I. Course Description: (brief paragraph)

This course is a survey of the historical development of the present rehabilitation service system. It includes an introduction to the agencies, their services as well as the professionals who work in them.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

Through the activities and objectives in course students will become prepared, competent, successful, caring and enthusiastic counseling professionals. They will continue to develop a sense of service, leadership, professional and intellectual growth. Through regular class attendance, writing projects, exams, and discussions students will gain academic excellence within the subject area with an emphasis on life-long learning and development. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas. Ethics, integrity and service within the rehabilitation counseling profession and following the Council on Rehabilitation Education guidelines will also be integrated into all aspects of the course. As described in this syllabus, course follows the mission, vision and core values of the college of education and Stephen F. Austin State University which is aligned with the rehabilitation curriculum, clinical experiences, and assessments.

Program Learning Outcomes:

GOALS/OBJECTIVES/COMPETENCIES: This course will enable you to have a basic understanding of careers in rehabilitation and the clients/consumers served. It will also enable you to identify the various cultural and psychological factors that impact our attitudes towards persons with mental and physical disabilities.

UNDERGRADUATE REHABILITATION STUDIES OUTCOME AREAS:

1.1 Develop sensitivity, appreciation, and understanding of what it means to have a disability, i.e., its medical and psychological aspects and what can be done to ameliorate resulting problems.
1.2 Identify the primary rehabilitation techniques employed to evaluate, training, and identify employment and independent living options for persons with a disability.
1.3 Identify physical and environmental adaptations which will enable consumers to work or acquire training.
2.1 Understand the major types, purposes and operations of the myriad of human service agencies serving individuals with vocational limitations.
2.3 Review trends, societal issues, and local, state, and federal laws which affect rehabilitation service delivery.
3.1 Determine the nature and needs of the various types of individuals with disabilities served by rehabilitation and other human service agencies.
3.4 Coordinate services on behalf of consumers with collaborating agencies (e.g., social, educational, financial, vocational, legal, transportation and housing).
4.4 Utilize ethical principles in the provision of services (e.g., integrity, confidentiality, scope of practice, etc.)
4.5 Incorporate cultural sensitivity into daily practices and interactions with consumers.
5.2 Use writing skills for clear, concise, and accurate case reporting.
6.1 Apply ethical principles and standards to rehabilitation case situations
6.2 Resolve ethical dilemmas by applying problem solving and decision-making skills.

Student Learning Outcomes (TRAC-DAT; LIVETEXT):

Students will know and be able to communicate:

1. the major types of human services serving individuals with vocational limitations.
2. the major purposes of human services serving individual with vocational limitations.
3. the major operations of human services serving individuals with vocational limitations.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. Volunteer Experience and Written Log.

15 hours of volunteer work (total for semester) and a log. Directions will be provided in class. Please see volunteer log guidelines. Your 15 hour volunteer experience must be completed and the log submitted to the D2L dropbox by 11:59 PM of the due date.

2. Career Exploration Paper & Resume

In this paper you will research one specific occupation in Rehabilitation Services which you might be interested in pursuing.

The first step is to administer to yourself and score the COPS-P, Career Interest Inventory. (This instrument is available from the textbook person at the Varsity bookstore). The second step is to take the Career Typefocus which is online. Its location is on the Jobs for Jacks portion of the SFA Career Services Website. If you have not done so you will need to create an account for Jobs for Jacks and also a external Typefocus account. These tools will provide you information about how your interests and personality characteristics relate to occupations. Please choose one of the occupations in one of your 3 high point career clusters for this research paper. If you intend to research a different occupation, please check with your instructor first.

In this paper, you should include information as to training requirements (including Texas schools), nature of work, salary levels, working environment, and anticipated demand for the occupation.

APA style will be used for this project. Since this is probably your first experience with APA, the instructor will discuss APA format in class as it is a very common format in the Social Sciences including Rehabilitation.

This paper will be divided as follows:

The first page will be the title page. Please use your last name as the running title of the paper. The second page will contain a paragraph describing the purpose of the paper and an outline of the paper.

The body of your paper should be double-spaced and should be at least 1200 words (five typed pages) in length not counting references, title page, outline. Word processing is required. All papers are submitted into online D2L dropboxes for this course.
You are also required to interview a professional working in the occupation you are researching. This information interview is not treated as a reference and should not be listed on your reference page but should be handled as a personal communication (see APA).

The instructor will be glad to suggest the name of such a professional. Please feel free to make use of the Vault database accessed through free registration in Jobs 4 Jacks online.

In Summary

Page 1, purpose paragraph and outline
Pages 2-6 body of paper
6 outside references
1 working professional interview
Use APA style

Suggested Outline for the Career Paper

Nature of the work
Working Conditions
Interview with Professional
Employment (in what industries or settings is the job found)
Texas Programs which offer training Job Outlook (National or State)
Earnings (National or State)
Professional Organizations that provide additional information

The Resume

Suggested Outline for the Resume

Name, Address, Phone #, e-mail address
Skill Set
Previous employment and accomplishments in those jobs.
Certifications and special skills
Please use MSWord Template
Grading of paper & Resume

The grade of the paper and resume will reflect both appropriate use of APA formatting, spelling, and punctuation as well as content of the paper.

Please note: I reserve the right to require you to redo any paper which in my opinion is not up to standards. The most common problem I see is that you failed to proof the paper before turning it in. I suggest you have a friend read the paper before you turn it in. In the case of an unacceptable paper, I will refer you to the Academic Assistance and Resource Center (AARC) at Steen Library for assistance. They are a tremendous resource. I use them. Their web address is: https://mytutor.sfasu.edu:8080/owl/

IV. Evaluation and Assessments (Grading):

1. Volunteer Log 25% - Due Date-December 6th – 11:59 PM
2. Career Paper and Resume 20% - Due Date-November 1st – 11:59 PM
3. 2 Exams (15% each) 30% - Oct 12 and November 8th Class Time
4. Final Exam Comprehensive 15% - December 13th, Class Time
5. Class participation activities 10%
V. Tentative Course Outline/Calendar:

Aug 30
- Overview of Class
  - Career Paper; Volunteer Log; Examinations

  Overview of Class
  - Career Paper; Volunteer Log; Examinations

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep 6</td>
<td>Discussion of Syllabus and Overview of Agencies for Volunteer Experience</td>
</tr>
<tr>
<td></td>
<td>Discussion of Resources and Getting Things Done</td>
</tr>
<tr>
<td></td>
<td>Resource: National Clearinghouse on Rehabilitation Materials</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.ncrtm.org">www.ncrtm.org</a>, <a href="http://www.rehabjobs.org">www.rehabjobs.org</a></td>
</tr>
<tr>
<td></td>
<td>Resources: Purdue OWL online APA Resource, Getting Things Done, Careers in Vocational Rehabilitation</td>
</tr>
<tr>
<td>Sept 13</td>
<td>Text Reading Assignment- Burger Chapter 3</td>
</tr>
<tr>
<td></td>
<td>Reading Electronic Reserves (1 article)</td>
</tr>
<tr>
<td></td>
<td>- Ancient attitudes toward disability.</td>
</tr>
</tbody>
</table>

Sept 13

Lecture—Human Services in Historical Perspective


Reading Assignment
- Burger: Chapter 3 (continued)

Sept 13

Lecture—Human Services in Historical Perspective (con't)

Lecture—Human Services in Historical Perspective

American Eugenics Movement

(http://www.eugenicsarchive.org/eugenics/)

- Video- “The Solution”
- Resource: Against their Will

http://www.journalnow.com/specialreports/againsttheirwill/

Reading Electronic Reserves (1 article)
- Disability and Monstrosity

Sept 13th

Resource: Who is Herbert Spencer

(http://www.mnsu.edu/emuseum/information/biography/pqrst/spencer_herbert.html)

(http://www.pbs.org/wgbh/amex/carnegie/peopleevents/pande03.html)

Sept 20

Lecture-Mechanisms impacting attitudes toward persons with disabilities

Readings- D2L Content Tab (4 articles) –

1. Psychosocial aspects of invisible disability;
2. The stigmatizing aspects of severe disability: strategies for change
3. Beyond the aww factor;
4. Disability Bias in Children’s Literature

Sept 20
Lecture—Mechanisms impacting attitudes toward persons with disabilities (continued)

Sept 20
Lecture—Disabling Language
- Classroom activities,

Sept 27
Discussion: Providing services to clients from culturally diverse backgrounds.
- Issues of sensitivity,

Sept 27th
Lecture—The demographics of disability (race, education, income)
Resource: Disability Statistics
(http://www.ilr.cornell.edu/edi/disabilitystatistics/)

Readings D2L Content Tab: (2 articles)
1. Empowering people with cerebral palsy;
2. Transcending-Disability as a Growth Experience;

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 4</td>
<td><strong>Text: Burger Chapter 2, pages 82-85</strong></td>
</tr>
</tbody>
</table>

Oct 4
Professionals who serve adults with Disabilities
Guest Lectures by a physical therapist and occupational therapist if it can be arranged.

Readings-- Occupational Outlook Handbook (Click on title for web link)
- Read 3 segments of Occupational Outlook Handbook: Counseling, Physical Therapy, Occupational Therapy.
- Read Burger Text: Chapter 6-(249-255, 238-239, 241-243)

- Careers in Vocational Rehabilitation- (8-9).

Oct 4

- Guest Lectures: Rehabilitation Counseling (State Agency Counselor/Private Practice Counselor), Dana Cahill and Carin Murray
- Guest Lectures: Rehabilitation Counseling for persons Blind and Visually Impaired.

Extra Credit Videos for Exam 1: - The Elephant Man; Johnny Got His Gun; Inside Moves; Like other People; Born on the Fourth of July; The Waterdance; Coming Home;

Oct 11

Examination 1

Lecture: What are Community Rehabilitation Programs- The SFA Career Planning Lab.

Oct 11

What are Careers in Community Rehabilitation Programs

What are Careers with Community Rehabilitation Programs-

Vocational Evaluators, Work Adjustment Specialists, Job Coaches, and Job Development and Placement Specialists
- Read topics in Careers in Vocational Rehabilitation (D2L Content Tab: Vocational Evaluators and Work Adjustment Specialists (under Vocational Evaluation and Work Adjustment), Job Development and Job Placement, Prosthetics & Orthotics (under Other Vocational Rehabilitation Professions)

Oct 11

Guest Lectures: Vocational Evaluators and Job Placement Specialists

Guest Lectures: Goodwill Industries, Mr. Frank Donaldson- Specialist in Community Rehabilitation Programs- Austin.

Readings Electronic Reserves (1 article)
- Chapter 7-Vocational Rehabilitation-Employment-Self-Employment-A Vocational Rehabilitation Process, Vocational Rehabilitation;

Oct 11th

The Role of Assistive Technology
Assistive Technology Definitions (weblink)

(http://www.resna.org
-Guest Lecturer- Mr. Roger Purdy.

Oct 18 Lecture—Persons with intellectual disabilities
- Definitions, Vocational and Independent Living Issues,

Oct 18 Video- “Working- Supported Employment”

Oct 18 Professionals who work with persons with intellectual disabilities

Guest Lecturers-Burke Center, Mental Retardation Case Manager-Group Home/Former Student

Reading- Burke Text-Chapter 2 (Groups in Need) pages 107-110).

Oct 18 Case Study: Applying what you’ve learned.

Oct 25 Lecture-- Mental Illness- An Overview of Psychosis
Schizophrenia-the disease and its symptoms

Burger Text: Chapter 2, pages 85-91

Outside Articles on D2L Content Tab

1. Wall Street Journal Article – Back from Hell:Lori Schiller Emerges-

Oct 25 Lecture-- Rehabilitation focus on persons with chronic mental illness
- The Boston University Approach,

Readings--
- Burger Text: Chapter 4-Theoretical Models
- Also, Medications Side Effects Table, Medication Side Effects Table.page 159-161
Oct 25 th  
Professionals and mentors who work with persons are dually diagnosed.

Different Styles of Helping, Characteristics of Effective Helpers, and Basic Helping Skills

Factors that Influence the use of skills- values and ethics.

- **Burger Text: Chapter 5**

Nov 1st  
Working with persons who are blind and visually impaired; the professionals who assist them.

Readings Electronic Reserves: (3 articles)
- The Blind walk faster; How can a person get around when he can't see where he's going; H. G. Well's "County of the Blind"

-Read- Careers in Rehabilitation: Rehabilitation of Persons who are Blind and Visually Impaired.
  - **Guest Lectures- Orientation and Mobility and Teachers of the Visually Impaired.**

Extra Credit Videos for Exam 2
- Bill;
- A Beautiful Mind;
- My Other Sister;
- I Never Promised You a Rose Garden.

Scent of a Woman

Nov 8  
**Examination 2-**

Nov 8  
Lecture-The Deaf and Hearing Impaired.

Definitions

The Deaf Culture

Nov 15  
Professionals who work with persons who are hearing impaired (Guest Lecture)
Readings – Desire 2 Learn: (1 article) and web material
- Deafness: 1993-2013 The Dilemma. The Volta Review - Volume 95 pages 105-108, Volume 95

Careers in Rehabilitation: Read Rehabilitation of Individuals who are Deaf
- And Hard of Hearing.

Nov 29

Lecture—Elderly and Growing (the demographics of aging)

Video: The Mailbox

Lecture: Myths Regarding the Elderly

**Reading: Burger Text: Chapter 2 (pages 75-82)**

Readings Electronic Reserves: (4 articles): Working with older people; Counseling with older people and their families; Health Care Services; The economic status of the aged.
- U. S. Aging: Golden oldies remain vulnerable

Dec 6

**Remember, Log must be turned into D2L by 11:59 PM.**

Readings Electronic Reserves: (2 articles)
- Outside Reading: Chapter 16: Community Corrections

- Outside Reading: Counseling the Adult Public Offender-A Family Perspective

Readings:
- **Burger Text: Chapter 2, page 102-107**

**Extra Credit Videos for Final**
- The days of wine and roses; Clean and sober; A man and a woman; Leaving Las Vegas, Weeds, The Shawshank Redemption;
Dec 6 Working with Clients with Chemical Dependency.

Readings

- **Burger Text: Chapter 2 (pages 91-102) and Burger Chapter 6 (pages 255-259)**

- Readings Electronic Reserves, Loosening the Grip: Chapters 1-2 & 6

Careers in working with Substance Abusers, the LCDC Credential (Guest lecture)

Dec 6 Guest Lecture: Working with Clients with Chemical Dependency

December 13th Final Examination 7:15 to 9:45 PM

VI. Readings (Required and recommended—including texts, websites, articles, etc.):


2. Outside Readings in PDF format on Desire2Learn Course Content page.

LiveText.

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-
mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

VII. Course Evaluations:

“Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!”

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: Policy 6.7:

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

There will be both in-class and out-of-class assignments. In-class assignments include preparation for and participation in class discussions, presentations and attendance. Since there are no examinations, in-class participation is essential. The class meets once a week. If you miss class for any reason, you
miss a week's worth of class material. Missing one class is like missing three MWF classes in a row. Thus class attendance will be rewarded (see point value below). Also, University policy permits a student to make up only 3 weeks of classes due to excused absences. If you miss more than three regular classes, you will not be allowed to make up the work you missed and therefore will fail the class.

Policy as to late assignments: 5 points will be deducted from the grade each day (not counting weekends) for assignments submitted after 5 P.M. of the due date. Please submit late assignments to the D2L dropbox and LiveText dropbox.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilitieservices/.

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one's own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).
**Withheld Grades Semester Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:**

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

**IX. Other Relevant Course Information:**

**Assistive Technology- Smartphone Apps for Academic Success**

**Required**

CamScanner (iphone and android) (free) will be used to scan completed test forms to upload to D2L test documentation dropbox.
The Aging Booth (.99) (iphone and android). Used in a course segment.

**Recommended**

Istudiez Pro (iphone) $2.99. student project and time management application.

Myhomework (iphone and android) (free) student project and time management application.

RefMe (iphone and android) (free) APA reference assistant.

Breathe2Relax (iphone and android) (free) Stress reduction application.