

#RC 510 ORIENTATION TO REHABILITATION RESOURCES. (3)

This course is intended to provide an overview of the breadth of agencies, programs, and services involved in the provision of rehabilitation services for persons with disabilities, including medical, educational, institutional, and community resources. An overview of the relationships among agencies, staffing patterns, funding sources, and professionals involved in providing services to individuals with disabilities is included.

RC 515 MEDICAL AND PSYCHOSOCIAL ASPECTS OF DISABILITIES I. (3)

This course is designed to prepare rehabilitation and mental health counselors, social workers and students in related fields with a working knowledge of the medical and psychosocial aspects of disability and chronic illness, and to provide students with the knowledge and understanding necessary to function and serve effectively in rehabilitation counseling and related interdisciplinary, allied health, and mental health settings. Topic areas include: human body systems, medical terminology, medical, functional, environmental and psychosocial aspects of disabilities and chronic illness, professional ethics, assistive technology, diagnostic classification systems, psychopharmacology, functional capacity, and wellness and illness prevention concepts and strategies. Specific disabilities covered in this course include neurologic, hearing, vision, intellectual disabilities, developmental disabilities, autism and Asperger's, learning disabilities, attention deficit disorders, and substance abuse. Prereq: College level courses in biology and psychology or consent of instructor. (Same as SW 515.)

RC 516 MEDICAL AND PSYCHOSOCIAL ASPECTS OF DISABILITIES II. (3)

This course is designed to prepare rehabilitation and mental health counselors, social workers, and students in related fields with a working knowledge of the medical and psychosocial aspects of disability and chronic illness, and to provide students with the knowledge and understanding necessary to function and serve effectively in rehabilitation counseling and related interdisciplinary, allied health, and mental health settings. Topic areas include: human body systems, medical terminology, medical, functional, environmental and psychosocial aspects of disabilities and chronic illness, professional ethics, assistive technology, diagnostic classification systems, psychopharmacology, functional capacity, and wellness and illness prevention concepts and strategies. Specific disabilities covered during this semester include psychiatric and psychological impairments, endocrine, gastroenterology, cancer, burns and skin disorders, blood and the immune system, respiratory, kidney and renal function and musculoskeletal. Prereq: College level courses in biology and psychology or consent of instructor. (Same as SW 516.)

RC 520 PRINCIPLES OF CLINICAL REHABILITATION COUNSELING AND REHABILITATION COUNSELING IN MENTAL HEALTH. (3)

The course provides a comprehensive introduction to rehabilitation and clinical mental health counseling as a human service system in public and private organizations. Students will examine and analyze philosophical, historical, legislative and organizational structures; rehabilitation and related clinical mental health counseling programs; referral and service delivery systems; the rehabilitation counseling process; administration of rehabilitation clinical mental health counseling programs; and professional and ethical issues. Prereq: Twelve hours of social or behavioral science, or graduate standing, or consent of instructor.

RC 525 HUMAN GROWTH, DISABILITY, AND DEVELOPMENT ACROSS THE LIFESPAN. (3)

This course provides a comprehensive study of human growth and development in the context of rehabilitation and clinical mental health counseling. Students will review human development theories across the life span and their implications and applications with persons with disabilities. Issues to be addressed include physical, emotional, moral, and cognitive development and the interaction of development and disability; human sexuality and disability; spirituality and religious aspects; transition issues as they relate to family, school, employment, aging, and disability; social and learning needs of individuals across the life span, and ethical and legal issues impacting individuals and families related to adjustment and transition. Prereq: Admission to the Rehabilitation Counseling Program or consent of instructor.

RC 530 CULTURAL DIVERSITY IN REHABILITATION COUNSELING. (3)

This course is designed to assist students to develop an understanding of the implications of cultural and individual diversity including race/ethnicity, gender, disability, age, class, spirituality and religion, geographic region, and sexual orientation. This course will provide an overview of social justice, culturally diverse counseling techniques, and identify how cultural values, beliefs, attitudes, public policies, and "isms" influence consumers and service providers. Emphasis will be placed on debunking cultural myths and stereotypes through the use of case studies, examples, and discussion to present implications and best practices for rehabilitation and mental health counselors, other human service providers, and educators in addressing the needs of culturally diverse consumers and students through direct service and referral. In addition, this course offers students an opportunity for self-exploration, growth, and expansion and sharing of diverse viewpoints. Finally, this course is designed to promote ethical and professional behavior when working with diverse populations. Prereq: Consent of instructor.

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RC 540 CHEMICAL DEPENDENCY IN REHABILITATION COUNSELING. (3)

This course is designed to provide students with information about the disease concept and etiology of addiction and co-occurring disorders, theories and models and research of substance-related and addiction disorders, behavioral, psychosocial and physiological effects of alcohol and other drugs, screening, evaluation and assessment, diagnosis, treatment intervention, counseling strategies, and mental health counseling to address issues pertaining to multiculturalism, crises, disaster and trauma, family, prenatal exposure, co-occurring disorders, sexual orientation, and adult children of addicts. In addition, ethical and legal considerations of addiction counseling and principles of self-help programs and identification community resources are discussed. Prereq: Consent of instructor.

RC 546 TRANSDISCIPLINARY SERVICES FOR YOUNG CHILDREN. (3)

This course will focus on the philosophical issues related to teaching young children with multiple disabilities. Topics related to planning for the population of children, participants in the areas of communication, physical and motor development, health, vitality and sensory input will be presented. Strategies presented for planning will include transdisciplinary assessment persons centered planning and activity based instruction. Prereq: EDS 375 or EDS 600. (Same as IEC 546.)

RC 547 COLLABORATION AND INCLUSION IN SCHOOL AND COMMUNITY SETTINGS. (3)

This course will focus on inclusion of students with moderate to severe disabilities in all aspects of school and community life, with special consideration given to the individual student planning variables that must be addressed in meeting the needs of each school-age student and for preparing students to function as fully and independently in their communities as possible. The course is designed to meet the needs of those pursuing certification in Moderate and Severe Disabilities and pursuing degrees in Elementary and Secondary Education, Vocational Rehabilitation, School Psychology, Social Work, Physical Therapy, Communication Disorders, and related disciplines. Prereq: Consent of instructor. (Same as EDS 547.)

#RC 550 ETHICS IN REHABILITATION AND MENTAL HEALTH COUNSELING. (1)

This is a one-credit hour course designed to provide students with a comprehensive overview of the professional codes of ethics for Rehabilitation Counselors (CRCC) and mental health counselors (American Counseling Association.) A goal of this course is to acquire knowledge about ethical practice in serving persons with disabilities in a changing professional landscape. Emphasis will be on helping to recognize the implications of culture, class, and gender components, as well as identifying appropriate ethical behavior in various rehabilitation and mental health counseling-related practice areas. Prereq: Consent of instructor or admittance to graduate program in Rehabilitation or Mental Health Counseling.

#RC 552 REHABILITATION TECHNOLOGY IN EDUCATION AND EMPLOYMENT. (1)

This is a one-credit hour course. The contents of the course provide the student with the following information: introduction to different models of rehabilitation technology; understanding of the roles of the members of the interdisciplinary rehabilitation technology team; understanding of the various domains of rehabilitation technology across environments; applications of rehabilitation technology at work, home, school and in the community; understanding of funding sources and legal underpinnings for the provision of rehabilitation technology. Prereq: Consent of instructor or admittance to graduate program in Rehabilitation or Mental Health Counseling.

#RC 554 RURAL REHABILITATION. (3)

This course focuses on the various issues related to counseling service provision in rural areas. The course will also present methods and techniques utilized to meet the specific and unique needs of persons with disabilities living in rural areas. Prereq: Consent of instructor or admittance to graduate program in Rehabilitation or Mental Health Counseling.

RC 558 SPECIAL TOPICS IN REHABILITATION COUNSELING. (1-3)

Study of a selected topic within the field of rehabilitation. Topic to be chosen annually in accordance with student needs and interests. May be repeated to a maximum of six credits.

RC 560 SUPPORTED EMPLOYMENT, INDEPENDENT LIVING, AND TRANSITION. (3)

This course is designed to provide a basic knowledge and understanding of the origins, development, and underpinnings of supported employment, transition, and independent living for rehabilitation and clinical mental health counselors. The contents of the course provide the student with the following information: philosophies for transition and supported employment programs; the concept of Person Centered Planning; a model for developing a transitional process in the community; vocational training and placement concepts of transition and supported employment; perspectives and roles within supported employment and transition for rehabilitation and clinical mental health counselors; and major elements of independent living rehabilitation. Prereq: Admission to the Rehabilitation Counseling Program or consent of instructor.

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#RC 570 CRISIS DISASTER AND TRAUMA RESPONSE FOR PERSONS WITH DISABILITIES. (1)

This course is intended to provide students with an overview of the clinical rehabilitation counseling and clinical mental health rehabilitation counseling issues, challenges and responses due to crises, disasters, and other trauma-causing events on persons with disabilities across the lifespan. Specific attention is given to major categories of disabilities, their limitations, and psychosocial responses to life-challenging and life-altering consequences of crisis and traumatic events. Information is presented on context and philosophy of developing best practices for working with people with disabilities and their families in achieving quality of life in advent of a crisis/traumatic situation.

RC 610 CASE MANAGEMENT IN CLINICAL REHABILITATION COUNSELING AND CLINICAL REHABILITATION COUNSELING IN MENTAL HEALTH. (3)

This course emphasizes the basic principles of helping persons with disabilities within the rehabilitation and clinical mental health processes. The course fosters both an appreciation and knowledge of how various theories and research findings translate into appropriate rehabilitation and clinical mental health counseling techniques. The course explores the roles or functions that rehabilitation and clinical mental health counselors play as they work in different clinical rehabilitation and counseling programs and agencies. Prereq: RC 520 or consent of instructor.

RC 613 LEGAL AND PARENTAL ISSUES SCHOOL ADMINISTRATION. (3)

This course is designed as a required course for certification in the school administration program or elective in graduate or post baccalaureate degree. Essential course questions will emphasize the delivery of a free and appropriate public education for children with disabilities within a practical application format that is accessible and useful to educational professionals. In addition, the course will consider the implications of federal requirements in state and local policy. Particular attention will be given to leadership within an educational reform environment as well as the legal and programmatic implications for children with disabilities and their families. Finally, the course will model appropriate ways in which educational professionals working with families can maximize educational results for children with and without disabilities. Prereq: Be admitted to an Administrator preparation program, or received permission of instructor. (Same as EDS 613.)

RC 620 ASSESSMENT IN REHABILITATION AND CLINICAL MENTAL HEALTH. (3)

This course includes effective methods and techniques used in determining the academic, intellectual, educational, and aptitude potential of persons with disabilities. Content also includes exploring the ethical practice of assessment and evaluation, test development, reliability, validity, and psychometrics, report writing, use of commercial evaluation systems, and the role of assessment in rehabilitation and clinical mental health counseling programs and agencies. Prereq: A vocational theories course and RC 520 or consent of instructor.

RC 630 CAREER DEVELOPMENT AND PLACEMENT SERVICE IN REHABILITATION AND CLINICAL MENTAL HEALTH COUNSELING. (3)

This course is designed to prepare rehabilitation and clinical mental health counselors in the development of skills for placement of persons with disabilities into a variety of settings including competitive employment, supported employment, and independent living. The course covers placement and career theory and development, pre-placement analysis, job readiness assessment, job development, job analysis, job engineering (work accommodations and modifications), employer attitudes, business rehabilitation, and social security disability. Occupational information and its use in the placement process including labor market analysis and procedures for analyzing client residual and transferable work skills will be addressed. Prereq: A vocational theories course, RC 520 and 620 or consent of instructor.

RC 640 REHABILITATION IN BUSINESS AND INDUSTRY. (3)

This course is designed to provide rehabilitation and clinical mental health counseling students with a comprehensive knowledge of rehabilitation in business environments. Skills to develop a professional working relationship between the rehabilitation and clinical mental health counseling professional, employers, the insurance industry, and other professionals will be taught. A thorough overview of worker compensation, related legislation, and other insurance will be presented. The roles and functions of the rehabilitation professional in business rehabilitation will be discussed. Prereq: Twelve hours of study in rehabilitation counseling or consent of instructor.

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RC 650 CLINICAL REHABILITATION AND MENTAL HEALTH COUNSELING THEORY AND PRACTICE I.**(3)**

This is a two-semester sequence course. This sequence is designed to provide an overview of theories and techniques of rehabilitation mental health counseling and how they can be applied to a wide variety of circumstances within clinical mental health counseling and rehabilitation counseling context for persons with disabilities. A goal of this course is to acquire knowledge about clinical mental health theoretical orientations and to integrate theory with practice. Emphasis will be on helping students clarify concepts of mental health counseling, personal and professional ethics and values, and personal style, and connecting those concepts and values to various mental health counseling theories, as well as identifying commonalities across theories as these relate to rehabilitation counseling. Prereq: Admission to the rehabilitation counseling program or consent of instructor.

RC 660 CLINICAL REHABILITATION AND MENTAL HEALTH COUNSELING THEORY AND PRACTICE II.**(3)**

This course represents one course of a two-semester course sequence. Together, these courses provide an overview of the techniques and theories of counseling and how they can be applied in a Clinical Rehabilitation and Mental Health Counseling context. These courses also allow you 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; and identifying commonalities across theories as these relate to clinical rehabilitation and mental health counseling. We will also focus on helping to recognize culture, class, and gender component. Prereq: RC 650 or consent of instructor.

RC 670 GROUP AND FAMILY MENTAL HEALTH COUNSELING.**(3)**

This course is designed to prepare rehabilitation and clinical mental health counselors and other human service providers to become knowledgeable of counseling theory and skilled in group and family counseling techniques, with a focus on concerns related to disability and rehabilitation and clinical mental health counseling. The course will cover the history of group and family counseling, related counseling theories, elements of leadership in group counseling, family life cycle and models of healthy and unhealthy characteristics of families, culturally diverse perspectives of counseling, and ethical, legal, and professional issues. Students will gain practical experience with group counseling leadership and participation. Prereq: Admissions to the rehabilitation counseling or other human services program, and have counseling theories and techniques course, and consent of instructor.

RC 680 MENTAL HEALTH DIAGNOSIS AND TREATMENT PLANNING FOR COUNSELORS.**(3)**

This course is designed to provide students with a broad spectrum of psychological disorders that are encountered by rehabilitation clinical mental health counselors, and other mental health professionals in various treatment settings. Specific attention is given to the etiology, prevalence, symptoms, and treatment of these disorders. Students will develop a better understanding of the DSM and the International Classification of Diseases. This course incorporates both national and global perspectives of psychological disorders. Prereq: A knowledge-base of theories and techniques of counseling is preferred by not required.

RC 701 SEMINAR FOR EDSRC LEADERSHIP PERSONNEL.**(1)**

Study of issues and topics affecting the preparation of Rehabilitation Counseling, Special Education, and Early Childhood personnel and of research issues involving persons with disabilities and educational and rehabilitation programs. May be repeated to a maximum of six credits. Lecture, two hours per week. Prereq: Admission to Ed.S., EDS, RC, or IEC Ph.D. Programs. (Same as EDS/IEC 701.)

RC 710 CLINICAL PRACTICUM IN REHABILITATION AND MENTAL HEALTH COUNSELING.**(3)**

The course is designed to provide the student with clinical learning experiences under faculty supervision in a community-based or state rehabilitation mental health agency. The student is expected to demonstrate knowledge and skills in the application of rehabilitation and mental health counseling methods, techniques, and vocational knowledge in working with persons with disabilities. In addition, the student is required to perform all tasks in accordance to ethical and legal standards in clinical rehabilitation mental health counseling. Prereq: A minimum of 12 graduate hours in Rehabilitation Counseling and consent of instructor.

RC 711 SEMINAR IN ADVANCED REHABILITATION PRACTICES AND PROCEDURES.**(3)**

Advanced study of issues related to rehabilitation counseling, theory, research and practice including problem identification and assessment, program alternatives, services delivery models, theoretical and conceptual frameworks, the translation of theory and research into practice. Prereq: Admission to the doctoral program in Special Education and Rehabilitation Counseling.

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RC 712 SEMINAR IN EDSRC PROFESSIONAL SERVICES. (3)

Education and Rehabilitation professional services including consultation, technical assistance, continuing education programs, professional organization development, committee and advisory board involvement, professional writing and editing, leadership training, and funding proposal development. Prereq: Admission to Ed.S., EDS, RC, or IEC Ph.D. Programs. (Same as EDS/IEC 712.)

RC 715 ADVANCED SEMINAR IN PSYCHOSOCIAL ASPECTS OF CHRONIC ILLNESS AND DISABILITY. (3)

This course is a doctoral seminar designed to provide advanced knowledge and understanding of psychosocial aspects of chronic illness and disability (CID), including theoretical, practice, and research approaches to the processes of adaptation to CID, coping, self-management and health decision making, historical and sociological perspectives on disability and cultural and global perspectives, responses, and attitudes about disability, developmental and lifespan issues, and evidence-based practice and interventions in professional rehabilitation counseling practice, policy, and education. Students will engage in advanced analysis and synthesis of relevant theories and their application, and develop knowledge, skill, and experience in the application and teaching of related content in rehabilitation counseling education, research, policy, and practice. Prereq: Admission to the Ph.D. program in Special Education and Rehabilitation Counseling or permission of instructor.

RC 720 SEMINAR IN EDSRC TEACHER PREPARATION. (3)

Rehabilitation Counseling and Special Education college/university professor preparation, including syllabus development, organization of class presentations, instructional alternatives, scheduling, student assessment, professor-student interactions, student advising, resource identification and utilization and program evaluation. Prereq: Admission to Ed.S., EDS, RC, or IEC Ph.D. Programs. (Same as EDS/IEC 720.)

RC 721 PRACTICUM IN EDSRC PERSONNEL PREPARATION. (1-9)

Professional preparation of Rehabilitation Counselors or Special Education Teachers, including practice in delivering lectures, conducting class discussions, leading seminars, directing independent studies, guiding student research projects, demonstrating instructional methods and materials, supervising rehabilitation counselors or special education student teachers, and advising. Laboratory, three-nine hours. May be repeated to a maximum of nine credits. Prereq: Admission to Ed.S., EDS, RC, or IEC Ph.D. Programs. (Same as EDS/IEC 721.)

RC 730 CLINICAL INTERNSHIP IN REHABILITATION AND MENTAL HEALTH COUNSELING. (3,6,9)

This course is designed to provide the student with clinical professional advanced learning experiences under faculty supervision in a community-based or state rehabilitation mental health agency. The student is expected to demonstrate knowledge and skills in the application of rehabilitation counseling and mental health methods, techniques, and vocational knowledge in working with persons with disabilities. In addition the student is required to perform all tasks in accordance to ethical and legal standards in clinical rehabilitation mental health. Prereq: A minimum of successful completion of one year in the Rehabilitation Counseling Program and RC 710 and consent of instructor.

RC 735 ADVANCED METHODS FOR TEACHING AND CONDUCTING RESEARCH IN REHABILITATION COUNSELING: FROM THEORY TO PRACTICE. (3)

Advanced study of issues related to developing a theoretical framework for conducting and teaching rehabilitation counseling research. The course will incorporate rehabilitation counseling theory into researchable paradigms. The focus will be on understanding issues related to disability, developing a theoretical framework for rehabilitation research, and applying research findings to teaching, practice, policy, and program evaluation. Prereq: Admission to the Ph.D. program in special education and rehabilitation counseling.

RC 740 ADMINISTRATION, SUPERVISION AND PROGRAM EVALUATION IN REHABILITATION COUNSELING. (3)

Administrative and supervisory aspects of rehabilitation service delivery. Administration, clinical and technical supervision, staffing, and organizational structure(s) of the rehabilitation service delivery system (state, local, and federal). Research, program evaluation, political and ethical aspects of rehabilitation administration and supervision are overviewed. Prereq: Admission to Ph.D. program in Special Education or Rehabilitation Counseling or consent of instructor.

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RC 750 REHABILITATION AND MENTAL HEALTH COUNSELING RESEARCH AND PROGRAM EVALUATION.

(3)

The purpose of this course is to introduce students to rehabilitation and mental health counseling research, program evaluation, and research methodology and so that they can become informed, critical, and reflective consumers and producers of quality research. This course provides a comprehensive introduction to research, statistics and research design, hypothesis testing, program evaluation, and research utilization. This is not a statistics course; however, students will be introduced to basic statistical procedures, concepts, and terms. Prereq: A basic research course and RC 520 or consent of instructor.

RC 760 CONTEMPORARY PRACTICES IN REHABILITATION.

(1-3)

Contemporary practices including supported employment, independent living, engineering and technology, family matters, client rights, ethical practices, cultural diversity, aging, and present and future trends in the field of rehabilitation. Analysis of legislation, value systems, political and economic fluctuations and research. Prereq: A minimum of 12 graduate hours in rehabilitation counseling or consent of instructor.

RC 767 DISSERTATION RESIDENCY CREDIT.

(2)

Residency credit for dissertation research after the qualifying examination. Students may register for this course in the semester of the qualifying examination. A minimum of two semesters are required as well as continuous enrollment (Fall and Spring) until the dissertation is completed and defended. Prereq: Admission to Ed.S., EDS, RC, or IEC Ph.D. Programs. (Same as EDS/IEC 767.)

RC 770 ADVANCED SEMINAR IN REHABILITATION COUNSELING THEORY, PRACTICE, AND EDUCATION.

(3)

This course is a doctoral seminar designed to provide advanced knowledge and understanding of personality and counseling theories and techniques and their application in professional rehabilitation counseling practice and education, rehabilitation counseling process and outcome research, and the application of counseling theory across diverse populations and settings. Students will engage in advanced analysis and synthesis of counseling theories and their application, and develop knowledge, skill, and experience in the application and teaching of related content in rehabilitation counseling education, research, and practice. Prereq: Admission to the Ph.D. program in Special Education and Rehabilitation Counseling.

RC 782 DIRECTED INDEPENDENT STUDY.

(3)

Study of an individually selected topic relevant to a student's academic development. May be repeated to a maximum of six credits. Prereq: Consent of instructor.

RC 789 INDEPENDENT STUDY IN EARLY CHILDHOOD/SPECIAL EDUCATION/REHABILITATION COUNSELING RESEARCH.

(1-6)

An independent study supervised research course for advanced graduate students in Rehabilitation Counseling, Special Education, or Early Childhood with an interest in a specific research problem. Class hours determined with supervising instructor. Note: For Rehabilitation Counseling doctoral students this course will satisfy CACREP internship requirements in the Research core area. Additional internship in 2 additional core areas are also required. Prereq: Admission to EDSRC Doctoral Program or approval of instructor. (Same as EDS 789.)

#RC 790 RESEARCH AND PUBLICATION INTERNSHIP I.

(3)

This doctoral internship course is designed to spur Ph.D. students toward effective work on scholarly research and completion of an approved prospectus by the end of the academic year. For part II of this course, students will be required to conclude their data collection, analyze data, complete methodology and discussion, and submit for publication. Prereq: Admission ED.S., EDS, RC, or IEC Ph.D. Programs. 6 hours minimum of graduate level statistics post admission into doctoral program.

#RC 791 RESEARCH AND PUBLICATION INTERNSHIP II.

(3)

This supervised doctoral internship course is designed to develop Ph.D. students toward effective work on scholarly research and completion of an approved prospectus by the end of the academic year. For part II of this course, students will be required to conclude their data collection, analyze data, complete methodology and discussion, and submit for publication. It is, however, expected that each student will continue to make revisions to all work completed and submitted from RC 790. Prereq: RC 790.