EDCP 610
Professional Orientation to Rehabilitation Counseling

Fall 2009, 4:15-7:00, EDCP 3233
Office Hours:
Thursdays, 1:00 - 4:15
Cole Field House B0100 K

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Goals:

This course is designed to present an overview of rehabilitation counseling concepts and practices for students entering the Master’s degree program in Rehabilitation Counseling. It is intended to help the student gain an understanding of rehabilitation counseling both as a specialization within the field of counseling and as a unique discipline, with an appreciation of the importance of research in rehabilitation counseling. Finally, this course covers professional issues in rehabilitation counseling (RC practices and settings, ethics, empowerment of people with disabilities, credentials, and professional organizations), so that the student can begin to construct a meaningful self-definition as a professional rehabilitation counselor.

Objectives:

1. To gain knowledge of:
   (a) History, sociology, and philosophy of rehabilitation
   (b) Professional roles and functions
   (c) Legal and ethical issues in rehabilitation counseling
   (d) Components of the rehabilitation counseling process
   (e) People with disabilities
   (f) Settings in which rehabilitation counseling is practiced
   (g) Resources and services available to assist clients
   (h) Needs assessment, program development, and community interventions
   (i) The place of research and evaluation in rehabilitation counseling

2. To develop attitudes toward:
   (a) Counseling as a profession
   (b) Self-definition as a rehabilitation counselor
   (c) Persons with disabilities
   (d) Empirical investigation in rehabilitation counseling

Required Texts:


Readings posted on course website (Web CT). Students must log in with their directory ID and password.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS/ASSIGNMENTS</th>
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| 9/3  | Introduction to Course and RC  
What is RC?  
Language regarding disability | Login to course website  
Find and read Scope of Practice on CRC website |
| 9/10 | What is RC continued  
RC Program Orientation: Ellen Fabian | P&S Ch 1,  
Review websites on NRCA, ARCA, MD  
LCPC Licensure and CRC certification under Professional Organizations link |
| 9/17 | Philosophy, History, Disability Movement, Legislation | P&S Ch 2; Guide to Disability Law  
| 9/24 | Settings: Public VR, Service Systems, SSWI  
Stigma Workshop: Jennifer Brown | P&S Ch 3; Web Readings, Review SSA Work Incentives  
www.ssa.gov/work/ResourcesToolkit/workincentives.html |
| 10/1 | The ADA and people with Disabilities,  
Guest Speaker: Shengli Dong | P&S Ch 6; Web Readings |
| 10/8 | The People: Psychosocial impact, models of disability  
Guest Speaker: | P&S Ch 7, Web Readings  
DISABLEMENT EXPERIENCE OUTLINE DUE, Group Discussion/Presentations |
| 10/15 | Assessment  
Guest Speaker: | P&S Ch 10; Web Readings  
Group Discussion/Presentations |
| 10/22 | People with Disabilities in the Workplace  
Guest Speaker: Steve Nissen (NMSS) | P&S Ch 9 |
| 10/29 | Technology & Computers in Rehabilitation | P&S Ch 11  
PROGRAM VISITS REPORT DUE |
| 11/5 | Possibly No Class: Professional Identity Exploration: Conference attendance (DORS conference 11/5-6) or other professional development activity | |
| 11/12 | Ethics and ethical decision making  
Guest Speaker: Kim Reeder (bSAS) | P&S Ch 4; Review RC Code of Ethics  
Group Discussions/Presentations |
| 11/19 | Practices: Career Development | P&S Ch 8; Web Readings  
RESEARCH PAPER DUE |
| 11/26 | No Class – Thanksgiving Break | |
| 12/3 | RC’s as consumers of research  
Evidence-based Practices | P&S Ch 12; Web Readings |
| 12/10 | Future of Rehabilitation Counseling | P&S Ch 13; Web Readings  
SELF-IDENTITY STATEMENT DUE  
Final Quiz – Due anytime between 10/3 and 12/17 on honor system |
ASSIGNMENTS: See Course Website for Detailed Instructions

A. Disability Experience Outline: Read one of the books from the approved book list about the personal experience of a person with that disability, prepare an outline (2 p), and present to class. Due: 10/8

B. Program Visits Report: Report on visits to two different rehabilitation programs, using the report format posted on the Web CT site, focusing on an analysis of the programs relative to the principles of rehabilitation, comparing the two programs on the major topics. Due: 10/29

C. Research Paper: Each member of the class will choose a different issue or problem in rehabilitation counseling related to an area of interest and prepare a paper – 15-18 double-spaced, typewritten pages using APA style (see Guidelines for Writing Papers on Course Website). Students are strongly encouraged to attend the APA style workshop offered at the beginning of the semester, and consult a copy of the APA Style Manual, 5th Edition. Due: 12/3

D. Professional Self-Identity Statement: A short (4-5 pages) paper summarizing your self-definition as a rehabilitation counseling professional, indicating where you currently are in this process and where you hope to go with it. Due: 12/10

E. Class Participation: Each week that readings are assigned, submit a BRIEF (3 sentences or less) summary of the main point(s) of the readings, and write one question that you can pose to the class for discussion of the topic. Up to 4 points will be awarded each class (12 classes) based both on your weekly readings submission and participation in the class discussion, and up to 2 bonus points at the end of the semester for exemplary participation and leadership in class. Due: weekly, 9/3 to 12/10

F. Final Quiz: The final quiz is available on the course website, and can be taken at the student’s convenience, covering philosophy, history, and legislation. Due: by 12/17

GRADING:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Maximum Points</th>
<th>Grading Guideline</th>
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<tbody>
<tr>
<td>Disability Experience Outline</td>
<td>20</td>
<td>A = 93-100%</td>
</tr>
<tr>
<td>Program Visits Report</td>
<td>30</td>
<td>A- = 90-92%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>40</td>
<td>B+ = 87-89%</td>
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<tr>
<td>Professional Self-Identity Statement</td>
<td>20</td>
<td>B = 83-86%</td>
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<tr>
<td>Class Participation</td>
<td>50</td>
<td>B- = 80-82%</td>
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<tr>
<td>Final Quiz</td>
<td>40</td>
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<td>TOTAL</td>
<td>200</td>
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POLICIES

Student Responsibilities

1. All written work must be in APA style, typed, double-spaced. References should be recent, within the last 5-8 years. Each assignment should have your name, assignment name, course number, honor pledge, and date written on the first page. Students will adhere to the Code of Academic Integrity at the University of Maryland (www.inform.umd.edu/JPO). On all written work, points will be deducted for assignments turned in late and for failure to edit.

2. Submit two copies of all Assignments. One copy will be marked and returned to you, and the other copy will be retained by the instructor.

3. Each student will come to class prepared, having completed the assigned readings. Student participation in class discussions and activities will make a difference for those who are on the border between two grades. Do not hesitate to contact the instructor regarding any concerns about the content, the readings, or the assignments.
4. Students will not be required to discuss a topic that is sensitive or emotionally difficult for them. Class members are expected to respect the confidentiality of any personal information that is shared in class.

5. Class members are also expected to arrive on time and to inform the instructor in advance, preferably by email, of absence or lateness. Students will contact the instructor in advance of a due date for class assignments to discuss any problems in meeting the deadlines.

6. Students will initiate a discussion with the instructor of any needed reasonable accommodations regarding assignments, class participation, or exams prior to the need for accommodations. In addition, you may contact the Learning Assistance Service, 2201 Shoemaker Building, 301-314-7693. Educational counselors can help with time management, reading, note taking, and exam preparation skills.

7. Adjustments may also be requested by the student regarding religious observances that interfere with the class schedule. Speak to the instructor in advance about potential absences and plans to make up the material/assignments missed.

Instructor Responsibilities

1. The instructor will come to class prepared and on time to facilitate student learning of the material.

2. The instructor will grade and return assignments and exams that are completed on time within a reasonable period of time (generally 1-2 weeks).

3. The instructor will discuss and provide needed reasonable accommodations. If you are experiencing any difficulties in keeping up with the academic demands of this course, please talk to the instructor.

Description of Assignments

Professional Self-Identity Statement: A short (4-5 pages) paper summarizing your self-definition as a rehabilitation counseling professional, indicating where you currently are in this process and where you hope to go with it. In addition, describe the Professional Identity Exploration activity(ies) in which you participated and what role, if any, it played in helping or hindering your Professional Development. Students will also investigate additional local conferences, training sessions, or seminars and select at least one that s/he would be interested in attending during this first year of the Master’s program. Students should use the internet, talk to professionals in the field, look for notices from professional associations, visit the professional associations websites (i.e., ARCA, NRCA, etc) and talk to other students to identify at least one event. Include information about which professional organization you intend to (have) joined as a student member, what activities and practices you think you would most and least enjoy doing, what settings in which you can and cannot see yourself working and why, personal characteristics that seem suited to the profession, and what you would like to be doing professionally in 5 years. 
Due: 12/10

Research Paper: Each member of the class will choose a different issue or problem in rehabilitation counseling related to an area of interest (i.e., career development interventions with persons with psychiatric disabilities, health and wellness practices, accommodations in higher education, work disincentives in the Social Security system). Your topic may focus on a particular
population (i.e., people with HIV/AIDS), setting, or practice with people with disabilities (i.e., supported employment, job development) or some combination of the above. This selection should be done early in the semester and cleared with the course instructor by submitting your topic in writing. The student will then prepare a paper – 15-18 double-spaced, typewritten pages using APA style (see Guidelines for Writing Papers on Course Website). Students are strongly encouraged to attend the APA style workshop offered at the beginning of the semester, and consult a copy of the APA Style Manual, 5th Edition. Each paper should include:

1) Introduction – Summarize the problem or issue and its relevance for people with disabilities or for the practice of rehabilitation counseling.
2) Review of the Literature – Describe and organize the major points of the relevant literature (books, journal articles) regarding your topic. Describe the scope of the problem, effectiveness of past solutions, current thinking, and need for further research. Sources should be recent (within the past 5-8 years).
3) Summary of findings, questions for further research.  Due: 12/3

Disability Experience Outline: Sign up for a particular type of disability and read one of the books from the approved book list (or another book that has been approved by the instructor) about the personal experience of a person with that disability. Talk to at least 1 other person (either a person with this disability or a professional) about this type of disability and how both the disability and the social environment’s response affect the day to day functioning of a person with this disability. Prepare a 2-page brief paper describing the type of disability, major issues, a summary of the impact, and provide a reference for your book. You will have to hand this in. Be prepared to discuss your findings in a class Group Discussion and distribute your outline to your classmates.  Due: 10/8