

## DEPARTMENT OF REHABILITATION AND DISABILITY STUDIES

### REHB 493 SPECIAL PROBLEMS IN REHABILITATION

#### Best Practices in Rehabilitation

Professor: Dr. Doreen Miller, CRC, LPC

Office Telephone: 771-2667 Ext. 206

Office Location: 227 Blanks Hall

Office Hours: 12:00-1:00 MF

1:00-4:00 W

Additional Hours: By appointment

#### **I. Descriptive Information**

Class Time: 12:30-2:00 TR

Location: 240 A Blanks Hall

Course Credit: 3.0 hours

**Catalogue Description:** The course covers special topics in the field of rehabilitation such as supported employment, assistive technology, independent living, ethics, aging and disability, and basic research.

**Intended Audience:** Undergraduate juniors and seniors majoring in Rehabilitation Services. Students in nursing, social work, psychology, and business may elect to take this course.

**Background:** Students should have taken REHAB 340, 390/391 and 481

#### **Rationale and Emphasis:**

The purpose of this course is to survey current trends and best practices in the field of Rehabilitation. National and local events such as the wars in Afghanistan and Iraqi and natural disasters in Louisiana indicate that there will be an increased demand for trained people who can meet the unique emotional needs of survivors. Cognitive Behavior Therapy (CBT) is receiving increased attention as a treatment method for Post Traumatic Stress Disorder (PTSD), depression, anxiety, and other related mental health disability issues. In rehabilitation and adjustment to disability there is evidence that promotes the use of CBT among some consumers. For example, the efficacy of CBT has been well documented among those who are mentally and intellectually challenged: CBT has also been used to enhance adjustment to chronic physical disabilities.

Emphasis will be placed on the acquisition of the fundamental theoretical concepts of CBT, intervention strategies and problem identification. Students will be able to conduct and synthesize current research to explore the need for and the application of CBT among various groups in the field.

#### **II. Readings:**

Swett, E.A., Kaplan, S.P. (2004) Cognitive Behavioral Therapy. In Counseling Theories and Techniques for Rehabilitation Health Professionals. (Chapter 8, pages 159-176)

Corey, G. (2007) Theory and Practice of Counseling and Psychotherapy (Chapter 10, pages 269-343)

Rose, V., Revez, J. (2005) Is CBT Useful in Vocational Rehabilitation with a Psychiatric Disability? *Psychiatric Rehabilitation Journal* 29 (1) 56-58

Lysaker, P.H., Bond, G., Davis, L.W., Bryson, G.J., Bell, M.D. (2005) Enhanced cognitive-behavioral therapy for vocational rehabilitation in schizophrenia: Effects on hope and work. *Journal of Rehabilitation Research and Development*, 42 (5) 673-682

Thomas, S.A., Lincoln, N.B. (2006) Factors relating to depression after stroke. *British Journal of Clinical Psychology* 45, 49-61

Wilner, P., Tomlinson S. (2007) Generalization of Anger-Coping Skills from Day-Service to Residential Settings. *Journal of Applied Research in Intellectual Disabilities*, 20, 553-562

Weisler, R.H., Barbee, J.G., & Townsend, M.H. (2006). Mental health and recovery in the gulf coast after Hurricanes Katrina and Rita. *JAMA*, 296, 585-588.

Perilla, J., Norris, F., & Lavizzo, E. (2002). Ethnicity, culture, and disaster response: Identifying and explaining ethnic differences in PTSD six months after Hurricane Andrew. *Journal of Social and Clinical Psychology*, 21, 20-45.

Additional readings/handouts will be assigned throughout the semester.

### **III. DRDS Program Learning Objectives**

#### **IV. Course Objectives**

The course is designed to:

- Introduce students to the Cognitive Behavioral Approach in rehabilitation
- Provide an understanding of the populations and situations best suited for CBT
- Help students distinguish between thoughts, feelings, and behaviors
- Determine the role thoughts, feelings, and behaviors play in obtaining and maintaining employment
- Understand the theoretical concepts of CBT
- Train students in the use of a variety of research databases related to rehabilitation

#### **V. Student Learning Outcomes**

Upon completion of the course, students will be able to:

1. Use databases such as Psycinfo, EBSCO and Medline

2. Retrieve and critique research related to CBT and Rehabilitation
3. Identify the theoretical orientations to CBT
4. Compare and Contrast Ellis
5. Rational Emotive Behavior Therapy (Ellis, REBT)  
Cognitive Therapy (BECK, CT)  
Cognitive Behavior Therapy (Meichenbaum, CBT)
6. Discuss the ABC Theory of Personality
7. Diagram the interaction between the components of the ABC model
8. Identify emotive therapeutic techniques used to teach new emotional patterns
9. Illustrate the techniques used to examine faulty assumptions and misconceptions which lead to cognitive distortions
10. Describe the three phase process of behavior change
11. Describe the five widely used procedures in CBT
12. Demonstrate selected CBT techniques used to modify negative cognitions
13. Use CBT techniques to develop a plan to change cognitions

#### **Instructional Methods and Evaluation**

- (a) Lecture  
Discussion  
Database training  
Audiovisual materials (Films)
- (b) Homework assignments  
Quizzes and Examinations  
Case study

### **VI. Course Requirements**

#### **A. Academic Requirements**

1. Class attendance is based on the policy outlined in the current University Catalog (page 38).
2. Students are expected to adhere to the quiz and examination schedule as outlined in the syllabus. Make-up examinations are based on a review of a valid justification and discretion of professor.
3. Late assignments will be considered based on a 50% reduction of the value, and if the professor determines that there is a valid reason.

### **VII. Disability Statement**

Southern University encourages applications from qualified applicants of both sexes from all cultural, racial, religious, and ethnic groups. The University does not discriminate on the basis of race, religious belief, national origin, disability or age in admission or access to its programs and activities.

Southern University does not discriminate on the basis of disability in the recruitment and admission of students, in the recruitment and employment of faculty and staff, or

in the operation of any of its programs and activities, as specified by federal laws and regulations. The designated coordinator for compliance with Section 504 of the Rehabilitation act of 1973, as amended, is Patricia Hebert, Coordinator of Student Services, 246 Augustus C. Blanks Hall, (225) 771-3950.

Students who have been officially admitted into the undergraduate program of study who have special needs which qualify for accommodations under the Rehabilitation Act of 1973, particularly Section 504 and the Americans with Disabilities Act, must report their disability to the Office for Services to Students with Disabilities located in Augustus C. Blanks Hall, room 246. Information on making a request for services and accommodations on how to report a disability can be secured by writing to:

Southern University and A&M College  
Office for Services to Students with Disabilities  
236 Augustus C. Blanks Hall  
Southern University  
Baton Rouge, LA 70813

### **LiveText Subscription**

Southern University and A&M College-Baton Rouge has entered into partnership with LiveText, Inc. to provide online academic resources for student collaboration and learning outcomes assessment. Therefore, all students enrolled in this course are required to purchase a subscription from LiveText, Inc. through the Southern University Bookstore. LiveText, Inc. provides students with the electronic tools and services needed to serve them in their courses and in their career or academic pursuits beyond graduation.

LiveText is a dynamic tool that will enable you to:

- Create Electronic Portfolios for storing and displaying coursework for use anytime and anyplace;
- Share your résumés, professional portfolios and virtually any projects that can be photographed, video recorded, and uploaded to prospective employers and others who need or want to know about your accomplishments;
- Engage in discussion boards with other students, exchange feedback, and create study groups and other types of social networks.
- Complete assignments in key/required courses where LiveText has been embedded (without LiveText, you will not be able to complete these assignments).
- Create a complete record of your academic career that is malleable and easily accessible.
- Engage in developing a results driven culture of assessment at Southern University.

Participate in a process that will allow for data-driven curricular improvements that foster improved student learning and performance

### **VIII. Evaluation Procedure**

Quizzes	3 (150 points total)
Homework Assignments	5 (100 points total)
Case study and Presentation	1 (50 points total)
Midterm Exam	1 (100 points total)
Final Exam	1 (100 points total)

### **IX. Grading Scale (Based on total points)**

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below	F

### **Class Activity Schedule**

<b>Aug</b>	18	T	Orientation and review of class syllabus
	20	R	Introduction to CBT
	25	T	Film: A Guide to Rational Living (Albert Ellis, PhD)
	27	R	Key Concepts of Rational Emotive Behavior Therapy (REBT) View of Human Nature View of Emotional Disturbance ABC Theory of Personality
<b>Sept</b>	01	T	Cognitive Methods of REBT Instructions for Case Study (handout) View of Human Nature View of Emotional Disturbance ABC Theory of Personality
	03	R	Cognitive Technique REBT View of Human Nature View of Emotional Disturbance ABC Theory of Personality
	08	T	<b>Quiz I</b>
	10	R	REBT and application to different populations
	15	T	Beck's Cognitive Therapy <b>Homework Assignment (handout)</b>
	17	R	Basic Principles of Cognitive Therapy Cognitive Distortions Beck Depression Inventory Beck's Cognitive Therapy
	22	T	<b>Quiz II</b>
	24	R	<b>Midterm Review</b>
	29	T	<b>Midterm Examination</b>
<b>Oct</b>	01	R	Meichenbaum's Cognitive Behavior Modification
	06	T	How Behavior Changes <b>Homework Assignment (handout)</b>

			Meichenbaum's Cognitive Behavior Modification
			How Behavior Changes
	08	R	Coping Skills
	13	T	Payoff Matrix
			<b>Homework Assignment (handout)</b>
	15	R	The 5 Steps of Cognitive Restructuring
			<b>Homework Assignment (handout)</b>
	20	T	The 5 Steps of Cognitive Restructuring
	22	R	<b>Fall Break</b>
	27	T	Relationship between thoughts, feelings, behaviors, and activities
			<b>Homework assignment (handout)</b>
	29	R	<b>Group Presentations of Case Studies (Group 1)</b>
Nov	03	T	<b>Group Presentations of Case Studies (Group 2)</b>
	05	R	<b>Group Presentations of Case Studies (Group 3)</b>
	10	T	<b>Group Presentations of Case Studies (Group 4)</b>
	12	R	<b>Group Presentations of Case Studies (Group 5)</b>
	17	T	<b>Group Presentations of Case Studies (Group 6)</b>
	19	R	<b>Review for Final Examination</b>
	24	T	<b>Review for Final Examination</b>
	26	R	<b>Thanksgiving Holidays</b>
Dec	01	T	<b>Concentrated Study (No class)</b>
	02	W	<b>Final Comprehensive Examination (TBA)</b>

**\*\*\* HOMEWORK ASSIGNMENTS ARE DUE ON THE CLASS SESSION  
AFTER DISTRIBUTION \*\*\***