

Southern University
Department of Rehabilitation and Disability Studies
Graduate Syllabus
Fall 2009 Specialization Course – REM Track

I. Descriptive Information

A. Course Number: 513

B. Course Title: Rehabilitation of Ethnic Minorities

C. Catalog Description:

Students become familiar with the rapidly changing ethnic composition of rehabilitation consumers in this country and the effects this diversity has on rehabilitation service delivery. Exposure to the unique perspectives and needs of a variety of disparate ethnic minorities is provided, and students explore alternative service delivery options which will meet the unique needs of culturally diverse consumers and their significant others.

D. Instructor's Emphasis:

The successful movement of culturally diverse clients through the rehabilitation process requires the counselor's awareness and consideration of the client's values, family structure, and community structure, along with an awareness and consideration of the functional abilities and limitations. This course offers the opportunity for self-exploration of those of personal and professional by the student. In addition to race and ethnicity, this course addresses individual elements of diversity such as age, gender, sexual orientation, and geographic affiliation and their combined impact on the rehabilitation counselors' decisions and on the client's subjective quality of life

The course is highly interactive and its format allows for relevant current events to be infused into the activities, assignments, and discussions.

E. Course Credit: **3 Hours** Class Time: 4:00-7:00 T

F. Prerequisites: An introductory course in counseling.

G. Intended Audience: Rehabilitation majors and students in various disciplines who may interact with individuals with disabilities from culturally similar or different backgrounds (and where that similarity or difference affects the

social

or professional relationship).

H. Instructor

1. Name: **Dr. Carliss Y. Washington**

2. Office Location: 214 Blanks Hall

3. Office Hours: Posted on Main Office door; and announced in class

4. Office Phone Number: **771-2667**

5. email- CarlissW@cox.net; carliss_washington@subr.edu

II. **Course Goals, Objectives, and Student Learning Outcomes (SLO's)**

A. Course Goal: Students will be able to effectively respond to the physical, mental, gender, and other cultural characteristics of persons with disabilities as determinants of their needs, values, aspirations, and opportunities; and to do so within a counseling framework.

B. Objectives/**SLO's**: This course is designed to assist graduate students to:

1. become aware of the ethnographic composition of consumers with disabilities.

- **SLO**: Identify the percentage of individuals from various cultural groups in the United States population.

opportunities
2. increase their awareness of attitudinal barriers that limit the
of culturally diverse consumers to fully participate in society.

- **SLO**: Discuss, and describe societal attitudes (past and present) toward individuals with disabilities and the opportunities and barriers that the attitudes present to full participation.

values
3. increase self-awareness of values and beliefs held and how these
and beliefs can help or hinder the rehabilitation process.

- **SLO**: Through self-assessments and activities, identify and debunk myths and stereotypes held about individuals with disabilities

4. develop facilitative counseling relationships through an increased understanding of the consumers' worldviews.

- **SLO**: Interact with clients in a manner consistent with and respectful of the client's culture and worldview.

5. identify strengths and limitations of traditional counseling approaches and multicultural counseling approaches when used with various rehabilitation populations.

- **SLO**: Debate and submit a written critique of the advantages and disadvantages of the use of specific traditional and multicultural counseling approaches in the rehabilitation of individuals with disabilities.

6. develop the ability to respond effectively and ethically to culturally diverse consumers of rehabilitation services

- **SLO:** Justify the selection of service delivery methods for hypothetical cases and propose solutions for addressing the unique aspects of each individual case assignment.

III. Readings

A. Required Texts:

Leung, P., Flowers, C., Talley, W., and Sanderson, P. (Eds). (2007). *Multicultural Issues in Rehabilitation and Allied Health*. Linn Creek, MO: Aspen Publishers.

B. Supplementary: Worksheets (interactive handouts), case studies, case vignettes, newspaper-, internet-, and journal articles; blogs.

IV. Instructional Procedures

A. Lecture	30%
B. Discussion	40%
C. Personal Awareness Exercises	30%

V. Course Requirements

A. Academic Requirements:

1. Each student will select one of the areas of Diversity, make an oral presentation, and turn in a written report. The presenter will have handouts (copies or detailed outline of report) for fellow students. The report will be examined on the following criteria:

a. Content and Writing **45%**

This project will clearly and comprehensively cover the chosen topic in a logical manner. Report structure must adhere to APA (4th Edition) guidelines. Appropriate author credit must be given for quoted or paraphrased material. The project will also demonstrate the student's ability to communicate using correct grammar, spelling, and sentence structure.

b. Knowledge and Presentation **45%**

Students will accurately and clearly present the report to the class. Powerpoint, examples, and/or case vignettes should enhance the presentation. Time allotted: 20 minutes per group.

c. Handouts **10%**

Handouts must be given at time of presentation.
Student name should be in the top right corner
below the title of the project.

2. Reports and tests will be completed on assigned date.
Quizzes will be given at the beginning of the class period.
3. Students will be graded on participation in class exercises which will focus on the application of theories/techniques to various diversity issues.
4. Students are expected to participate in class discussions on special issues related to that class session's lecture or report.

B. Administrative Requirements:

1. Attendance per University requirements.
2. Acceptance of late assignments or permission to make-up tests will be based on the student's ability to substantiate need to do so with the final determination of appropriateness made by the instructor.

VI. Course Schedule See Attached

VII. Evaluation Procedure

Research Paper	= 100 points
In-Class Exercises	= 10 pts each (10 exercises)
Quizzes	= 10 points each (10 quizzes)
Final Examination	= 100 points

VIII. Grading (based on total possible points)

90-100%	= A
80-89	= B
70-79	= C

IX. Accommodations:

If you need academic accommodations please identify those needs. It is the responsibility of the student to seek available assistance at the University and to request reasonable accommodations.

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in

course activities or to meet course requirements. Students with disabilities are encouraged to contact the instructor to discuss their individual needs for accommodations. Check with Mrs. Hebert in the Office for Student Services – Blanks Hall 2nd Floor for verification of need for accommodations to receive those accommodations in class-related matters.

X. See Mandatory LiveText Statement at end of syllabus

VI. Fall 2009 Schedule of Activities

Week 1	Orientation	Introduction	Syllabus Review	Assignments Explained
Week 2	Quiz1	Chapter 1 – History of Multicultural Rehab	Video	Key Persons In Rehab
Week 3	Quiz2	Chapter 2 Legislative Aspects of Rehab		Media Watch (Current Events)
Week 4		Ch 2 Discussion Continued		Media Watch (Current Events)
Week 5	Quiz3	Chapter 3 Ethical Issues in Diversity	Exercise: Ethical Issues (10 pts)	Media Watch (Current Events)
Week 6		Ch 3 Discussion continued	Exercise: (10 pts) Ethical Dilemmas	Assignment:(10 pt) Ethics vignettes
Week 7		Presentations and Reports Due		
Week 8	Quiz4	Chapter 4 Preparing Culturally Competent Practitioners	Exercise: (10 pts) Code of Ethics	Media Watch (Current Events)
Week 9	Quiz5	Chapter 6 Diversity Issues in Psychological Assessment	Voc Assessment Examples (10 pts)	
Week 10		(Students at Conference in D.C.?)		
Week 11	Quiz6	Chapter 7 Psychosocial Adjustment to Disability		Key Persons in Rehab
Week 12	Quiz 7	Chapter 9 HR Development	Rehab Counselor Characteristics (10 pts)	Job Ads and Job Descriptions
Week 13	Quiz 8	Rehab Technology	Exercise: (10 pts) Accommodations	Virtual Field Trip
Week 14	Quiz 9	Rehab Research from a Multicultural Perspective Last Day of Class	Exercise: Special research case (10 pts)	Personal Reflection Paper (10 pts)
Week 15		Reflections, Review	Bayou Classic GO JAGS	
Week 16	Final Exam			

X. 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.