

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

1. Submitted by College of Education Date 10/15/03
Department/Division offering course EDSRC - Rehabilitation Counseling
2. Changes proposed:
 - (a) Present prefix & number RC 660 Proposed prefix & number same
 - (b) Present Title Rehabilitation Counseling Theory & Practice II
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:
No change
 - (c) Prerequisite(s) for course as changed: _____
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.

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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>Ralph M. Crystal</i> Department Chair</p>	<p><u>1/13/04</u> Date</p>
<p align="center"><i>Robert Shapiro</i> Dean of the College</p>	<p><u>1/14/04</u> Date</p>
<p align="center">**Undergraduate Council</p> <p align="center"><i>Jasmine Blackwell</i> **Graduate Council</p>	<p align="center">Date</p> <p align="center"><u>3-19-04</u> 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

PrintForm

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REHABILITATION COUNSELING THEORY AND PRACTICE II

RC 660 (3 hours)

Spring 2003

Instructor: Malachy Bishop
220 Taylor Education Bldg.
(859) 257-4291
mbishop@pop.uky.edu

1. Required Texts

- Meier, S.T., & Davis, S.R. (2001). *The Elements of Counseling* (4th edition). Brooks/Cole.
- Hackney & Cormier (2001). *The Professional Counselor: A process guide to helping* (4th ed.).
- Additional readings will be distributed in class.

2. Course Description

This is a two-semester sequence course. This sequence is designed to provide an overview of theories of counseling and how they can be applied in a Rehabilitation Counseling context with regard to persons with disabilities. A goal of this course is to acquire knowledge about theoretical orientations and to develop skill in integrating theory with counseling practice. Emphasis will be on helping students clarify beliefs, values, and personal style, and connecting those to the beliefs and values of the various theories. Emphasis will be on helping to recognize culture, class, and gender components, as well as identifying commonalities across theories as these relate to rehabilitation counseling. A goal is to develop rehabilitation counselors who function as reflective decision makers.

3. Course Objectives

This course complies with Council on Rehabilitation Education accreditation standards C2.2 (Counseling Services), and C.2.4 (Vocational and Career Development).

1. To provide information about intervention strategies and the process and the practice elements of the counseling interaction as these relate to persons with disabilities.
2. To expose students to societal, ethical, multicultural and other professional issues in rehabilitation counseling and to provide guidance in developing a position on these issues.
3. To encourage students to integrate theoretical concepts to assist with forming their own personal model of the counseling process.
4. To examine how the theoretical underpinnings of each theory can be used to explain and understand human behavior, and to translate that information in a manner that facilitates problem solving and behavior change for persons with disabilities.
5. To explore the application of counseling theory and practice in the context of rehabilitation counseling settings and the rehabilitation process.

4. Course Expectations

The philosophy of teaching this two-semester course stems from a belief that students are the managers of their education. As such, students are expected to complete class readings and assignments, and participate in class discussions and exercises. However, some class exercises may require students to reveal personal information. This will be done on a voluntary basis and will not be part of the grade.

Each student is responsible for his/her own work. Issues of plagiarism will be handled as specified in the Student Code of Conduct.

5. Requirements

There are six graded requirements for this course. The requirements and the percentage of the final grade that each requirement represents are as follows:

A. Class Participation

5%

-Students are expected to actively contribute to class discussion. Asking questions and raising concerns are important parts of this class and contribute to all our learning. To achieve full credit (5 points) students must be actively contributing to the class each week.

B. Logs

15%

-Log keeping, or journal writing, is an opportunity for personal reflection and expression of thoughts, feelings, reactions, and insights about your learning in this class, and your experiences as a student in this program. Log topics are up to the individual student. Topics may include insights experienced through class discussion, triad experiences, or reading; personal growth (self-esteem, assertiveness, health, etc); family and relationship issues; other specific topics addressed in the course. A total of six logs are to be handed in, on the dates indicated on the course schedule, approximately every other week. They should be two to three typed, double-spaced pages in length. The logs will be graded on the basis of completion, thoughtfulness, thoroughness, and evidence of personal reflection.

C. Personal Growth Project

25%

-Students will meet with or contact the instructor to discuss the content of the personal growth project after the third week and before the end of the sixth week of class. The project will be individualized with each student. Projects may include, for example, developing skill in a specific area of counseling covered or not covered in this course, or developing skills and knowledge in counseling people from a specific background or with a specific disability. The student will present an area of counseling skill in which he or she would like to improve. A strategy for growth will be developed in concert with the instructor, and methods to implement the strategy described. A paper to be turned in at the end of the semester will document the personal growth goal and achievement throughout the semester. This will be due by April 24rd.

D. Counseling Triad Membership and Paper 20%

-Each student will be a member of a counseling triad. This triad will meet weekly for ten weeks during class time to practice rehabilitation counseling skills. Without revealing confidential and/or personal information each student will submit a paper describing progress, problems, and reaction to the triad experience. This paper will be due on May 1.

E. Self-Evaluation Form 10%

-Each student will be expected to complete one systematic self-monitoring form after participating in the in-class counseling exercise on April 10th. These forms will be discussed further and handed out in class.

F. Final Exam 25%

-A comprehensive final exam will be given during the regular examination period.

Paper Format: Papers must be typewritten, proofread, double-spaced, and are expected to show evidence of clear thought. Do not use binders or folders for papers. Put a staple in the upper left-hand corner. Make a copy for your records.

Plan ahead so that your papers and assignments 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

Papers will be evaluated on the following criteria:

- Organization- (coherence, logical and ordered sequence and presentation of ideas)
- Scholarship- (evidence of reflection and integration of course content, as well as, where appropriate, knowledgeable use of appropriate resources)
- Mechanics- (grammar, spelling, appropriate citation format)

6. Evaluation

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

		<u>DUE</u>
A. Class Participation	5%	Throughout
B. Logs	15%	Throughout
C. Personal Growth Project	25%	4/24
D. Counseling Triad Membership and Paper	20%	5/1
E. Systematic Self-Monitoring	10%	After 4/10
F. Final Exam	25%	5/8

NOTE: ATTENDANCE IS MANDATORY. Students must be present for each class meeting. 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.

Suggestions for Getting the Most from the Course

1. Read the materials and obtain clarification regarding any questions you may have.
2. Don't allow yourself to get behind in your readings. Come to class prepared to ask questions or raise issues based on the readings. It is expected that you make full use of the class discussions and texts.
3. Come to class with an open frame of mind and be willing to take some risks.

Other Important Points

1. Confidentiality is the cornerstone of the ethical code of rehabilitation counselors. Please refer to the Ethical Code for Rehabilitation Counseling. Plagiarism will not be tolerated. Refer to the student Rights and Responsibilities for information about university policies and procedures in this and related areas of functioning.
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.

Student Learning Competencies

Upon completion of this course students will be able to utilize rehabilitation counseling techniques in applied rehabilitation settings with rehabilitation clients. Students will understand ethical issues as these relate to practice and working with diverse client populations.

Office Hours

I am most willing to meet with students to discuss the course and assignments. Appointments may be made before or after class or by phone. You can also e-mail questions or comments to me at mbishop@pop.uky.edu

COURSE SCHEDULE

WEEK & DATE	TOPIC	ASSIGNMENTS:
1. 1/16	Introduction: Review of Course	
2. 1/23	Core Rehabilitation Counseling Values and Counseling in the Rehabilitation Process	HC 1 & 2 Readings distributed in class
3. 1/30 4. 2/6	Counseling Process and Basic Counseling Skills	MD 1,2, 3, & 5 HC 3 Readings distributed in class
5. 2/13 6. 2/20	Intake Interview and Treatment Planning *Log 1 Due 2/13	HC 4,5,6
7. 2/27	Adjustment to Disability and Counseling with People with Disabilities Log 2 Due 2/27	HC 12 Readings distributed in class
8. 3/6 9. 3/13 10. 3/27	Applied Counseling Techniques Logs 3 & 4 Due: 3/13 and 3/27 (Spring Break- 3/17-3/21)	HC 7,8,9, & 10 MD 4 & 6
11. 4/3	Outcome, Termination, Follow- up	HC 11
12. 4/10	Counseling Practice and Self-Eval	
13. 4/17	Group Counseling *Log 5 due	Readings distributed in class
14. 4/24	Multicultural Counseling and Ethics	Readings distributed in class
15. 5/1	Special Topics in rehabilitation counseling *Log 6 due Final Review	Readings distributed in class
16. 5/8	Final Exam	

NOTE: MD = Meier, S.T., & Davis, S.R. (2001). The Elements of Counseling
 HC = Hackney & Cormier (2001). The Professional Counselor: A process guide to helping (4th ed.).