I. Course Description:

Field instruction in rehabilitation service agencies and programs in the community under the supervision of the field study director and professional staff of the cooperating agency. Prerequisites: RHB 220, 381, 383, and EPS 485. There are critical assignments related to accountability and accreditation in this course.

II. Intended Learning Outcomes/Goals/Objectives:

Through the activities and objectives in course students will become prepared, competent, successful, caring and enthusiastic rehabilitation 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.

This course is designed to provide field placement with human service and rehabilitation services agencies in the East Texas Area. You will be in placement under the supervision of the agency field supervisor and an SFASU faculty advisor. Your facility advisor will visit your field site at least 1 time during the semester. You will intern with a community service agency 12 hours each week for a total of 150 hours. This will be documented by a timesheet. The purpose of placement is to provide a beginning experience in field, thus integrating classroom knowledge and personal resources with direct experience as a practitioner. In achieving the purpose, you will be expected to apply generic principles, concepts, and knowledge which is basic to the helping professions. The basic objectives that you should derive from the course are: (1) to become aware of your abilities in providing services to persons with disabilities; (2) develop an awareness of responsibilities in providing services to persons with disabilities; (3) develop or improve techniques of working with professional people to provide services to persons with disabilities as a representative of helping profession; (4) learn of facilities, agencies, organizations, programs, and schools which can provide services to persons with disabilities; (5) acquire and develop a philosophy for working with persons with disabilities; (6) examine attitudes in entering a helping profession; and (7) resolve some ideas as to what kind of vocational career that you might wish to pursue. The purpose of the course is outlined in the course description above. In class we will discuss a number of different subjects arranged in several modules (e.g., identifying knowledge
and skills presently possessed, learning your role as a professional rehabilitation worker, etc.). Our purpose will be to help you integrate what you have learned from your rehabilitation courses and add to it. One of the requirements for this class is that the agency complete a Memorandum of Understanding (MOU) with SFA and that MOU be part of your Field Experience File (FEM).

Program Learning Outcomes related to accreditation.

Students will know and be able to communicate the major types of human services serving individuals with vocational limitations and the major purposes of human services serving individuals with vocational limitations.

Student Learning Outcomes related to accreditation

Students will obtain and good or excellent in the Community Human Resources paper assignment.

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

There are four written assignments which are required as partial fulfillment of HSE 385:

1. Log

Each student should keep a log of his/her experiences. An entry should be made in the log each time the placement is met. The length of the entry will vary depending upon the experiences during that meeting of placement. The log entries should not be merely an account of your activities each time. If should exhibit understanding and analysis of what is happening. Relate your observation of things that come to life for you from classroom learning.

A log entry should be made every time you go to your field placement site. Three major sections of each entry include Summary of Activities, Integrated Classroom Learning, and Project Progress. The entries are in reverse order with the most recent entry on time.

This log will be in digital format. A backup of this log should be kept in a secure place. USB drives can be lost, washed, or damaged. A free copy of dropbox is available. Ask the instructor.

This log will be submitted at mid-semester and at the end of the semester.

2. Paper #1 "Description of the Agency & Contract"

This first paper will be written in three parts:

a. The first part should be a description of the particular agency in which you are placed. It should have characteristics of your personal investigation and collection of the following data: services provided; type of clientele served; funding of the agency; and the administrative structure of the agency.
b. Part two should include information that would be contained in an occupational study. For example: a discussion of the employment outlook in this agency; qualifications for job application; salary offered; working condition; promotions, numbers of staff employed by the agency; and any other interesting data.

c. Part three, Contract.

This should be accomplished mutually with your field instructor, with both signatures at the close of the contract. The contract should contain: your goals for the field experience and your assigned duties with the agency. The contract should also include goals related to knowledge, skills and personal development. Goals should included strategies and methods of measurement (Please see Kiser text, Chapter 2).

You should make three copies of the contract so that you, your field supervisor and faculty advisor can have a periodic review of the agreements and goals. The contract may be reviewed during the performance evaluations or more often as desired.

This paper must be typewritten, double-spaced, and be approximately five pages in length. Please bring a copy of your contract to your final examination.


You will be required to do a Community Resources Paper that will cover 10 agencies in one geographic area. In the field of human services it is extremely important that you know what services are available to you to help your clients. The outline of this paper is as follows: (This Paper Is To Be Typed)

Introduction Page (s)

The Introductory page should describe the geographic area that you covered in your community resource paper and what method you used to contact the agencies.

Contact by going in person is highly recommended!!

The paper should be written starting each agency on a new page. Please use the following outline subtopic headings indenting the text as the Community Resources Directory is prepared. An example of this directory can be found on the website for the Nacogdoches Public Library.

Name of Organization

Location: Address

City, State, Zip Code

Contact (Name of Person & Title)

Phone Number

Office Hours

Function & Services (Paragraph Form)
Eligibility Requirements (Mention Fee)

Funding

Fees

Access to Service

Availability of Interpreters

Effectiveness (Paragraph Form, your observations)

Please make sure you use complete sentences in the community resource paper.

4. Paper #3 "Case Study of Client Evaluation"

Note: Please use these topics as subtopic headings in your paper. Also please see copy of TRC Initial Client Intake.

a. General Introductory and Identifying Information

1. A brief verbal picture of the client; weight, height, sex, unusual characteristics, etc.

2. Relevant information about the family (if there is one)

3. Referral Source and Client's perception of why he was sent to see you

b. Problem Assessment: Please use subheadings to identify specific domains.

1. Financial information (include income from employment & other sources)

2. Vocational information (include present employment, employment history, educational level, and other skills)

3. Medical History, present problems (and disabilities, if any)

4. Psychological information (mental health diagnosis, observed affect, and problems of personal adjustment)

5. Socioenvironmental information (housing and problems with groups; on the job, in the community, with law enforcement agencies, and with the other family members)

6. Your assessment and the client's assessment of the present problems and what has caused them.

c. Plan of Action (Use these as subheadings)

1. Stated agreement between you and client of plan of action. What you intend to do and what the client intends to do.
2. Your analysis of the motivations and resistance to change and your planned methods of dealing with them.

3. Statement of short and long term goals.

4. Your prognosis as to outcome.

Example:

Stated agreement

Motivations and Resistance

Long term goals

...(Encourage client choices and decision making)

Short term goals:

...(Encourage client choices and decision making)

Prognosis as to outcome

This paper should be written in an organized paragraph form. Sources of information including medical records, the client, family members, etc. should be identified. The paper should be typewritten and should be approximately five pages in length (single spaced).

5. Paper #4: Labor Market Survey

This paper is a telephone survey of five agencies in the geographic area you intend to work upon graduating from Stephen F. Austin. The purpose of this assignment is to gain information about the job market for undergraduates with a Bachelors degree in Rehabilitation. Please use the form attached for your survey. You will conduct a telephone interview with five agencies.

6. Seminar Presentation. The primary skill sought by employers of 4 year college graduates is oral communication skills (Are they really ready to work?, 2012). This assignment is designed to help you hone those skills. You will select a topic that is relevant to your field placement or a client group you are interested in serving. The topic should reflect at least 5 journal articles as to outside research. You will prepare powerpoint using “Beyond Powerpoint” techniques, using electronic notes and provide each class member with an outline of your presentation. Please notify the instructor of your topic the week before your presentation. It is very important that you use appropriate presentation graphics and active learning exercises. [Instructor will discuss in class].

Instructions for Powerpoint

1. Use the notes feature of the Powerpoint. You will be presenting in the presenter view of powerpoint in order to maintain good eye contact with your audience.

2. Submit a zipped copy of your powerpoint presentation to the D2Ldropbox and LiveText.

3. Please try out your presentation a week before your presentation. Your time limit is 30 minutes.
4. Please provide each class member with an outline view printout of your presentation at the time of your presentation.

Recommended sources of topics for your presentation:

Two Journal articles at http://libweb.sfasu.edu/subject/humanserv/hse385.htm

Recommended Journals

Journal of Applied Rehabilitation Counseling

Journal of Rehabilitation

Rehabilitation Literature

Vocational Evaluation and Work Adjustment Bulletin.

Grading of this presentation

1. Content of presentation 40 points
2. Outline 20 points
3. Audio Visual Materials 20 points
4. Appearance and Delivery 20 points

University policy allows a student to make up work for absences (excused or unexcused) up to a maximum of three weeks of a semester. Therefore, absences in excess of three weeks or nine hours of class could result in a failing grade for the class.

IV. Evaluation and Assessments (Grading):

There will be weekly quizzes on assigned readings. These weekly quizzes will be averaged as a participation grade. The participation grade, written papers, mid-term and final log grades, mid-term and final supervisor evaluations will be weighted equally as to grading.

Bonus Points.

Research Participation: You have the opportunity to earn 4 research bonus points to your final grade (R-Points) by participating in departmental research projects. For every 30 minutes of research participation, you earn 1 R-Point. You must sign up for R-Points through the Department of Human Services Sona Systems Software


V. Tentative Course Outline/Calendar:

Due Dates:

Paper #1 September 19
Paper #2 October 10
Mid-Term Log, Timesheet – October 17
Paper #3 October 31
Paper #4 November 14
Final Log, Timesheet- December 5

Presentation- when assigned

Tenative Calendar and Assignments

Thursday, August 29
- Discussion of Course Requirements
- Field Agency Assignments

Thursday, Sept 5
- Quiz Kiser Chapter 1 and Chapter 2.
- Lecture- The importance of developing a Learning Plan

Thursday, Sept 12
- Quiz: Kiser, Chapter 8, Writing and Reporting within your agency.
- Quiz Kiser, Chapter 4, The Integrated Processing Model
<table>
<thead>
<tr>
<th>Date</th>
<th>Quiz</th>
<th>Lecture</th>
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<tbody>
<tr>
<td>Thursday, Sept 19</td>
<td>Quiz: Kiser, Chapter 5 Using Supervision</td>
<td>Lecture: Measuring performance, the field supervisor’s perspective.</td>
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<td>Quiz BORR (Article is on website)</td>
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<td>Thursday, Sept 26</td>
<td>Quiz: Kiser, Chapter 3, Developing Ethical Competence</td>
<td>Lecture: Ethical behavior in human services.</td>
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<td>Quiz Kiser-Chapter 6 Communicating in your internship.</td>
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<tr>
<td>Thursday, Oct 3</td>
<td>Quiz: Kiser, Chapter 9, Taking Care of Yourself</td>
<td>Lecture: Taking Care of Self emotionally (and financially)</td>
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<td>Quiz Kiser-Chapter 6 Communicating in your internship.</td>
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<tr>
<td>Thursday, Oct 10</td>
<td>Quiz: Kiser Chapter 11- Planning Your Career</td>
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<td></td>
<td>Mid-term evaluations, timesheet, supervisor evaluations due.</td>
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Thursday, Oct 24
Quiz: Kiser, Chapter 7, Developing Cultural Competence
Lecture: Understanding different cultures

Thursday, October 31
Lecture: “Beyond Powerpoint”

Thursday, Nov 7
Class Presentations

Thursday, Nov 14
Class Presentations

Thursday, Nov 21
Class Presentations

Thursday, Dec 5
Kiser-Ending your Internship.
Kiser-Planning your Career.

Thursday, Dec. 5
Final log, final timesheets, and final evaluations are due.

Thursday, Dec 12
Final Examination (6:45 – 9:15 PM)

VI. Readings (Required and recommended—including texts, websites, articles, etc.):
VII. Live Text & FEM Requirements

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.

FEM. In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $20.00.

VIII. Course Evaluation:

“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

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/disabilityservices/.

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 or call the office at 936-468-2703.

IX. Other Relevant Course Information:

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall
extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

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 http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. 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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

Additional Information: