

EDC 263: CASE PRACTICES IN REHABILITATION COUNSELING

In Workflow

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Approval Path

1. Wed, 26 Aug 2020 19:51:24 GMT
Carlos Nevarez (nevarezc): Rollback to Initiator
2. Wed, 26 Aug 2020 21:08:34 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Committee Chair
3. Wed, 26 Aug 2020 21:32:26 GMT
Carlos Nevarez (nevarezc): Approved for GPSE Chair
4. Thu, 10 Sep 2020 22:05:15 GMT
Sarah Ives (sarah.ives): Approved for ED College Committee Chair
5. Tue, 15 Sep 2020 01:38:06 GMT
Karen O'Hara (kdohara): Approved for ED Dean

History

1. Sep 13, 2019 by Elisabeth Liles-Lourick (eliles)

Date Submitted: Wed, 26 Aug 2020 20:00:28 GMT

Viewing: EDC 263 : Case Practices in Rehabilitation Counseling

Formerly known as: EDS 263

Last approved: Fri, 13 Sep 2019 14:01:26 GMT

Last edit: Wed, 26 Aug 2020 20:00:27 GMT

Changes proposed by: Bitá Rivas (223000752)

Contact(s):

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Catalog Title:

Case Practices in Rehabilitation Counseling

Class Schedule Title:

Case Practices Rehab Couns

Academic Group: (College)

ED - Education

Academic Organization: (Department)

Graduate Professional Studies in Education

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2021 (2021/2022 Catalog)

Subject Area: (prefix)

EDC - Education - Counselor Education

Catalog Number: (course number)

263

Course ID: (For administrative use only.)

119526

Units:

3

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

Updating to meet CACREP 2016 standards and updating for each proposed program concentration.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

This course provides an in -depth review and study of the rehabilitation process. This course will address effective rehabilitation counseling interventions and documentation. This course is oriented to the methods used in obtaining relevant self-reported, measured, or demonstrated client information that will have direct impact on the individual's rehabilitation process. Students will formulate individual rehabilitation plans as a joint client-counselor process. Rehabilitation case records will be used to foster understanding of the client and their problems.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

Yes

Prerequisite:

EDC 239

Prerequisites Enforced at Registration?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Seminar

Seminar Classification

CS#05 - Seminar (K-factor=1 WTU per unit)

Seminar Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: 'Students will be able to: 1), 2), etc.'

1. Students will develop the skills to gather data as well as analyze and evaluate any medical, vocational, and social factors that may impact the clients' rehabilitation plan.
2. Demonstrate the ability to conduct clear, concise, and effective interviews during the rehabilitation process.
3. Develop strategic planning skills to utilize and implement career exploration tools when working with individuals in the vocational rehabilitation process.
4. Conceptualize and apply functional ability assessments and career exploration strategies to better assist clients in the vocational rehabilitation process.
5. Students will demonstrate the ability to assess an individual's readiness for gainful employment and the ability to assist individuals with a disability in increasing this readiness.
6. Demonstrate knowledge of career counseling, career exploration and vocational planning utilizing appropriate approaches and techniques, and career/occupational materials, and facilitate involvement in vocational planning and career exploration with appropriate use of career development theories as they relate to individuals with a disability.
7. Apply job and task analyses methodology to determine essential functions of jobs for employment planning and placement; identify worksite modifications or job restructuring; apply the techniques of job modifications/restructuring and the use of assistive devices to facilitate placement of individuals with disabilities; apply transferable skills analysis methodology to identify alternative vocational and occupational options given a work history and residual functional capacities of individuals with a disability.
8. Demonstrate transferable skills by analyzing a consumer's work history and functional assets and limitations and utilize these skills to achieve successful job placement.
9. Demonstrate effectively applying employment supports to enhance successful employment and assist individuals with a disability with developing skills and strategies on the job. Practice skills to utilize appropriate job placement strategies, e.g., client-centered, place and train, et cetera, to facilitate appointment of people with disabilities.
10. Demonstrate skills to conduct and utilize labor market analyses and apply labor market information to the needs of individuals with disabilities.
11. Demonstrate skills to describe employer practices that affect the employment or return to work of individuals with disabilities and utilize that understanding to facilitate successful employment.
12. Demonstrate skills to identify work conditioning or work hardening strategies and resources as part of the rehabilitation process.
13. Demonstrate skills to provide prospective employers with appropriate consultation information to facilitate prevention of disability in the workplace and minimize risk factors for employees and employers and to consult with employers regarding accessibility and issues related to ADA compliance.
14. Demonstrate skills to identify and describe assistive technology resources available to individuals with disability for independent living and employment.

Attach a list of the required/recommended course readings and activities:

EDC 263 Syllabus.doc

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

1. Medical File Review (ELO 1-2)
2. Initial Contact Report (ELO 1-3)
3. Evaluation Referral Letter (ELO 1-2, 5)

- 4. Evaluation Report (ELO 1-5)
- 5. Transferable Skills Analysis (ELO 1-2, 4-5)
- 6. Initial Exploration Results Paper (ELO 1-5)

Is this course required in a degree program (major, minor, graduate degree, certificate?)

Yes

Has a corresponding Program Change been submitted to Workflow?

Yes

Identify the program(s) in which this course is required:

Programs:

MS in Counseling (Rehabilitation Counseling)

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals

Graduate (Masters) Learning Goals:

Critical thinking/analysis
Communication
Information literacy
Disciplinary knowledge
Intercultural/Global perspectives
Professionalism

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

Is this a Graduate Writing Intensive (GWI) course?

No

Reviewer Comments:

Carlos Nevarez (nevarezc) (Wed, 26 Aug 2020 19:51:24 GMT): Rollback: It is set as prerequisites, do we make the correction?

Key: 1428