Human Services Department  
RHB 405: Rehabilitation Process and Practice  
Fall 2018  
Meets Online

**Instructor:** Alan Larson, PhD, CRC  
**Office:** Human Services, 211  
**Office Phone:** 936-468-1150  

**Course Time & Location:** Online  
**Office Hours:** M Th: 1:30-4PM or by appointment  
**Email:** Larsona1@sfasu.edu

**Course Description:** Study of the historical content, philosophical fundamentals, and legislation related to rehabilitation. Also to be accomplished will be a review of the rehabilitation process including intake, assessments, interventions, and outcome. Prerequisites: RHB 220, RHB 383.

**Course Readings:** Andrew, J.D. & Faubion, C. W. (2014). Rehabilitation services: An introduction for the helping services professional. Aspen Publishing Services: Lynn Grove, MO

**Student Learning Outcomes:** All course assignments and activities relates to the outcomes listed below. Students will be able to:
- describe the context and fundamental issues supporting the field of rehabilitation counseling
- identify the significant contributions of the major pieces of rehabilitation legislation since 1920.
- describe the rehabilitation process and of how clients are moved through the public and private systems
- describe the principles of rehabilitation assessment, job development, and supported employment of people with disabilities.

**Program Learning Objectives**
1. Students will be able to conduct a rehabilitation assessment and communicate results of their findings (as these apply to an IPE).
2. Students will be able to know and communicate the major types, purposes, and operations of the myriad of human service agencies serving individuals with vocational limitations.
- In this course, students will create a learning community that promotes equity, collaboration, service, and community engagement. Through the use of academic assessment and critical thinking, students will be able to incorporate their understanding of psychosocial, medical, vocational, and individual factors in the rehabilitation process. Upon completion of this course, students will be better prepared, responsible human service professionals who aim to address specific needs in a variety of communities. As such, this course is consistent with the core values and mission of the Perkins College of Education.

**Course Activities:**

**Exams (400 points)**
- There will be six comprehensive tests, each worth 50 points (6 x 50 = 300)  
Tests will be available from Saturday through Friday. If for some reason you have an extended and extenuating circumstance that prevents you from taking a test during this time frame, please contact me immediately to explain. **At my discretion,** there is a remote possibility of taking a make-up exam paper and pencil exam during dead week in my office.
- There will be one open book/ethics code exam worth 100 points.
Assignments (500 points)

- You will take a quiz on this syllabus (20 points)
- There are 18 assignments embedded in the online modules (18 x 10 = 180 points). These assignments consist of a question and answer dialog with the instructor.
- **Service Learning**: Students will conduct an accessibility survey of a local business. This assignment includes three parts:
  - A completed survey form (50 points): Students will thoroughly complete the ADA form demonstrating professional evaluation of sites.
  - Professional summary report (50 points): 2-3 typed and double-spaced pages summarizing your survey that will be presented to the employer. This report will include your evaluation of accessibility and potential areas for improvement for the surveyed building. You also need to include an addendum to the report with suggestions for employer on making the noted modifications, projected costs of modifications, and resources to facilitate implementations. *This report will be submitted to the business you survey, so part of your grade is based on how professionally this report conveys the information.*
  - Personal reflection report (50 points): 2-3 typed and double-spaced pages on your experiences and feelings while doing the survey, what you learned, value of the activity, reactions, feedback, etc.
- **Rehabilitation Process Practice**: You will simulate the rehabilitation process with a person that has a disability by performing the following tasks:
  - An intake (50 points).
  - A current assessment of the person’s strengths and areas needing improvement, and any further formal assessments that you recommend (50 points).
  - An IPE (50 points).

The format for all of these will be provided within the appropriate course modules online.

Tips for all writing assignments!

- Spelling, grammar, punctuation, and composition count in your grade
- Use spell check and professional language!!
- Edit your writing!! This does not mean just using spell check, but actually reading and revising **multiple** times so that it looks and sounds good
- Please make use of the services available to help you write better papers. SFA has the ARC and an online writing lab.
- **This is a Wikipedia-free zone!!!! Wikipedia is NOT an allowable reference in any writing assignment. If you do use it, deductions will be made.**

Class Participation (100 points) includes:

- Quantity of discussion interactions per week (50 points) – Each topic of discussion is considered a class, and since class attendance is expected, so are class discussions. Therefore, failure to participate the weekly discussion is considered an absence. Also, interaction is crucial, replies (3 minimum) to fellow student (or professor) posts are expected. The original post should be posted by Wednesday at midnight. Discussions will close on Saturday at 4pm
- Quality of discussion interactions overall (50 points) – depth and insight are expected in discussion posts, and of course the content needs to be relevant to the discussion questions. Use course material to support your argument when appropriate.
### Grading Criteria:
- **A** = 1000 - 900
- **B** = 899 - 800
- **C** = 799 - 600
- **D** = 599 - 500
- **F** = < 499

### Course Map and Timeline

**Map Key**
- Assignments = questions from the professor. Some of these questions have right/wrong answers and others are more reflective essay type. All assignments are required in order to earn points.
- Individual discussions = questions from the professor to be discussed by the individuals in the class. Quality of your responses and interaction with your classmates is expected.
- Group discussions = questions from the professor where you will be sorted into groups to discuss. Participation in all the group discussions is expected, as it is part of your overall participation grade.

**Class schedule:** Please note that there are weeks with multiple units and assignments due!

<table>
<thead>
<tr>
<th>Week Starting*</th>
<th>Unit Name</th>
<th>Modules</th>
<th>Assignments</th>
<th>Individual Discussions</th>
<th>Group Discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/27</td>
<td>Syllabus</td>
<td>Syllabus</td>
<td>Getting to know each other</td>
<td></td>
<td></td>
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<tr>
<td>9/1</td>
<td>Context</td>
<td>A Brief History of Disability</td>
<td>What’s missing? and Experts wrong about?</td>
<td>What you know</td>
<td>Three graphics reviewed</td>
</tr>
<tr>
<td>9/3</td>
<td>Rehabilitation Philosophy</td>
<td>Society’s benefit</td>
<td>What you know</td>
<td>Moral argument</td>
<td></td>
</tr>
<tr>
<td>9/10</td>
<td>Concepts, Models, and Paradigms</td>
<td>Professional identity</td>
<td>What you know</td>
<td>Models and Behavior</td>
<td></td>
</tr>
<tr>
<td>9/10</td>
<td>Introduction to the Profession</td>
<td>Professional organizations</td>
<td>What you know</td>
<td>Personal Philosophy</td>
<td></td>
</tr>
<tr>
<td>9/17</td>
<td>Test</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>9/17</td>
<td>Legislation</td>
<td>Rehabilitation Legislation</td>
<td>Rehabilitation Law Chart</td>
<td>What you know</td>
<td></td>
</tr>
<tr>
<td>9/24</td>
<td>Test</td>
<td>Disability Policy, the ADA Enforcement</td>
<td>What you know</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Section</td>
<td>Topic</td>
<td>Activity</td>
<td>What you know</td>
<td></td>
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<tr>
<td>9/24</td>
<td>Fundamentals</td>
<td>ADA, and the ADAAA</td>
<td>Survey* &amp; Reflection*</td>
<td>Defining Disability</td>
<td></td>
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<tr>
<td>10/1</td>
<td>Empowerment and Advocacy</td>
<td>Advocacy in Action</td>
<td></td>
<td>What you know Experiences</td>
<td></td>
</tr>
<tr>
<td>10/1</td>
<td>Independent Living (in Texas)</td>
<td>IL in Action</td>
<td>IL or VR?</td>
<td></td>
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<tr>
<td>10/8</td>
<td>Test</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>10/8</td>
<td>Evaluation</td>
<td>Intake and Assessment</td>
<td>Intake* Assessment*</td>
<td>Case scenario</td>
<td></td>
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<tr>
<td>10/15</td>
<td>Test</td>
<td></td>
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<td></td>
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<tr>
<td>10/15</td>
<td>Outcomes</td>
<td>Career Development for PWD</td>
<td>Larson v. Lent &amp; Brown model</td>
<td>Your career</td>
<td></td>
</tr>
<tr>
<td>10/22</td>
<td>IPE: Recipe</td>
<td>IPE*</td>
<td></td>
<td>O*Net and You</td>
<td></td>
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<tr>
<td>10/22</td>
<td>Job Placement</td>
<td>Placement as a job</td>
<td></td>
<td>Placement stories</td>
<td></td>
</tr>
<tr>
<td>10/29</td>
<td>Supported Employment</td>
<td>Support differences</td>
<td></td>
<td>Your supported work</td>
<td></td>
</tr>
<tr>
<td>10/29</td>
<td>The Social Security Maze</td>
<td>SSI calculations</td>
<td></td>
<td>Reaction and questions</td>
<td></td>
</tr>
<tr>
<td>11/5</td>
<td>Test</td>
<td></td>
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<td></td>
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<tr>
<td>11/5</td>
<td>Profession</td>
<td>Diversity</td>
<td>Your use of the model</td>
<td>Reaction and comments Three case scenarios</td>
<td></td>
</tr>
<tr>
<td>11/12</td>
<td>Ethics</td>
<td>Ethical development Ethics test**</td>
<td></td>
<td>Two case scenarios</td>
<td></td>
</tr>
<tr>
<td>11/12</td>
<td>Reasonable Accommodation</td>
<td>Using JAN site</td>
<td></td>
<td>Your know (x2) U-Design example</td>
<td></td>
</tr>
<tr>
<td>11/19</td>
<td>Thanksgiving Break!</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11/26</td>
<td>Assistive Technology</td>
<td>Your assistive technology</td>
<td></td>
<td>What you know</td>
<td></td>
</tr>
</tbody>
</table>
**Case Management**
Describe the case management process
What you know
Two caseload scenarios

<table>
<thead>
<tr>
<th>12/3</th>
<th>Case Management</th>
<th>Describe the case management process</th>
<th>What you know</th>
<th>Two caseload scenarios</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>12/3</th>
<th>Careers in Rehabilitation</th>
<th>Comparing public and private systems</th>
<th>What you know</th>
<th></th>
</tr>
</thead>
</table>

| 12/10 | Test |       |       |       |

* In the schedule above, each week begins on Saturday and ends the following Friday at midnight. All tests and 10-point assignments are due by Friday at midnight on the designated week. Individual and group discussions will stay open according to that same schedule. After that they will remain visible but locked.

**Potential for Course Changes**
All of the above is subject to change depending on course needs and circumstances. Should any changes be necessary, students will be informed in writing as promptly as possible.

**LiveText Statement:**
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-maillivetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

**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.

**Student Ethics and Other Policy Information:** Found at https://www.sfasu.edu/policies

**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.

**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/disabilitiyservices/.

**Student Academic Dishonesty: Policy 4.1**
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**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.

**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: 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 http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

**Additional Information:**
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, 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, driver’s 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.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.