

C090

UNIVERSITY OF KENTUCKY
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

1. Submitted by College of Education Date 10/16/03
Department/Division offering course EDSRC - Rehabilitation Counseling

2. Changes proposed:
(a) Present prefix & number RC 520 Proposed prefix & number same
(b) Present Title Principles of Rehabilitation
New Title same

(c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:

(d) Present credits: 3 Proposed credits: same

(e) Current lecture: laboratory ratio no change Proposed: _____

(f) Effective Date of Change: (Semester & Year) Spring 2004

3. To be Cross-listed as: NA
Prefix and Number _____ Signature: Department Chair _____

4. Proposed change in Bulletin description:
(a) Present description (including prerequisite(s):
No change (see attached pages from the bulletin).

(b) New description:
NA

(c) Prerequisite(s) for course as changed: NA

5. What has prompted this proposal?
Development of a Web based program

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
None

7. What other departments could be affected by the proposed change?
None

8. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes No

9. Will changing this course change the degree requirements in one or more programs? Yes No
If yes, please attach an explanation of the change.*

10. Is this course currently included in the University Studies Program? Yes No
If yes, please attach correspondence indicating concurrence of the University Studies Committee.

11. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.

ORIGINAL

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12. Is this a minor change? Yes No
 (NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

13. Within the Department, who should be consulted for further information on the proposed course change?

Name: Dr. Ralph M. Crystal Phone Extension: 7-3834

Signatures of Approval:

<p align="center"><i>Deborah Bott Slator</i> Department Chair</p>	<p align="center">4/13/04 Date</p>
<p align="center"><i>Robert Shapiro</i> Dean of the College</p>	<p align="center">1/14/04 Date</p>
<p align="center">**Undergraduate Council</p>	<p align="center">Date</p>
<p align="center"><i>Jeanine Blackwell</i> **Graduate Council</p>	<p align="center">3-19-04 Date</p>
<p align="center">**Academic Council for the Medical Center</p>	<p align="center">Date</p>
<p align="center">**Senate Council</p>	<p align="center">Date of Notice to University Senate</p>

**If applicable, as provided by the Rules of the University Senate.

ACTION OTHER THAN APPROVAL

The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

- a. change in number within the same hundred series;
- b. editorial change in description which does not imply change in content or emphasis;
- c. editorial change in title which does not imply change in content or emphasis;
- d. change in prerequisite which does not imply change in content or emphasis;
- e. cross-listing of courses under conditions set forth in item 3.0;
- f. correction of typographical errors. [University Senate Rules, Section III - 3.1]

Rev 8/02

Print Form

Clear Form

Principles of Rehabilitation Counseling
RC 520 Fall 2003

Instructor

Malachy Bishop, PhD, CRC
220 Taylor Education Building
Phone: (859) 257-4291
Fax: (859) 257-3835
Email: mbishop@pop.uky.edu

Required Texts

- Rubin, S. E., & Roessler, R.T. (2001). Foundations of the Vocational Rehabilitation Process (5th ed.). Austin TX: Pro-Ed.
- Shapiro, J.P. (1994). No Pity. New York: Times Books
- Additional Readings pertinent to the week's topic will be handed out in class.

Objectives of the Course

This course provides a comprehensive introduction to the profession of rehabilitation counseling and to the role of rehabilitation counselors as human service providers in public and private organizations. Students will examine and analyze philosophical, historical, legislative and organizational structures; rehabilitation and related programs; referral and service delivery systems; the rehabilitation counseling process; and professional and ethical issues.

The Graduate Program in Rehabilitation Counseling is accredited by the Council on Rehabilitation Education. The program utilizes a competency-based Human Resource Development Training model. Accreditation standards related to this course are the following:

C.2.1 Foundations of Rehabilitation Counseling

- History and philosophy of rehabilitation and legislation affecting individuals with disabilities;
- organizational structure of the vocational rehabilitation systems, including public, private for-profit, and not-for-profit services settings.
- laws and ethical standards affecting rehabilitation counseling practice, with examples of their application and ethical decision-making;
- societal issues, trends, and developments as they relate to rehabilitation; and
- informed consumer review, choice, and personal responsibility in the rehabilitation process.

Upon completion of this course, students will have a knowledge of:

1. Rehabilitation philosophy, concepts, and terminology
2. History and sociology of disability and rehabilitation
3. Legislative and social foundations of the rehabilitation counseling profession
4. Disability policy and contemporary issues in rehabilitation
5. Theoretical approaches to rehabilitation, and psychosocial aspects of disability and current theories of adjustment and adaptation to disability
6. The state-federal vocational rehabilitation program, independent living centers, and private sector rehabilitation
7. The function and role of counselors and counseling in the rehabilitation process
8. The rehabilitation process, its organizational structure in relation to social policy, political processes, historical developments, and societal values
9. The role community services and rehabilitation facilities play in the rehabilitation process
10. Rehabilitation ethics and professional issues

Course Outline

Week 1 August 27

Introduction to Course: Philosophical Principles , The Profession of Rehabilitation Counseling & Standards of Practice

Week 2 September 3

Defining Disability and Rehabilitation, Historical Foundation of Rehabilitation-
Legislative and Social Foundations of Rehabilitation Counseling

Readings

- Historical Roots of Modern Rehabilitation Practices, (Rubin and Roessler, ch. 1)
- Current Rehabilitation History, (Rubin and Roessler, ch. 2)
- Others as assigned

Week 3 September 10

Legislative Foundations and Trends in the latter half of the 20th Century

Readings

- The Americans with Disabilities Act: Major Mandates and Ambiguities (Rubin and Roessler, Chapter 3)
- Others as assigned

Week 4 September 17

Rehabilitation Counseling in the Private Sector
GUEST SEAKER- Dr. Ralph Crystal

Readings

- Rehabilitation in the Private-for-Profit Sector: Opportunities and Challenges (Rubin & Roessler, ch. 16)
- Others as assigned

Week 5 September 24

State/Federal Vocational Rehabilitation and Independent Living
GUEST SPEAKER- Mindy Yates, Kentucky Dept. of Vocational Rehabilitation

Readings

- Assigned in class

Week 6 October 1

Psychological and Social Aspects of Disability- Attitudes toward and definitions of disability

Readings

- Sociological Aspects of Disability (Rubin & Roessler, ch. 5)
- Others as assigned in class

Week 7 October 8

Psychological and Social Aspects of Disability- Adjustment/Adaptation/Response to Disability and Chronic Illness

Readings

- Assigned in class

Week 8 October 15

MID TERM EXAM

Week 9 October 22

The Roles and Functions of the Rehabilitation Counselor - Counseling in the Rehabilitation Process and Models of Rehabilitation Counseling

Readings

- Roessler & Rubin, Ch 8
- Others as assigned in class

Week 10 October 29

The Rehabilitation Process: Client Evaluation Diagnosis and Treatment

Readings

- The Vocational Rehabilitation Process: Evaluation Phase (Rubin & Roessler, Ch.9)
- Planning the Rehabilitation Program (Rubin & Roessler, Ch. 10)

Week 11 November 5

Beth Harrison- IDEA legislation

The Rehabilitation Process: Career Development of People with Disabilities
Supported Employment and School to Work Transition

Readings

- Utilizing Rehabilitation Facilities and Support Services- (Rubin & Roessler, ch. 11)
- As assigned in class

Week 12 November 12

The Rehabilitation Process: Case Management and Job Placement

Readings

- Job Placement (Rubin & Roessler, ch. 12)
- Overcoming Environmental Barriers to Employment through Reasonable Accommodations in the Workplace (Rubin & Roessler, ch. 14)

Week 13 November 19

GUEST SPEAKER- Barney Fleming- Rehabilitation and Assistive Technology
Rehabilitation Facilities and Community Resources

Readings:

- Assistive Technology: Prospects and Problems (Rubin and Roessler, Chapter 13)
- Others as assigned in class

Week 14 November 26

OFF- For THANKSGIVING

Week 15 December 3

Ethical Practice of Rehabilitation Counseling
Cultural Diversity: Rehabilitation of Persons from Minority Backgrounds

Readings

- Societal Values and Ethical Commitments... (Rubin & Roessler- ch. 6)
- As assigned in class

Week 16 December 10

Class Presentations
Professional Issues in Rehabilitation Counseling
Final Review

Readings: to be distributed in class

Week 17 December 17

Final Exam Due- 4:30 PM

Evaluation:Graded Assignments:

Students' performance in this class will be evaluated based on class participation, completion of reading assignments and questions, a project/paper which is described below, and a final exam.

NOTE: Undergraduate students will not be required to complete the project/paper. The course requirements and their percentage of the total grade are presented below:

For Graduate Students:

Class Participation 10%
 Reading Assignments 15%
 Project/Paper 20%
 Midterm Exam 25%
 Final Exam 30%

TOTAL 100%

For Undergraduate Students:

Class Participation 10%
 Reading Assignments 15%
 Midterm Exam 35%
 Final Exam 40%

TOTAL 100%

ASSIGNMENTS:

1. Class Participation

Students are expected to participate in the course through contribution to class discussion and asking questions. Further, students are expected to read the Shapiro book throughout the semester. Each student will be assigned a week during which the student will bring in a question, reaction, or topic for class discussion. The question or topic will initially be based on reading the Shapiro book "No Pity", and later on other related class reading, lecture, discussion, or guest lecture. The student will present the question or topic to the class on the week assigned.

2. Reading Assignments

Ten times over the course of the semester students will, in the form of an essay, complete a question or series of questions relating to the topic or readings assigned for that week. These will be distributed in class. They are due the week after they are distributed, or as noted on the assignment. Completed assignments should be in Word format, double spaced, and 2-4 pages in length. Assignments may be submitted electronically (NOTE: as an e-mail attachment- not as the text of an e-mail.) Late assignments will not be accepted and will result in the loss of three points per occurrence. Completed assignments will be graded based on completeness and evidence of critical thought, and when applicable, correctness of the answers.

3. Papers/Projects

A class paper/project (5-8 pages, not including references) is to be developed on a topic chosen from a list to be distributed in class.

Due Date: December 3rd

Paper Format:

All papers must be typed and double-spaced. Use 8 1/2" x 11" paper. Do not rip the paper out of a notebook. Do not use plastic folders. The paper should be bound with a staple in the upper left-hand corner. If you are unable to have the exam typed please see me.

Plan ahead so that your papers will be turned in ON TIME in quality fashion. Late papers will be subject to lowering the overall grade. Specifically, for each day late the grade on the paper will be reduced by 5 points. References as appropriate are required. You are to use the American Psychological Association style manual (5th edition) for the format of papers. Electronically submitted papers will be accepted. My address is mbishop@pop.uky.edu

4. EXAMS

MID-TERM

There will be an in-class mid-term exam on October 15th over the material covered to that point in the course. The exam will be comprised of short answer essay and multiple choice questions.

FINAL

A take home final examination covering all aspects of the course including the readings will be handed out during the last class meeting. The exam will be due by the 17th of December at 4:30PM. The exam will be comprised of short answer essay questions. It must be typed and double-spaced. Do not put your name on the exam. Please put the last four digits of your Social Security number on your paper. Make a copy for your records. Use 8 1/2" x 11" paper. Do not rip the paper out of a notebook. Do not use plastic folders. The paper should be bound with a staple in the upper left-hand corner. If you are unable to have the exam typed please see me. Electronically transmitted exams will be accepted.

Final Grade

Your final grade will be determined on the basis of the weights for each assignment multiplied by your grade for that assignment. This will be translated into a letter grade (A, B, C, E) as follows. These are the minimums required to achieve each grade:

90-100 = A
 80-89 = B
 70-79 = C
 60-69 = D
 Below 60 = E - Failure

Summary of Graded Requirements

Class Participation 10%
 Reading Assignments 15%
 Project/Paper 20%
 Midterm Exam 25%
 Final Exam 30%

TOTAL 100%

Non-Graded Assignment:

Students will prepare a brief presentation on what they learned in doing their class projects/papers. These will be presented in class on December 10th

Other Course-Related Information:**1. ATTENDANCE IS MANDATORY.**

Students must be present for each class meeting. A student's physical presence in the classroom is a prerequisite for active learning to occur. If an absence is unavoidable, the student is responsible for advising the instructor beforehand. Acceptable reasons for excused absences are listed in Student Rights and Responsibilities (5.2.4.2). Each unexcused absence will result in the loss of 1/2 a letter grade.

2. No audible pagers or cellular telephones are allowed. Taking telephone calls during class time is disruptive and will not be allowed.**3. Accommodation: If you have a disability for which you require an accommodation to promote your learning and participation in the course, please let the instructor know as early as possible in the course so that appropriate accommodations or resources may be identified.**

Office Hours

I am available for questions prior to and following class. I will be available and most happy to meet with any student in my office by appointment. I am most willing to meet with students at arranged times convenient to your schedules. Please see me in class or call or e-mail me to arrange to meet me. You can also e-mail questions or comments to me at mbishop@uky.edu