to hear from disability policy specialists, visit organizations offering services to individuals with disabilities and to discuss the disability policies of Canada, the United States and Mexico.

**Content/Objectives**

This course will explore the federal, provincial and state policies related to disability. Key components will include legislation, policy and program guidelines that affect the delivery of services to individuals with disabilities. Of particular interest is the opportunity to visit organizations and agencies in each of the three countries participating in the consortium. A key feature of this course is the opportunity to travel, discuss and observe the practices of another jurisdiction.

**Outcomes/Competencies**

Students will:

- Have a general understanding of key federal, provincial and state legislation initiatives.
- Have an understanding of the role policy plays in the delivery of services.
- Be able to link policy initiatives to professional practice.
- Identify key similarities and differences among the countries.
- Identify current directions in disability policy.

**Assignments**

Students will complete three papers. Assignment guidelines are attached.

**100%**

**Resources**

As provided by the symposia presenters.

*Details for current course offerings are available at: [www.crd.s.org](http://www.crd.s.org)*



**SOCIAL ROLE VALORIZATION: A FRAMEWORK  
FOR PRACTICE IN REHABILITATION**

**Calendar Description**

Social Role Valorization (SRV) theory will be reviewed in the context of values and assumptions for all persons and their place in the community.

**Content/Objectives**

- Analytical and critical review of current and historical human service practices and social policy.
- Implications for vulnerable individual and groups in our society.
- Processes for reflecting on professional and personal philosophy and professional practice.

**Outcomes/Competencies**

- Identifies devaluation and its consequences (e.g., common life experiences of people who are devalued).
- Applies basic tenets of SRV as a means of addressing experiences of devaluation.
- Explores personal values vis-a-vis issues of devaluation and one's personal service to people who are devalued.
- Strengthens, supports and confirms one's commitment, stand and purpose in relation to individuals who are devalued and wounded.

**Assignments**

Essay (15 - 20 pages, with references)	50%
Seminar Presentation	50%

**Resources**

Wolfensberger, W. & Thomas, S. (1983) *PASSING: Normalization Criteria and Ratings Manual* (2nd edition). National Institute on Mental Retardation, Toronto.

Guidelines for Evaluators During a PASS, PASSING or Similar Assessment of Human Service Quality.

*Details for current course offerings are available at: [www.crd.s.org](http://www.crd.s.org)*



**Rehabilitation Counseling Psychology: Foundations**  
**RPSE 194-500**

**Summer 2002**  
**June 17- July 14**  
**M-Th 3:00-5:30**  
**Humanities 2131**

**Instructor:** Jana E. Jones, Ph.D., CRC  
432 North Murray, Room 408  
608-263-5751  
[jejones@neurology.wisc.edu](mailto:jejones@neurology.wisc.edu)

**Office Hours:** By appointment

**A. Course Description, Goals, and Objectives:**

To provide the student with an introduction to the profession of rehabilitation counseling psychology and related rehabilitation specialties. The course will examine the foundations of rehabilitation counseling psychology and introduce the student to relevant aspects of rehabilitation history, philosophy, values, and practice, with an emphasis on the operational aspects of the rehabilitation service delivery system. Additional objectives include the examination of current issues, community resources, services, and processes.

**B. Competencies**

Through formal lectures, assigned readings, class activities and discussion, the student will, at a minimum, develop knowledge competencies in the following areas:

1. History, philosophy and values of rehabilitation and legislation affecting persons with disabilities.
2. The organizational structure of the vocational rehabilitation system and independent living programs including public, private non-profit and private-for-profit service delivery systems.
3. Community resources and services.
4. Legal and ethical tenants for the practice of rehabilitation counseling.
5. Rehabilitation counselor (and related specializations) role and functions with persons with disabilities in a variety of settings.

### **C. Field Experience and Literature Review**

**Assignment #1:** One two-page paper is to be completed to satisfy the field experience requirement. This experience is intended to compliment classroom learning through exposure to the rehabilitation community. **Assignment #2:** Current practices and issues will be addressed by conducting a review of the current rehabilitation literature and writing a paper addressing these issues.

#### **Assignment #1:**

Each student is required to contact a rehabilitation professional and conduct an informational interview. A two-page summary of the interview is required. See handout for more details. In addition, students will be required to obtain the following information about the organization or site where the informational interview takes place. This information will also be summarized in the two-page paper. Finally, a 10-15 minute class presentation will be conducted on **July 1, 2002**.

1. Name(s) of individual(s) consulted during visit.
2. Date, time and location of visit.
3. Mission of the agency.
4. Characteristics of the population served.
5. Types of rehabilitation problems/issues addressed by the organizations.
6. Services provided to address these problems/issues.
7. Types of financial support/ (Funding information).
8. Roles and characteristics of the professional staff.
9. Interagency collaboration.
10. Your impressions of the agency.

**Due: Session 9 – July 1, 2001**

#### **Assignment #2:**

Students are required to select a topic of interest related to the content explored in class and develop and submit a literature review paper. Students will do library research in developing a 10-page paper written in APA style (additional instructions to be provided by instructor).

**Due: Session 12 – July 8, 2002**

All formal papers are to be submitted at the beginning of class by 3:00 pm on the due date indicated. Papers submitted after that time will be considered late. Late reports will be penalized in the grading process. In case of illness or inclement weather - papers should be e-mailed to the professor by the designated date and time.



## **D. Materials and Resources**

### **Required Texts:**

Rubin, S.E., & Roessler, R.T. (2001). **Foundations of the vocational rehabilitation process** (5th ed.). Austin: Pro-Ed.

Maki, D.R., & Riggart, T.F. (Eds.) (1997). **Rehabilitation counseling: Profession and practice**. Springer Publishing Co.

Class handouts and selected articles distributed by instructor.

Guest speakers may join the class during selected sessions to stimulate discussion involving current issues.

### **E. Evaluation Criteria**

- Mid term examination 30%
- Informational Interview Summary 15% (10% for report and 5% for class presentation)
- Formal paper 25%
- Final Examination 30%

Class participation is encouraged and will be reflected in final grade.

### **F. Reasonable Accommodations**

Students should contact the instructor as soon as possible to discuss any accommodations needed in order to participate fully, achieve the learning objectives, and fulfill the requirements of the course.

### **G. Course Topics, Assignment and Activities by session:**

#### **Session 1: June 17, 2002**

- Introductions
- Course orientation
- Assignments
- Website: <http://americanhistory.si.edu/disabilityrights/welcome.html>

#### **Session 2: June 18, 2002**

- Historical development of rehabilitation practice.
- Early legislation and policy development in rehabilitation.
- Professional identity and organizations.
- Readings and Assignments: Chapters 1 Rubin & Roessler; Chapter 6 Maki & Riggart
- Website: [www.sfsu.edu/~hrdpu/chron.htm](http://www.sfsu.edu/~hrdpu/chron.htm)

**Session 3: June 19, 2002**

- Contemporary legislation in rehabilitation.
- The impact of new legislation on the practice of rehabilitation counseling (e.g. "Informed Choice").
- Professional writings - APA style.
- Literature sources in rehabilitation.
- Readings and Assignments: Chapter 2 & 3, Rubin & Roessler
- Website: [www.whitehouse.gov/news/freedominitiative/freedominitiative.html](http://www.whitehouse.gov/news/freedominitiative/freedominitiative.html)

**Session 4: June 20, 2002**

- **Paper topic due.**
- Philosophical and ethical foundations.
- Ethical issues in the delivery of rehabilitation services
- Readings and Assignments: Chapters 4 & 6, Rubin & Roessler.
- Website: [www.counseling.org/resources/codeofethics.htm](http://www.counseling.org/resources/codeofethics.htm)

**Session 5: June 24, 2002**

- Professional roles and competencies of the rehabilitation counselor and related specializations in rehabilitation.
- Qualified Service Providers
- Research and research utilization.
- Readings and Assignments: Chapter 8, Rubin & Roessler.
- Website: [http://www.ncddr.org/rpp/lro\\_ov.html](http://www.ncddr.org/rpp/lro_ov.html)

**Session 6: June 25, 2002**

- Attitudes & Psychosocial Impact of Disability
- Readings and Assignments: Chapter 5 & 6, Rubin & Roessler; Chapter 7, Maki & Riggart.

**Session 7: June 26, 2002**

- Rehabilitation Process and Alternative Approaches
- Assessment and Planning
- Readings and Assignments: Chapters 7, 9 & 10, Rubin & Roessler; Chapters 10, Maki & Riggart.
- Optional Reading: Chapter 11, Maki & Riggart.

**Session 8: June 27, 2002**

- **1<sup>st</sup> Exam**
- Supported Employment
- Readings and Assignments: Chapters 12, Rubin & Roessler; Chapter 13, Maki & Riggart.

**Session 9: July 1, 2002**

- **Class presentations–Informational Interviews**

**Session 10: July 2, 2002**

- Placement and Follow Up Services
- Rehabilitation services in the public sector.
- State-Federal rehabilitation program (organization, structure, services)
- Rehabilitation counseling practices in the public program.
- Readings and Assignments: Chapter 11, Rubin & Roessler; Chapter 9, Maki & Riggat

**Session 11: July 3, 2002**

- Rehabilitation services in the private sector.
- Worker's compensation.
- Disability management in employer based organizations.
- Rehabilitation counseling practice in private settings.
- Readings and Assignments: Chapter 16, Rubin & Roessler; Chapter 9, Maki & Riggat

**Holiday: July 4, 2002**

**No Class**

**Session 12: July 8, 2002**

- **Paper Due at 3:00p**
- Independent living goals, services, delivery systems and issues.
- Technology and accommodation issues in rehabilitation practice.
- Readings and Assignments: Chapters 13 , 14 & 15, Rubin & Roessler

**Session 13: July 9, 2002**

- Case and caseload management.
- Transition from school to work (programs, issues & strategies).
- International rehabilitation.
- Readings and Assignments: Chapter 14, Maki & Riggat.

**Session 14: July 10, 2002**

- The future of rehabilitation counseling and critical issues facing the profession.
- Course wrap-up and review.
- Student evaluations.
- Readings and Assignments: Chapter 17, Maki & Riggat.

**Session 15: July 11, 2002**

- **Final Examination**



**RP&SE 500**  
**Rehabilitation Counseling Psychology: Foundations**  
**Fall, 2002**

**Professor:** Jodi L. Saunders, Ph.D., CRC  
#412  
432 North Murray  
(608) 263-5139

**E-Mail:** [jasaunders@education.wisc.edu](mailto:jasaunders@education.wisc.edu)

**Office Hours:** By Appointment

**Teaching Assistant:** Steve Flaherty, M.S., M.B.A.  
#417  
432 North Murray

**E-Mail:** [sflahert@students.wisc.edu](mailto:sflahert@students.wisc.edu)

**Office Hours:** To Be Announced

**Class Time/Location:** Thursday 2:25 - 5:25  
1221 Humanities Building

**Final Examination:** December 15, 2002 (SUNDAY) 5:05PM

## **A. Course Description, Goals and Objectives:**

To provide the student with an introduction to the profession of rehabilitation counseling psychology and related rehabilitation specialties. This course will examine the foundations of rehabilitation counseling psychology and introduce the student to relevant aspects of rehabilitation history, philosophy, values, and practice, with an emphasis on the operational aspects of the rehabilitation service delivery system. Additional objectives include the examination of current issues, community resources, services, and processes.

## **B. Competencies**

Through formal lectures, assigned readings, class activities and discussion, the student will, at a minimum, develop knowledge competencies in the following areas:

1. History, philosophy and values of rehabilitation and legislation affecting persons with disabilities.
2. The organizational structure of the vocational rehabilitation system and independent living programs including public, private non-profit and private-for-profit service delivery systems.
3. Community resources and services.
4. Legal and ethical tenants for the practice of rehabilitation counseling.
5. Rehabilitation counselor (and related specializations) role and functions with persons with disabilities in a variety of settings.

### **C. Field Experience/Work Projects**

Two separate papers are to be completed in satisfying this field experience requirement. These experiences are intended to compliment classroom learning through exposure to the rehabilitation community and current practices and issues through a review of current rehabilitation literature.

#### **Assignment #1:**

Students are required to select and make two site visits to rehabilitation agencies, facilities or firms which they are currently not familiar with in order to expand their knowledge of these types of organizations and the role they play in the rehabilitation process. Students are required to write and submit a description of the visits which includes at least the following information for each site:

1. Name(s) of individual(s) consulted during visit.
2. Date, time and location of visit.
3. Mission of the agency.
4. Characteristics of the population served.
5. Types of rehabilitation problems/issues addressed by the organizations.
6. Services provided to address these problems/issues.
7. Types of financial support/ (Funding information).
8. Roles and characteristics of the professional staff.
9. Interagency collaboration.
10. Your impressions of the agency.

**Due: Session 11 - November 14, 2002**

#### **Assignment #2:**

Students are required to select a topic of interest related to the content explored in class and develop and submit a literature review paper. Students will do library research in developing a 10 page paper written in APA style. (Additional instructions to be provided by instructor).

**Due: Session 14 - December 5, 2002**

All formal papers are to be submitted prior to 3:00 pm on the due date indicated. Papers submitted after that time will be considered late. Late reports will be penalized in the grading process. In case of illness or inclement weather - papers should be e-mailed to the professor by the designated date and time.

### **Session 5: October 3, 2002**

- ▶ Professional roles and competencies of the rehabilitation counselor and related specializations in rehabilitation.
- ▶ Qualified Service Providers
- ▶ Research and research utilization.

Readings and Assignments: Chapter 8, Rubin & Roessler.

### **Session 6: October 10, 2002**

- ▶ Attitudes & Psychosocial Impact of Disability

Readings and Assignments: Chapter 5 & 6, Rubin & Roessler; Chapter 7, Maki & Riggart.

### **Session 7: October 17, 2002**

- ▶ Attitudes (Con't).
- ▶ Veterans Administration
- ▶ Undergraduate Student Career Discussion

Readings and Assignments: Chapters 7, 9 & 10, Rubin & Roessler; Chapters 10, Maki & Riggart.  
Optional Reading: Chapter 11, Maki & Riggart.

### **Session 8: October 24, 2002**

- ▶ Introduction to the Rehabilitation Process and Alternative Approaches.
- ▶ Assessment and Planning Stages.
- ▶ Brief Overview of Supported Employment

Readings and Assignments: Chapters 7, 9 & 10, Rubin & Roessler; Chapter 10, Maki & Riggart.



**Session 9: October 31, 2002**

- ▶ Mid-semester Examination

**Session 10: November 7, 2002**

- ▶ Supported Employment
- ▶ Placement and Follow Up Services
- ▶ Rehabilitation services in the public sector.
- ▶ State-Federal rehabilitation program (organization, structure, services)
- ▶ Rehabilitation counseling practices in the public program.

Readings and Assignments: Chapter 11 & 12, Rubin & Roessler; Chapter 9 & 13, Maki & Riggat

**Session 11: November 14, 2002**

- ▶ Rehabilitation services in the private sector.
- ▶ Worker's compensation.
- ▶ Disability management in employer based organizations.
- ▶ Rehabilitation counseling practice in private settings.

**\*\* Site visit reports due**

Readings and Assignments: Chapter 16, Rubin & Roessler ; Chapter 9, Maki & Riggat

**Session 12: November 21, 2002**

- ▶ Independent living goals, services, delivery systems and issues.
- ▶ Technology and accommodation issues in rehabilitation practice.

Readings and Assignments: Chapters 13 , 14 & 15, Rubin & Roessler

**Session 13: November 28, 2002**

- ▶ No - Class: Thanksgiving Recess

**Session 14: December 5, 2002**

- ▶ Case and caseload management.
- ▶ Transition from school to work (programs, issues & strategies).
- ▶ International rehabilitation.

**\*\* Literature review paper due.**

Readings and Assignments: Chapter 14, Maki & Riggat.

**Session 15: December 12, 2002**

- ▶ The future of rehabilitation counseling and critical issues facing the profession.
- ▶ Course wrap-up and review.
- ▶ Student evaluations.

Readings and Assignments: Chapter 17, Maki & Riggat.

**Final Examination: SUNDAY, December 15<sup>th</sup> - 5:05PM**

**LANGSTON UNIVERSITY  
SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCE  
GRADUATE PROGRAM**

**RC 5713 ASSISTIVE TECHNOLOGY IN VOCATIONAL REHABILITATION  
ROOM 108  
3 CREDIT HOURS  
FALL SEMESTER 2002**

**FACULTY:** Assistant Professor Jerry M. Deibel, Ed.D., CRC, LPC  
Assistant Professor Shanna Broussard, Rh.D, CRC

**OFFICE:** ROOM 130

**PHONE:** 962-1671

**OFFICE HOURS:** (W) 4:30 PM-5:30 PM (THR) 4:30PM-5-30PM & 1 hour after class.

**CATALOG DESCRIPTION**

Students will understand the application of appropriate assistive technology to worksites and appropriate intervention resources based on functional capacity of individuals with disabilities.

**RATIONALE**

This course is designed to prepare and educate rehabilitation counselors and other human resource service professionals of state-of-the-art technologies that enhance employability and quality of life for consumers.

**COURSE OBJECTIVES**

1. To develop an understanding of the various types of assistive technological devices used to accommodate individuals with disabilities.
2. To become familiar with community resources available to provide necessary support for individuals with disabilities who may require the use of assistive technological devices.
3. To understand the benefits of assistive technology for individuals with disabilities.
4. To understand the concept of quality of life and the implications of the use of assistive technology to foster independence for individuals with disabilities.

**CONTENT**

<b>Three Examinations:</b>	<b>300 points</b>
<b>Reasonable Plan of Accommodation paper:</b>	<b>100 points</b>
<b>Total Points:</b>	<b>400 points</b>

### **EVALUATION**

1. Attend class regularly, read material as assigned, participate in class discussions and group activities.
2. Complete all assignments on schedule.
3. No late assignments will be accepted, except in cases of medical emergencies.

### **GRADING SCALE**

90%-100% A  
80%-89% B  
70%-79% C  
60%-69% D  
59%-below F

### **ATTENDANCE POLICY**

**Daily attendance is required for students to complete assignment. Students who are absent for more than 3 times are subject to a loss of 10 percentage points on their overall grade.**

### **RESEARCH AND WRITING ASSIGNMENT**

**Each student will select a disability and develop a plan of reasonable accommodation strategies paper for that particular disability. This paper is to be typewritten (double spaced) and should not exceed 5 pages in length. A minimum of four references should be listed.**

### **PLAGIARISM**

**Refers to the presentation or submission of the work of another without citation or credits as your own work. Whenever the thoughts, words, drawings, designs, statistical data, computer programs or other creative work of others are used by either direct quotation or by paraphrasing the author the author and the source must be clearly identified through the use of proper referencing (i.e. footnotes, endnotes).**

**When no recognition is ascribed to an author for phrases, sentences, thoughts or arguments within a student's work, substantial plagiarism exists. Complete plagiarism involves an entire essay or form of creative work of another being copied and presented as original work. Unless prior written and signed permission is obtained, submitting the same essay, paper or other term work for credit in more than one course constitutes a similar situation to complete plagiarism. The minimum penalty for plagiarism is failure of the assignment and notation within permanent student record; the maximum penalty is expulsion from the University.**

**TEXT BOOK FOR THE COURSE**

**Assistive Technology: Matching Device and Consumer for Successful Rehabilitation, Marcia J. Schere, (Ed.) American Psychology Association, Washington, D.C.**

**CALENDAR OF EVENTS**

**LABOR DAY HOLIDAY: September 2, 2002**

**FALL BREAK: October 25-28, 2002**

**THANKS GIVING HOLIDAY: November 28-29, 2002**

**FINAL EXAMINATION PERIOD: December 9-13, 2002**

**TENTATIVE CLASS SCHEDULE**

**8/22: Orientation and Chapter 1**  
**8/29: Chapters 2-3**  
**9/05: Chapter 4**  
**9/12: Chapter 5, Test 1**  
**9/19: Chapter 6**  
**9/26: Chapter 7**  
**10/03: Review for Mid Term**  
**10/10; Mid Term Examination**  
**10/17: Chapter 8**  
**10/24: Chapter 9, Writing Assignment Due**  
**11/07: Chapters 10,11**  
**11/14: Chapters 12,13**  
**11/21: Chapters 14-15**  
**11/28: Holiday**  
**12/02: Review for Final Examination**  
**12/09-12/13: Final Examination Period**