REH 6220 – SYLLABUS

Culturally Valid Practices in Rehabilitation
Summer 2010
June 16-August 4
Dr. Julie Smart

<table>
<thead>
<tr>
<th>CRC Knowledge Subdomain Addressed</th>
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<tr>
<td>Psychosocial and Cultural Issues in Counseling:</td>
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<tr>
<td>• The psychosocial and cultural impact of disability on the family</td>
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<tr>
<td>• The psychosocial and cultural impact of disability on the individual</td>
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<td>• Multicultural counseling issues</td>
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<td>• Gender issues</td>
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<td>• Societal issues, trends, and developments as they related to rehabilitation</td>
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<tr>
<td>• Techniques for working with individuals with limited English proficiency.</td>
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**General Information**


Professor: Julie Smart, Ph.D., CRC, NCC, LPC, ABDA, CCFC, ABPA, LVRC
435-797-3269 Emma Eccles Jones Education Building 322

Office Hours: Monday and Wednesday, 10:00-12:00; Friday, 10:00-11:30
Other times by appointment

Class Time: Wednesday, June 16 – August 4, 2010
5:00-7:30 pm

**Course Description**

Investigation and analysis of the effect of cultural background in the rehabilitation counseling setting.

**Course Objectives**

1. Students will learn why racial/ethnic minority groups have higher disability rates.

2. Students will learn in what ways culture/ethnicity affects adaptation to and perception of disability.
3. Students will learn about the effects of acculturative stress upon the rehabilitation process.

4. Students will learn about the combined effects of prejudice, discrimination, racism, and handicappism.

5. Students will learn the pros and cons of affirmative action.

6. Students will learn about the importance of one’s native language.

7. Students will learn how to use a professional translator/interpreter.

8. Students will learn about the migrant and seasonal farm worker experience.

9. Students will learn about the vocational evaluation/assessment of racial/ethnic minority individuals with disabilities.

10. Students will learn culturally relevant methods of interviewing and counseling with individuals with disabilities.

11. Students will learn about cultural issues in psychiatric rehabilitation and the five ways in which the Diagnostic and Statistical Manual IV-TR incorporates cultural features.

12. Students will learn about the job placement/career development process with clients who have disabilities and are of racial/ethnic/cultural/linguistic minority groups.

**Grading**

Take home final 360 points
Video summaries (7) 140 points (20 points each)

Total: 500 points

Take home exams are due **August 6, 2010**. They may be emailed or sent through the postal mail (postmarked August 6). All exams must be typed and they cannot be faxed (I can’t read faxed exams).

500-475 points = A
474-450 points = A-
449-440 points = B+
439-420 points = B
419-400 points = B-
399-390 points = C+
389-370 points = C
**Video Summaries**

Choose 7 of the videos you wish to critique/summarize. Video summaries should be at minimum, 2 double-spaced pages. There should be two sections

1) Synopsis of the content
2) Your reaction to the video

These must be emailed to me on Friday of each week. For example, on the first night of class, we will view *The Tale of O*. The video summary of *The Tale of O* will be due on Friday, June 18.

**Course Schedule**

**Class #1**

June 16

Introduction  
*Video:* *Tale of O*  
*Text:* *Limping Towards Bethlehem*, pp. 79-85

**Class #2**

June 23

Racial/Ethnic Demography of Disability  
Culture Affects Adaptation and Perception of Disability  
*Video:* *Understanding the Therapeutic Needs of Culturally Diverse Individuals with Disability*  
*Text:* Chapter 16 – *The Intersection of Positive Psychology and Multiculturalism in Counseling*  
Chapter 14 – *Ethics in Multicultural Practice*

**Class #3**

June 30

The Importance of Language  
The use of foreign language translators  
*Video:* *Working with Asian American Clients*  
*Text:* Chapter 23 – *Asian American Racial and Ethnic Identity*

**Class #4**

July 7

The Immigrant Experience  
*Video:* *Working with Native American Clients*  
*Text:* Chapter 19 – *Counseling Immigrants and Refugees*  
Chapter 20 – *The Beauty of Being Native*  
Chapter 29 – *Incorporating Levels of Acculturation in Counseling Practice*
Class #5  
July 14  
Vocational Evaluation and Testing of Ethnic Minority Individuals with Disabilities  
**Video:** Working with African American Clients  
**Text:** Chapter 21 – African and Afro-Caribbean American Identity  
Chapter 32 – Language, Translation, and Validity Development in the Adaptation of Psychological Tests

Class #6  
July 21  
Psychiatric Issues  
Job Placement  
**Video:** Working with Latino-American Clients  
**Text:** Chapter 22 – Latina/o Identity Development  
Chapter 56 – Career Counseling with Diverse Adults

Class #7  
July 28  
Multicultural Issues in Ethics  
**Video:** Working with Mixed Race Clients  
**Text:** Chapter 26 – Multiracial-Heritage Awareness and Personal Affiliation  
Chapter 35 – Culturally Congruent Practices in Counseling and Psychotherapy

Class #8  
August 4  
Affirmative Action  
The Americans with Disabilities Act  
White Privilege  
**Videos:** The Color of Fear  
What Does it Mean to be White  
**Text:** Chapter 25 – Understanding Whiteness  
Chapter 38 – The Spiritual Exercises in Counseling and Therapy

**CORE Knowledge Subdomains Addressed**

C.2.1 An understanding of the psychosocial influences, cultural beliefs and values, and diversity issues that affect adjustment and attitudes of both individuals with disabilities and professional service providers.  
C.2.2 An understanding of family systems and the impact of the family on the rehabilitation process
C2.3 Articulate an understanding of the dynamics, issues, and trends of the social system in which the individual lives
C2.4 An understanding of the environmental and attitudinal barriers to individuals with disabilities
C2.5 Understand individual’s cultural, gender, sexual orientation, aging, and disability differences and integrate this knowledge into practice.
C2.6 Identify and articulate an understanding of the social, economic, and environmental forces that may prevent barriers to a consumer’s rehabilitation
C2.8 Develop strategies for self-awareness and self-development that will support sensitivity to diversity issues
C2.9 An understanding of the role of ethnic/racial and other diversity characteristics such as spirituality and religion, age, gender, and sexual orientation and socioeconomic status in groups, family, and society.
C2.10 Continuously assess self-awareness and attitudinal aspects of rehabilitation counseling
C2.11 Articulate current demographic characteristics and trends as well as their impact on rehabilitation service policy.
C2.12 Identify and demonstrate an understanding of stereotypic views toward persons with disabilities and the negative effects of these views on successful completion of the rehabilitation process.

Students with Disabilities

Students with ADA-documented physical, sensory, emotional, or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternative format materials (Braille, large print, or digital) are available with advance notice.

Policies

USU INCOMPLETE POLICY
Executive Memorandum 79-15
A student who has been unable to complete the work of course assignments, examinations, or reports due to extenuating circumstances such as illness, death in the family, etc. – but not due to poor performance of his/her work – and who has completed most of the coursework, may petition the instructor of the course for time beyond the end of the semester to finish the work. If the instructor agrees, the instructor will place two grades on the final grade list for the student, and “I” and a letter grade for the course computed as if the missing work were zero. The student is then required to complete the work in the manner and by the time agreed upon with the instructor, but, in any case, within 12 months of the end of the semester in which the “I” was given. When the grade change is submitted by the instructor within the prescribed time, both the “I” and the grade submitted with the “I” will be removed from the student’s record, the new grade
placed on the record, and the GPA adjusted accordingly. If no change of grade is submitted by the instructor within the prescribed period, the “I” will be removed and the grade submitted with the “I” will remain as the permanent grade for the course. Research and thesis courses taken for graduate work are exempted from this policy.

SPECIAL EDUCATION DEPARTMENT POLICIES GRADING GUIDELINES
Criteria for awarding of each letter grade should be specified in the course syllabi for all courses. Grades given in all courses should truly reflect differences in students performance, not just meeting minimum criteria.

GRADE POINT REQUIREMENTS
Graduate Students – All graduate students must maintain a 3.0 grade point average to remain an active student in the graduate program.

ACADEMIC HONESTY
It is expected that students’ work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees for disciplinary action.