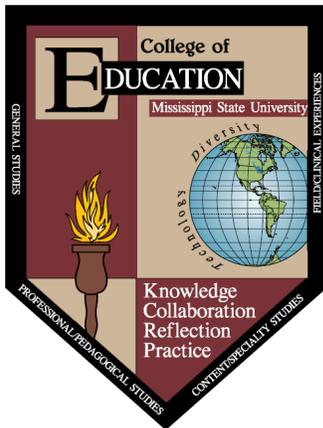


**MISSISSIPPI STATE UNIVERSITY  
COLLEGE OF EDUCATION**

**DEPARTMENT of COUNSELING and EDUCATIONAL PSYCHOLOGY  
COURSE SYLLABUS**

<b>Course Prefix &amp; Number:</b>	COE 8353
<b>Course Title:</b>	Vocational Rehabilitation Counseling
<b>Credit Hours:</b>	Three (3) semester hours
<b>Course Type:</b>	Lecture
<b>Catalog Description:</b>	Rehabilitation legislation and the rehabilitation counseling process.

**College of Education Conceptual Framework:**



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

## **Course Objectives:**

To provide students with knowledge of the:

1. history and philosophy of vocational rehabilitation. (CFPO #'s 4, 9, & 12)
2. federal legislation effecting the lives of people with disabilities. (CFPO #'s 4, 9, & 12)
3. state vocational rehabilitation process. (CFPO #'s 3, 4, & 9)
4. professional careers in rehabilitation. (CFPO #'s 4 & 12)
5. ethical considerations in rehabilitation counseling. (CFPO #'s 1, 3, 4, 7, & 12)
6. effects of disability on personal and social development. (CFPO #'s 1, 3, 4, 9, & 12)
7. services available to assist individuals with disabilities. (CFPO #'s 4, 6, 9, 11, & 12)
8. methodology of rehabilitation research. (CFPO #'s 1, 4, 6, 7, 8, & 9)

\* Reference to CFPO (Conceptual Framework Program Outcomes) numbers are based on the Mississippi State University College of Education General Advanced Program Conceptual Framework.

## **Topics to Be Covered:**

1. Legislative foundations of the state-federal rehabilitation program (3 clock hours)
2. The development of civil rights legislation for people with disabilities (3 clock hours)
3. The structure, purpose, and delivery of services in the state-federal rehabilitation program (3 clock hours)
4. Private (for-profit) rehabilitation (3 clock hours)
5. Independent living rehabilitation (3 clock hours)
6. School-to-work transition (3 clock hours)
7. Supported employment (3 clock hours)
8. Rehabilitation counselor professional code of ethics and implications for practice (3 clock hours)
9. Construction of disability (3 clock hours)
10. Prevailing economic conditions and their influence on perception of disability (3 clock hours)
11. Prevailing sociocultural milieu (3 clock hours)
12. Career development and disability - theories and interventions (3 clock hours)
13. Rehabilitation client assessment – components and instruments (3 clock hours)
14. Job placement of people with disabilities – search, acquisition, entry, and stabilization (3 clock hours)
15. Rehabilitation research – basics and applications (3 clock hours)

## **Text:**

Rubin, S. & Roessler, R. (2008). *Foundations of the vocational rehabilitation process*. (6th edition). Austin, TX: Pro-Ed.

### **Methods of Instruction:**

Lecture, small group activities, class discussion, and guest lecturers  
(InTASC #'s 1, 2, 3, 4, 5, 6, 7, 8, 9)

### **Student Activities:**

1. Students will participate in class discussions and presentations. (Objective 1, 2, 3, 4, 5, 6, 7, 8)
2. Students will maintain a notebook/log of required readings and class discussions outlining and reflecting on key concepts. (Objective 1, 2, 3, 4, 5, 6, 7, 8)
3. You will write a research paper pertaining to a meaningful rehabilitation counseling issue.  
(Objective 1, 3, 4, 5, 6, 7)
4. There will be eight (8) lecture-/textbook-based quizzes given. (Objective 1, 2, 3, 4, 5, 6, 7, 8)

### **Academic Honesty – Honor Code:**

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

**"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."**

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code. For additional information please visit: <http://www.honorcode.msstate.edu/>

### **Technology:**

You must know how to operate a basic personal computer for word processing.

### **Diversity:**

Diversity will not be formally addressed but an understanding that diversity occurs within the population is required.

### **Academic Accommodation of Disability:**

Qualified students needing to accommodate disability are required by law to initiate the request process. If you haven't already made arrangements through Student Support Services (325-3335) and wish to discuss any accommodation needs you may have, my office hours and telephone numbers are included in the syllabus.

**Field Component:**

There will be no field component required but students must understand that research is typically conducted in the field.

**Evaluation of Student Progress:**

Students will have the opportunity to earn up to three hundred (300) points during the semester. Point totals for the assignments are as follows:

Reading Log (10 pts each, x4)	40 points
Rehabilitation Project	100 points
<u>Quizzes (20 points each X8)</u>	<u>160 points</u>
Total	300 points

Grading criteria:

271 – 300 points	= A
241 – 270 points	= B
211 – 240 points	= C
181 – 210 points	= D
< 181 points	= F

Evaluation of the Learning Log (see Learning Log Example on page 6)

There are several useful outcomes from keeping a log of class discussions and readings. First, outlining helps clarify and organize subject matter for more comprehensive understanding of the material. It also provides you the opportunity to reflect on the subject in relation to your own experiences. It also allows me the opportunity to provide feedback and organizational suggestions in a timely manner.

The log shall contain comments in each of the following areas:

Personal Reactions:

- what have you learned (do NOT regurgitate the material – “interpret” it)
- why is this material included in the required reading (why is it important)

Life Applications:

- how will the material be applied in your future endeavors

The log will be collected four (4) times during the semester (as noted in the schedule) and a maximum of ten (10) points can be earned for each (total possible = 40).

Rehabilitation Research Paper (see Research Evaluation Criteria on page 7)

During the first month of class, extensive class time will be devoted to discussing potential and individually-specific, professionally meaningful rehabilitation research projects.

This project involves

- submitting a written statement indicating subject you intend to research (Session #4).

- a minimum of ten (10) pages (NOT including cover & references), double-spaced, 12 point font, APA writing style - 6<sup>th</sup> Edition.
- a minimum of ten (10) references cited from external sources (other than assigned readings).
- appropriate use of headings and sub-headings.

### Assignments

All written assignments must be word processed and have no spelling or punctuation errors. Assignments with said errors will not be graded.

Students missing class on the day an assignment is due or an examination is scheduled will have one (1) class session to submit the assignment or arrange for and complete a make-up examination. No assignments or examinations will be accepted or allowed after one class session past the due date.

### **Caveat:**

The information and schedule of events in this syllabus are subject to change based upon numerous environmental factors.

### **Bibliography:**

Allen, S. & Mor, V. (1998). *Living in the community with disability: Service needs, use, and systems*. New York, NY: Springer Publishing.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W. H. Freeman & Company.

Berkowitz, E. (1987). *Disability policy: America's programs for the handicapped*. New York, NY: Cambridge University Press.

Bolton, B. (2001). *Handbook of measurement and evaluation in rehabilitation* (3<sup>rd</sup> Ed.). Gaithersburg, MD: Aspen.

Bowe, F. (2000). *Physical, sensory, and health disabilities: An introduction*. Upper Saddle River, NJ: Prentice Hall.

Condeluci, A. (1996). *Beyond difference*. Delray Beach, FL: St. Lucie Press.

Condeluci, A. (1995). *Interdependence: The route to community* (2<sup>nd</sup> Ed.). Winter Park, FL: GR Press.

Davis, L. (1995). *Enforcing normalcy: Disability, deafness and the body*. New York, NY: Verso.

Falvo, D. (1999). *Medical and psychosocial aspects of chronic illness and disability* (2<sup>nd</sup> Ed.). Gaithersburg, MD: Aspen.

- Fischler, G. & Booth, N. (1999). *Vocational impact of psychiatric disorders: A guide for rehabilitation professionals*. Gaithersburg, MD: Aspen.
- Higgins, P. (1992). *Making disability: Exploring the social transformation of human variation*. Springfield, IL: Charles C. Thomas.
- Lazarus, R. & Folkman, S. (1984). *Stress, appraisal, and coping*. New York, NY: Springer Publishing.
- MacKinnon, C. (1987). *Feminism unmodified*. Cambridge, MA: Harvard University Press.
- Marinelli, R. & Dell Orto, A. (1999). *The psychological and social impact of disability* (4<sup>th</sup> Ed.). New York, NY: Springer Publishing.
- Martin Jr., E. D. (2001). *Significant disability: Issues affecting people with significant disabilities from a historical, policy, leadership, and systems perspective*. Springfield, IL: Charles C. Thomas.
- McDaniels, C. & Gysbers, N. (1992). *Counseling for career development: Theories, resources and practice*. San Francisco, CA: Jossey-Bass.
- Nagler, M. (1993). *Perspectives on disability* (2<sup>nd</sup> Ed.). Palo Alto, CA: Health Markets Research.
- Osipow, S. & Fitzgerald, L. (1996). *Theories of career development* (4<sup>th</sup> Ed.). Needham Heights, MA: Simon & Schuster.
- Parker, R. & Patterson, J. (2012). *Rehabilitation counseling: Basics and beyond* (5<sup>th</sup> Ed.). Austin, TX: Pro-Ed.
- Power, P. (2013). *A guide to vocational assessment* (5<sup>th</sup> Ed.). Austin, TX: Pro-Ed.
- Roessler, R. & Rubin, S. (2006). *Case management and rehabilitation counseling: Procedures and techniques* (4<sup>th</sup> Ed.). Austin, TX: Pro-Ed.
- Smart, J. (2009). *Disability, society, and the individual* (2<sup>nd</sup> Ed.). Gaithersburg, MD: Aspen.
- Stone, D. (1984). *The disabled state*. Philadelphia, PA: Temple University Press.
- Szymanski, E. & Parker, R. (2010). *Work and disability: Issues and strategies in career development and job placement* (3<sup>rd</sup> Ed.). Austin, TX: Pro-Ed.

## LEARNING LOG EXAMPLE

*Class Discussion for February 15, 2020*

### Reactions

Today's class discussion was based on the effects of prejudice and discrimination. From the discussion, I have learned that society tends to stereotype those who are disabled as a result of prejudice and discrimination. The instructor informed the class about the ostracization that the disabled tends to feel by society. I do believe that those who are disabled tend to feel as though they are left out from other members of society. As a result, I have also learned that the disabled tends to identify themselves with other disabled partners in order to achieve a sense of belonging. The instructor also directed the class's attention to how discrimination affects power. I have learned that people generally tend to discriminate in order for them to control something. In this case, society discriminates against the disabled population as a result of them knowing that they can control how they should interact with those who are disabled within their own terms. I have learned that people discriminate due to the awareness of them having the authority to do so. Knowing that one has the power to accept and/or reject a person, place, or thing is the sole invitation for one to discriminate. The class furthered the discussion on power by presenting reasons why people tend to react to power. From this discussion, I have learned that society tends to react to power either aggressively or passively. I have learned that it is how one reacts to power and how others treat them in determining the response of any type of situation that is affected by this sense of control. I have learned that prejudice and discrimination also tends to affect us as a whole. The instructor explained that this causes a "ripple effect." I do believe that discrimination does affect society as a whole.

### Life Applications

In applying what I have learned from the discussion today, I will increase my own awareness of how discrimination affects the disabled by observing how successful my clients are able to become placed for employment. I will set up a plan for me to continuously review my clients' ability to live and work independently. The number of unsatisfied case closures will provide me with an indication of why my clients are not successfully placed and will provide me reasons to conclude that this could be in part of them having to face the everyday effects of prejudice and discrimination.

Therefore, I will do my best to analyze the situation and to become more involved with my supervisor, employers, and other members of society to help eliminate the effects of prejudice and discrimination. I will also educate the disabled about the various sources of discrimination and what he or she should become aware of. This could be done through the use of instruction seminars or one-on-one contacts with my disabled clients. Either of the above approaches will help reduce or eliminate the effects of prejudice and discrimination.

Research Evaluation Criteria

Paper Element	Professional-Very Good 100 – 95% of pts.	Good to Average 94 – 75% of pts.	Poor 74% of pts. Or less
Title (5% or 5pts.)	Title clear & informative	Contains elements of scope or purpose	Title tells little about content, argument or scope of work
Introduction (5% or 5pts.)	Establishes purpose, thesis clearly, explicitly. Objective. Captures reader's attention	Less clear. States significance but thesis buried.	Some or no indication: social, temporal & geographic limits.
Body Content (30% or 30 pts.)	Paper effectively captures the reader's attention and communicates purpose, tone, and topic.	Paper is generally well written; lacking in purpose or topic.	Paper poorly related purpose. Reader distracted.
Organization (10% or 10 pts.)	Excellent use of language, ordered and clear link to thesis statement.	Some connection to thesis statement. Some lack of clarity.	Lack of care, time and effort.
Referencing (10% or 10 pts.)	Clear consistent use of chosen referencing system. Few formatting errors. No missing sources.	Reliance on non-academic sources. Fairly consistent use of referencing system, several errors in usage. No integration.	Serious problems with referencing system, or several systems being used.
Conclusion (10% or 10 pts.)	Effectively closes the paper. Ties together all elements – effectively integrated.	Adequate integration and conclusion.	Weak conclusion and integration.
Format & Style (10% or 10 pts.)	Grammatically and typographically superior. (No errors or 1 per page.)	Grammatical and typographical error (2-3 errors per page).	Significant grammatical and typographical errors (4+ errors per page).
Structure and transitions (20% or 20 pts.)	Clear sentences. Variety of paragraph and sentence length. Strong clear leads. Smooth transitions.	Sentences somewhat muddled with little variety in length.	Poor grammar in sentence and paragraph structure. Awkward.
<b>Total Points - 100</b>			