B.S. Program in Rehabilitation Services
Information Bulletin

California State University, Los Angeles
Division of Special Education and Counseling
King Hall, Room C-1064
5151 State University Drive
Los Angeles, CA 90032

(323) 343-4400

www.calstatela.edu/rehab
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Scope of this Bulletin

This bulletin covers the undergraduate Rehabilitation Services Program. The CSULA General Catalog contains additional important information. A second communication, Fieldwork Manual for Rehabilitation Services, discusses the supervised fieldwork portion of the B.S. program.

Mission Statement

BS in Rehabilitation Services Program

The mission of the Rehabilitation Services Program is to provide an inclusive learning environment for students from diverse cultural backgrounds. The program prepares students to work in a variety of occupational settings to enhance their professional development, knowledge, skills, and abilities. In these settings, they will advance the independence, integration, and full participation of individuals with rehabilitation needs in the urban community and workforce.

BS in Rehabilitation Services Objectives

- Students will develop skills for accessing community resources that serve individuals with rehabilitation needs.
- Students will attain appropriate interviewing and communication skills.
- Students will acquire technical writing skills.
- Students will be able to integrate information to provide a diverse range of services to clients with rehabilitation needs.
- Students will learn to advocate and teach advocacy skills to their clients to integrate people with disabilities within the community.
- Students will master skills to maximize independence for people with disabilities.
- Students will obtain skills in working with multi-culturally diverse individuals within an urban setting.
- Students will apply learned knowledge and skills to real life settings.
Students will obtain knowledge and develop skills in how to work multicultural with ethnically diverse individuals when providing human services within an urban environment.

Students will be able to provide services to persons with rehabilitation needs, working in collaboration with community agencies within an urban setting.

Purpose

Rehabilitation providers work collaboratively with other specialists such as physicians, psychologists, social workers, teachers, attorneys, and counselors. Rehabilitation services may include outreach, intake, evaluation, planning, placement, and follow-up. Often these tasks include coordinating the efforts of other team members and bringing together the resources of several community agencies to contribute to the clients’ rehabilitation.

Goals

The goals of the Rehabilitation Services Program involve helping persons with rehabilitation needs return to productive living. The important concepts are empowerment, intervention, community presence, and economic independence. **Empowerment.** A goal of the rehabilitation service provider is to increase the ability and motivation of the rehabilitant to make and implement choices to lead a more fulfilling life. This may include independent functioning, educational pursuit, and vocational placement, depending on needs, desires, and abilities.

**Intervention.** As a rehabilitation service provider, the professional intervenes whenever necessary to help the individual continue to make progress toward a goal. This includes setting up plans and programs and intervening whenever obstacles occur.

**Community presence.** Society’s negative attitudes are impeding the successful rehabilitation of people with rehabilitation needs. Rehabilitation professionals must intervene in the area of attitude change and in the legal arena to assure that all rehabilitants receive fair and equitable services.

**Economic independence.** To help a person become financially self-sufficient and, therefore, independent is one of the most important objectives of the rehabilitation practitioner.

Accreditation

The Western Association of Schools and Colleges (WASC) accredits CSULA.

The Rehabilitation Services Program

Rehabilitation Services has emerged recently as a distinct profession concerned with people who have rehabilitation needs. Disability is broadly defined to include physical, emotional, and intellectual disabilities; substance abuse; socio-economic disadvantage; recent immigration; educational deprivation; and unemployment or underemployment. The provision of vocational and educational services is a major component of the work activities of rehabilitation service providers, though by no means their only activity. Other functions include: (a) emotional support in adjusting to one’s situation; (b) empowerment; (c) professional intervention to facilitate change in an individual’s life; (d) community intervention; (e) educational placement and job development; (f) reasonable accommodation in school, business, and industry; (g) career and vocational evaluation; and so forth. Rehabilitation services
emphasizes the social concept that the development of human resources merits skillful, well-trained professional practitioners who want to help individuals with rehabilitation needs achieve more independent, productive, fulfilling, and satisfying lives than they might otherwise. Clients are encouraged to (a) understand, develop, and use their strengths and abilities; and (b) comprehend the vast array of community services that can provide assistance.

The following six curricula or content areas comprise the framework for the Rehabilitation Services Program. They include the most important knowledge, skills, and attitudes that students are expected to acquire.

Area 1 -- Issues Faced by Persons Experiencing Disability and Other Rehabilitation Needs

Students must be grounded in a thorough understanding of the social, psychological, economic, physical, medical, and other environmental problems faced by the people who are to be provided services in rehabilitation. Inefficiencies, difficulties, and frustrations encountered in attempting to assess and obtain services should be included.

OUTCOME 1.1 Develop sensitivity, appreciation, and understanding of what it means to have a disability or other rehabilitation need, i.e., the medical and psychological aspects and what can be done to ameliorate resulting problems.

OUTCOME 1.2 Identify the primary rehabilitation techniques employed to evaluate, train, and identify employment and independent living options for persons with rehabilitation needs.

OUTCOME 1.3 Identify physical and environmental adaptations to enable consumers to work or acquire training.

AREA 2 -- The Rehabilitation Delivery System

The history, philosophy, legal status, and agencies or facilities of the rehabilitation system should be understood, along with the roles and functions which must be performed and the professions which attempt to perform them. Students should have the opportunity to see how the rehabilitation process brings this information together in actual practice.

OUTCOME 2.1 Understand the major types, purpose, and operations of human services agencies serving individuals with educational and vocational limitations.

OUTCOME 2.2 Apply basic organizational principles, practices, and processes of rehabilitation services and the dynamics of human service delivery systems.

OUTCOME 2.3 Review trends, societal issues, and laws affecting rehabilitation service delivery.
AREA 3 -- Vocational Rehabilitation Outcomes

The traditional central theme of employment, vocational adjustment, and appropriate placement in rehabilitation was reaffirmed in the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students should be exposed to this paradigm and the major contributions of community-based work settings which have evolved, as well as the techniques used to achieve successful employment and independent living outcomes.

OUTCOME 3.1 Determine the nature and needs of the various types of individuals served by rehabilitation and other human service agencies.

OUTCOME 3.2 Utilize community resources during and after rehabilitation services to assure attainment of a satisfying and satisfactory educational or vocational adjustment.

OUTCOME 3.3 Compile assessment information (e.g., prior records, test results, evaluation results, and additional evaluations).

OUTCOME 3.4 Coordinate services with collaborating agencies (e.g., educational, social, financial, vocational, legal, housing) on behalf of consumers.

AREA 4 -- Interpersonal Communication Skills

Rehabilitation depends heavily upon communication both between client and professional and among various professionals; undergraduate students need to have considerable understanding of the characteristics of helpful communication. An understanding of the potential influence of cultural diversity and individual life-style choices should also be provided.

OUTCOME 4.1 Apply interpersonal skills in interviewing and communicating with persons with rehabilitation needs, their families, related professionals, and the public.

OUTCOME 4.2 Understand individual and group behavior change interventions that will improve the educational or employment potential of persons with rehabilitation needs.

OUTCOME 4.3 Develop effective, sensitive communication skills to build rapport and communication (e.g., active listening, giving and receiving feedback, and conflict resolution).

OUTCOME 4.4 Incorporate cultural sensitivity and understanding into daily practices and interactions with consumers.
AREA 5 -- Consumer Involvement and Self Management

Rehabilitation is typically carried out in a multi-disciplinary context; students should have some understanding of vocational information, assessment, and problem solving. In addition, students should understand methods used in rehabilitation to solve consumer problems and how to utilize available resources to improve consumer access, quality of services, and decision-making.

OUTCOME 5.1 Use problem-solving skills to assist persons with rehabilitation needs to attain individualized goals suited to their abilities and needs.

OUTCOME 5.2 Use writing skills for clear, concise, and accurate case reporting.

OUTCOME 5.3 Engage in consumer advocacy on behalf of people with rehabilitation needs and facilitate consumer input in making informed choices.

OUTCOME 5.4 Apply case management skills to practices and assist consumers in prioritizing goals.

OUTCOME 5.5 Utilize rehabilitation technology and adapted computer applications in service delivery.

OUTCOME 5.6 Facilitate awareness of the world of work and the role of environmental factors in job analysis, job placement activities, and vocational adjustment.

OUTCOME 5.7 Provide consumers with information and assistance about human, legal, and civil rights so they may speak on their own behalf and find assistance when necessary.

AREA 6 -- Field Experience

A well-supervised fieldwork component provides the culminating experience for undergraduate rehabilitation education. Fieldwork offers opportunities for integrating classroom principles, and developing entry-level skills in a real-life setting.

Student Professional Organization

Rehabilitation counselors and service providers have a number of national organizations representing their interests. Among them are the American Rehabilitation Counseling Association (a division of the American Counseling Association), the National Rehabilitation Counseling Association (a division of the National Rehabilitation Association), and the National Association of Rehabilitation Professionals in the Private Sector. Some of these national organizations have state and local affiliates. The California Association for Counseling and Development and the California Association of Rehabilitation and Re-employment
Professionals, are separate statewide organizations. Several organizations offer student memberships at reduced rates. Students and graduates are encouraged to join and take active roles in these organizations. Students are encouraged to join the CSULA student chapter - Rehabilitation Counseling Association, a division of the National Rehabilitation Association. This has been a very active student organization.

Curriculum

Requirements for the Major (93-103 units)
The degree requires a total of 180 units of which 93-103 are in the major. The major includes 14 lower division and 63-64 upper division required units plus 16-25 units of electives.

Lower Division Required Courses (14 units):
- COUN 200AB  Introduction to Rehabilitation Services (3,3)
- PSY 150    Introductory Psychology (4)
- SOC 201   Principles of Sociology (4)

Upper Division Required Courses (63-64 units)
- COUN 400 AB  Theoretical and Developmental Aspects of Behavior (4,4)
- COUN 406  Behavioral Counseling and Self-Management (4)
- COUN 428  Measurement Issues in Counseling (4)
- COUN 442  Medical Factors in Rehabilitation (3)
- COUN 445  Developmental Self-Exploration (2)
- COUN 448  Career Counseling for Adults (4)
- COUN 449  Job Development and Work Evaluation (4)
- COUN 450  Counseling Theories (3)
- COUN 494  Seminar: Rehabilitation Services (3,3)
- COUN 495  Fieldwork in Rehabilitation Services (3,3,3)
- EDFN 452 or Statistics in Education (4) or
- PSY 302  Statistical Methods in Psychology (5)
- COUN 301  Writing for Rehabilitation Services (4)
- EDSP 400  Education and Psychology of Exceptional Individuals (4)
- PH 456  Drugs and Health (4)

Electives in Related Fields (16-25 units):
Select upper division courses as electives from the following departments: COUN, EDSP, HS, PSY, SW, and SOC, with advisor approval.
Brief Descriptions of Courses

Lower Division Courses

COUN 200AB  Introduction to Rehabilitation Services (3,3)
Introduction to the profession of vocational and personal rehabilitation; characteristics of the “helping” process; qualities of “helper” techniques for working with people; exploration of settings that offer services. Field visits to agencies.

PSY 150  Introductory Psychology (4)
Psychological perspectives on human behavior; principles and methods of psychology as a science; introduction to major topic areas of psychology.

SOC 201  Principles of Sociology (4)
Sociological analysis of development of social institutions and group behavior; processes of social order and change; analysis of cultural differences; sources of cooperation and conflict; deviance and social control.

Upper Division Courses

COUN 301  Writing for Rehabilitation Services (4)
Prerequisite: ENGL 102*, satisfactory completion of Graduation Writing Assessment Requirement (GWAR). Reading, writing, and reasoning skills for communicating information in the context of rehabilitation services. Intensive practice in writing abstracts, reports, reviews, and other documents in the field.

COUN 400AB  Theoretical and Developmental Aspects of Behavior (4,4)
Personality theories; vocational, cognitive, and personal-social theories of development; developmental data from all phases of life span.
COUN 400A  Gestation through pubescence
COUN 400B  Pubescence through senescence

COUN 406  Behavioral Counseling and Self-Management (4)
Prerequisite: PSY 150. Application of principles of learning to personal counseling and behavioral self-control programs.

COUN 428  Measurement Issues in Counseling (4)
Prerequisite: EDFN 452 or PSY 302. Principles, procedures, and ethical considerations underlying data collection and interpretation for purposes of client assessment in counseling settings.

COUN 442  Medical Factors in Rehabilitation (3)
Selected facets of medical, developmental, and administrative factors in the rehabilitation process, including medical terminology, specialties in medical practice, and workers’ compensation law. Implications for rehabilitation counseling. Lectures, case discussions, field trip.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>COUN 445</td>
<td>Developmental Self-Exploration (2)</td>
<td>Relationships among personal attitudes, values, communication style, and professional development as a counselor. Graded CR/NC.</td>
</tr>
<tr>
<td>COUN 448</td>
<td>Career Counseling for Adults (4)</td>
<td>Vocational counseling of college students, rehabilitation clients, persons making midcareer changes, and returning homemakers; emphasis on career development theory, occupational information, job analysis, and job placement.</td>
</tr>
<tr>
<td>COUN 449</td>
<td>Job Development and Work Evaluation (4)</td>
<td>Prerequisites: COUN 428, 448, instructor consent. Methods for identifying, evaluating, and enhancing employment opportunities for people with physical, emotional, and mental disabilities; job analysis, work evaluation, employer development, job modification, assistive devices, community resources, placement planning, and work adjustment.</td>
</tr>
<tr>
<td>COUN 450</td>
<td>Counseling Theories (3)</td>
<td>Prerequisite: All GE requirements. Theories of counseling appropriate for individual and group work; functions of theory in research and practice including substance abuse counseling; background for subsequent training in group counseling methods and individual counseling.</td>
</tr>
<tr>
<td>COUN 494</td>
<td>Seminar: Rehabilitation Services (3,3)</td>
<td>Prerequisites: COUN 200AB, prerequisites or corequisites: COUN 406, 448, or 447. Enhancement and integration of techniques and skills needed for effective functioning in the field; senior paper required. May be repeated to maximum of 6 units.</td>
</tr>
<tr>
<td>COUN 495</td>
<td>Fieldwork in Rehabilitation Services (3,3,3)</td>
<td>Prerequisites: Admission to Rehabilitation Services major, COUN 200AB, consent of fieldwork supervisor; prerequisites or corequisites: COUN 406, 448; corequisite: COUN 494. Field placement arranged congruent with option area selected. Graded CR/NC.</td>
</tr>
<tr>
<td>EDFN 452</td>
<td>Statistics in Education (4)</td>
<td>Prerequisite: One year of algebra. Introduction to descriptive and inferential statistics basic to understanding and conducting educational research, including measures of central tendency, variability, covariability, sampling theory, interval estimation, testing statistical hypotheses.</td>
</tr>
<tr>
<td>PSY 302</td>
<td>Statistical Methods in Psychology (5)</td>
<td>Prerequisite: PSY 202. Binomial and other probability distributions; covariance and correlation, regression; confidence intervals and hypotheses testing; t, f, and Chi Square distributions. Lecture 4 hours, laboratory 3 hours.</td>
</tr>
<tr>
<td>PH 456</td>
<td>Drugs and Health (4)</td>
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</table>
Study of psychoactive drugs; drug-taking behaviors and issues related to dependence; physiological, psychosocial, legal and political aspects of drugs and health; strategies for drug abuse prevention, education and intervention. Fulfills teacher certification requirement in California.

Advisement and Retention Policies

Advisement Policy

The Bachelor of Science degree in Rehabilitation Services requires 180 quarter units. Included in the total is a minimum of 72 units of general education courses, 12 units in an upper division theme, and 93-103 units in the major. The major includes 14 lower division and 63-64 upper division required units plus 16-25 units of electives. The program is described within this Bulletin. A minimum “C” average and a minimum “C” grade in all Basic Subjects courses is required to graduate. Basic Subjects courses are the courses in Block A of the general education requirements (Written Communication, Oral Communication, Critical Thinking, and Mathematics). For further information on the required general education courses, see the University General Catalog.

All students are required to pass the Writing Proficiency Examination (WPE) prior to completion of 135 quarter units. ENGL 101 and 102 are prerequisites to the WPE. To take the WPE, students register for UNIV 400. Information on the WPE is available in the General Catalog, Schedule of Classes, and from the University Writing Center.

Rehabilitation Services majors need to select an advisor by the end of the first quarter of the junior year and develop an official degree program. Once a program is signed, any changes must be in writing and approved by the advisor. The student should see the advisor at least once per quarter and bring in a copy of the most recent grade report. Each student must maintain a 2.0 grade point average (GPA). Any incomplete (I) grades that are not made up within one year automatically become “F” grades.

Application for graduation (degree check) is made on a form available in the Graduation and Record Services Office located in Administration 409. The student completes the form with his or her advisor. If approved by the student’s advisor, the department will attach the Major Program and forward all documentation to the Graduation Office for processing. The Graduation Office notifies students of the receipt of their graduation application and supporting documents. All incomplete applications are returned to the Division office for completion and submission during the next available filing period.

Results of graduation checks are sent to students in the mail before their scheduled registration date for their anticipated final quarter. All questions regarding the graduation check procedure or final results are to be directed to the Division. Students who are enrolled in the quarter they expect to graduate but who do not complete all degree requirements will have their graduation application automatically transferred to the next quarter for processing. If the student is still ineligible to graduate at the end of the second quarter, another graduation application, with the required fee and all supporting documents, must be resubmitted for the next available filing.
period. Degrees are granted at the end of the quarter in which all requirements are met, not when
the graduation application is submitted for processing.

Retention Policy

Each student should receive and read a copy of this “Retention Policy.”

It is the philosophy of the faculty of the Rehabilitation Services Program that every student is a
valued individual who has special characteristics, needs, and abilities. Our students are planning
careers in the helping professions with the goal of improving the lives and worth of people
seeking their services. The program has developed and implemented this retention policy based
on this philosophy.

A) Responsibilities of Students:

1. See your assigned advisor at least once per quarter. If you do not know who your
   advisor is, see any advisor and he or she will direct you to the correct advisor.
   This should be done by the end of the first quarter of your junior year.

2. Pass the Writing Proficiency Examination (WPE) before completion of 135
   quarter units.

3. Develop an official degree program with your advisor during the first quarter of
   your junior year.

4. As soon as you receive your grades each quarter, make a copy and submit it to
   your advisor. Discuss any deficient grades. It is your responsibility to do this
each term.

5. Rather than attempting to complete a program too quickly, consider taking fewer
   courses each term so you will have sufficient time to do well in each course you
   take, especially if you are planning to attend graduate school.

6. If your grade point average (GPA) falls below 2.25, see your advisor to develop a
   plan together for improvement. A GPA below 2.0 puts you on academic
   probation.

7. Get to know your course instructors. See each instructor during his or her office
   hours immediately if you do poorly on an assignment or examination; do not wait
   until the last week or two of classes. Remember, most academic problems can be
   resolved. It is a good idea to get to know your instructors even when you are
   doing well in the class.

8. You must make up an “Incomplete” (I) grade within one year or the grade
   automatically becomes a “Fail” (F) which cannot be removed.

9. If you are in financial need, apply for CSULA’s many financial loans and
   scholarships. Visit the Center for Student Financial Services or ask your advisor.

10. Apply for graduation after completion of a minimum of 145 quarter units. Check
    the Schedule of Classes for deadlines.

11. Your degree is very worthwhile and valuable to you; the faculty of the Division of
    Special Education and Counseling want you to succeed at CSULA and in your
    future career.

B) Responsibilities of Advisors:
(1) Make up a list of your advisees and a file for each one, including current telephone number and address.

(2) Make sure each advisee meets with you at least once per quarter, and submits quarterly grade reports to you.

(3) Counsel and help develop a plan of action for any student earning less than a 2.25.

(4) Make sure that your undergraduate advisees do not put off the WPE, math, and English general education requirements. Refer students having academic difficulties to the appropriate center at CSULA for assistance and possible tutoring.

(5) Students who fail to take classes for more than two consecutive quarters will be disenrolled by the university and will have to re-apply to the university unless they fill out a “leave of absence” form.

(6) Encourage students in need of financial assistance to look into the many loans and scholarships available at CSULA through the Center for Student Financial Services.

(7) Remember that a little encouragement may convince a student to remain in school and complete his or her degree.

Faculty

Frances W. Siu, Ph.D., C.R.C., Program Coordinator
fsiu@calstatela.edu
(323) 343-4428
http://www.calstatela.edu/faculty/fsiu/

Martin G. Brodwin, Ph.D., C.R.C.
mbrodwi@calstatela.edu
(323) 343-4440
http://www.calstatela.edu/faculty/mbrodwi/mbrodwi.htm

Heidi Paul, Ph.D., C.R.C.
hpaul@calstatela.edu
(323) 343-4439
http://www.calstatela.edu/faculty/hpaul/

David B. Peterson, Ph.D., C.R.C.
dpeters3@calstatela.edu
(323) 343-6161
http://www.calstatela.edu/faculty/dpeters3/