I. Course Description: (brief paragraph)

This course provides the student an opportunity to explore in-depth the varied content covered in rehabilitation and to synthesize and integrate the different parts. Prerequisites: RHB 220, 381, 383, 405, 407, 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 curricula, clinical experiences, and assessments.

Program Learning Outcomes related to accreditation.
Students will demonstrate knowledge, skills, and dispositions for successful completion of graduate training in rehabilitation counseling and other rehabilitation related professions.

Student Learning Outcomes related to accreditation

The following documents will be assessed: A research summary demonstrating specific skills in researching a specific topic or issue in rehabilitation.

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. Specific objectives are identified for each class assignment. In addition, the following objectives are for the course as a whole.

Objective 1: The student will identify individual strengths (including knowledge and skills) and prepare a cover letter and resume which highlights those strengths to a prospective employer.

Objective 2: The student will identify individual values, attitudes, and beliefs which shape and determine his or her direction and actions.
Objective 3: The student will demonstrate through an individual project and written papers an understanding of the rehabilitation process, practice and philosophy.
Objective 4: The student will improve both written and oral communication skills.
Objective 5: The student will become acquainted with research procedures and be able to assess research reports.

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

I. Research Summary (50 points)

Objective: To familiarize the student with (1) professional research literature and (2) the process of a literature search on a single topic or theme. According to employers (Are they ready to work, 2012) the fourth most critical skill 4 year college graduates need is Critical Thinking. Employers expect graduates to be able to engage in critical thinking, innovation, inquiry as well as analysis, evaluation and synthesis of information. This analysis/synthesis project will help you build that skill.

Assignment - Using the format and headings listed below, read, summarize, and react to four articles published in professional journals. Please use professional journals rather than popular literature such as Psychology Today, Newsweek, Ladies Home Journal, etc. Additionally, please use volumes no older than 2007. Be sure to narrow your topic sufficiently in order to make this a meaningful and manageable experience.

Format and Headings:

Each Article:


2. Summary- Limit the summary to one and one-half typed pages or less in paraphrased fashion. Do not copy the printed abstract or copy verbatim from the articles. State the focal topic, purpose, and conclusions of the article.

3. Reaction- This is the major focus of this assignment and is to represent your best effort in thinking and writing. In the space left following your Source and Summary, state the issue you are reacting to in the article and then provide your position on the issue. The reaction is to be a product of your critical thought and your conceptualization of the principles and issues explored by the article. Be sure NOT to make your reactions mere summaries of the material read. Your reaction may take any form you wish but it must be substantiated by a given rationale or belief system which you explain in the reaction. Some suggested reaction topics might include:

   1) Key concepts you find most useful and why.

   2) Some of the ideas or techniques you would want to include in your helping style and why.

   3) Major limitations of the author's presentation.

   4) Ideas with which you partially agree but would modify to some extent.
5) Ideas with which you disagree and why.

After the 4 articles:

**Final Summary** - This will come only after you have read and reacted to all four articles. As a final report, prepare a ONE or TWO page summary/reaction to the four articles. Please do not merely recap your individual article summaries. You may address any learning you gained from your reading, comment on the overall impression you now have about the topic, list areas needing further research, or other appropriate impressions.

Each paper, including the final summary, should be no more than three typed pages.

**Paper Length: (4 summaries X 3 pages) + 2 page summary/reaction= 14 pages.**

II. Individual Senior Project - 200 points total (See assignment dates)

**Project Proposal (25 of 200 point total).**
**Final Report (175 of 200 point total)**

**Objective:** To afford students an opportunity to explore and integrate with their present skills and knowledge some relevant theory, method or skill in working with people. Employers expect 4 year college graduates to have the skills to engage independent learning and self-direction (Are they really ready to work?, 2012). This project will help you develop the discipline and skills engage independent learning projects.

**Assignment:** Each student will develop an individual project for the semester in which he/she will integrate some theory, method or skill in working with people with his or her present knowledge and skills. This is intended to be an open-ended assignment in which students will (1) identify a skill or knowledge area in which they wish to acquire some competency, (2) survey the literature and other resources to develop a plan of action, and (3) demonstrate an application of the skill or knowledge.

For example, the student may wish to acquire additional skills which have been successful in the area of placement of individuals with disabilities. The student's responsibility will be to research several sources of information (e.g., professional literature, counselors, employers, etc.) and use this information to determine or identify some successful placement techniques.

Using this information, the student will then demonstrate the application of his/her research by applying it to the field of the helping services. In the above example, the student would demonstrate the placement techniques by actually using the techniques to place individuals into competitive employment. This project is to be experience-oriented.

The Individual Student Project will be evaluated on the basis of its applicability to the field of rehabilitation services (i.e., is it a worthwhile project?), the variety and quality of resources used in the project, the integration of the student's own experiences and thoughts with the new information he/she has gained, and the quality of the final report made by the student.

Job Skill Training Course:
If you choose the job skills specialist project.

1. First offering, you must register by **February 4th**. The module begins **2/11th and ends 2/24/19**.
2. Second offering you must register by **2/18/19**. The second course begins **2/25/19 and ends 3/10/19**. 
The course ends **3/27/16**.
3. The cost of this module is $135.

https://wise.unt.edu/texas_credential_calendar

III. Open Ended Questions - 25 points each (75 points total)

Objective: To provide the student the opportunity to mentally explore some important concepts related to the helping profession. Employers except graduates to have effective communication skills including development, interpretation, and expression of ideas through written, oral, and visual communication. Application to graduate programs often includes a writing assignment similar to these open ended questions.

Assignment: The following open-ended questions have no "correct" answers. They are intended to stimulate the students' thinking in relation to their work as helpers. The report on the question discussed should reflect the student's personal thoughts on the subject as well as the results of the student's investigation into it.

Each paper should be approximately 4-5 type-written pages (double-spaced). If literary sources are used, they should be appropriately identified on a reference page. However, this is not intended to be primarily a library research assignment. Use yourself, other people, other classes, etc., as references if you wish. Be sure to include your references when you turn in your paper.

On the cover sheet of your paper, write out the question you are answering.

Due dates: See attached assignment schedule.

FOR THE FIRST QUESTION:

1. Develop a list of beliefs or values which underlie your attitudes toward the profession of rehabilitation. State these beliefs in the first person (e.g., I believe in the right of all people to pursue the highest level of physical and vocational independence of which they are capable). Please refrain from listing personal or religious beliefs which override all of your attitudes toward life. In other words, list only those which are specific to the profession of rehabilitation. This paper will be shorter than the 4-5 pages normally expected for open-ended questions.

FOR THE SECOND QUESTION:

2. Describe at least three experiences in your life which influenced your decision to become a helper. How might these life experiences affect you in your work?

CHOOSE ONE OF THE FOLLOWING FOR THE THIRD QUESTION:

3. In your own words, and based upon what you have learned in the courses you have taken in your major, write out your personal philosophy of rehabilitation. List and define what you think are the essential qualities of an effective rehabilitation professional.
4. Develop and respond to your own open-ended question.

IV. Resume- 15 points

Objective: To identify professional strengths (knowledge, skills, and experiences) which are marketable and be able to present them to a prospective employer.

Develop a resume for your job search or graduate school application.

V Workshop Presentation on Stress Management Technique- 50 points

Objective: To develop in-service training skills in developing learning goals, assessing present knowledge, designing and conducting instruction, and conducting post assessment of acquired knowledge of students. According to employers (Are they really ready to work?, 2012) the primary applied skill needed of 4 year college graduates is oral communications. This project will help you build that skill.

You will prepare and conduct class training over one of the stress reduction techniques covered in the Relaxation and Stress Reduction Workbook, Fifth Edition. You will prepare instructional goals, conduct a pre-assessment, conduct the training and then conduct a post-assessment. This training should be no more than 40 minutes in length but will include student engagement activities. Dates will be assigned.

Items to be submitted to D2L dropbox and LiveText

1. Student learning outcomes
2. Pretest
3. Powerpoint presentation & scanned index note cards
4. Post-Test (same as pre-test)

Powerpoint presentation should include
- Introduction
- Objectives
- Content
- Conclusion
- References
- Index cards should include slide talking points.

VI. Self-Management Project (Log) – 50 points.

Objective: To develop strategies managing stress in one’s life.

Instructions for Self-Management Project (Log)

This assignment will help you to develop a self-management technique as well as improve your empirical and quantitative skills. Choose a personal stress related symptom occurring in your life (physical, psychological, emotional or environmental) that you wish to change (increase, decrease or stabilize). It must be observable and measureable (countable).
Track the personal stress related symptom for 2-weeks (creating a baseline of the symptom before the stress management treatment begins) by plotting the occurrences (frequency, duration, degree of intensity) of the symptom hourly, daily and/or weekly. Use some type of graphical representation to show the symptoms history during the 2-weeks before treatment or at baseline (i.e., line graph, bar graph).

Stress management treatment will begin on the 3rd week. Once treatment has started continue to track your personal stress related symptom just like you did before treatment began. Continue to track the symptom throughout the treatment duration. You should continue to record the occurrences of the symptom on the graphical representation you started before treatment; this information should include the frequency, duration and/or degree of intensity on an hourly, daily and/or weekly basis.

Once treatment ceases, record the current status of your personal stress related symptom on the graphical representation.

In the report you are required to write about your personal experience with regards to your personal stress related symptom and what change if any that took place due to the stress management treatment. Your typed written, APA format paper should include the following:

Title page

Description of your personal stress related symptom, why you wish to change it, and how you wish to change it (decrease, increase or stabilize). Again, it must be observable and measureable (you can count it).

Description of your personal stress related symptom before treatment (how did it affect your life?)

Description of your personal stress related symptom during treatment (how did it affect your life?)

Description of your personal stress related symptom after treatment (how did it affect your life?)

Overall thoughts of the stress management treatment (likes/dislikes of course, techniques you found most useful, any benefits from the course)

A graphical representation to show your personal stress related symptom’s history before, during, and after the treatment (i.e., line graph, bar graph)

VII Panel Presentation - 10 points

Objective: To improve oral communication and teamwork skills through practice.

Employers expect graduates to be able to work effectively in teams and consider different points of view. The class will be divided into groups. Each group will serve as a panel to present one side of an issue (pro or con). The purpose of the presentation is to be persuasive and to stimulate class discussion. Topics will be assigned by the instructor. Panel members should present the results of their research of the topic and may use appropriate footnotes, resource materials, and audio-visual aids, if desired. Employers expect 4 year college graduates to have excellent oral communication skills (Are they ready to work?, 2012). This project will help you to hone those skills.
IV. Class Attendance Activities – 10 bonus points. Attendance will be taken for class. You are able to gain up to 10 bonus points by your class participation activities average (Class participation activities average X 10 points). There will be class participation activities in class. If you are not in class, you did not participate in the activity. You can only make up the class activity if you bring a written excuse from a health provider or a university official (if it was a university event).

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.

V. Quizzes- 100 points (50 points each).

There will be two multiple choice/true-false quizzes covering the guest lecturers, workshop presenters, and textbook materials covered up to that point. The final will not be comprehensive.

VI. Evaluation and Assessments (Grading):

Grades will be determined on the basis of total points earned for the semester. There are a total of 550 points possible. The grade of "A" requires 515 or more points, "B" requires a minimum of 480, "C" requires a minimum of 445, and "D" requires a minimum of 410 points. Less than 410 points will result in a failing grade ("F"). Students will be given an opportunity to evaluate course organization, content and teaching effectiveness of the instructor at the end of the semester.

XI. Due Dates for assignments- All Assignments must be submitted both to Desire to Learn Dropbox and LiveText. Desire to Learn dropbox deadline is 11:59 PM and LiveText deadline is 11 PM.

1. Resume and Cover Letter Due-February 11th
2. Research Summary Due – February 18th
3. Written Proposal for Senior Project Due- February 25th
4. First Question Due- March 4th
5. Second Question Due- March 11th
7. Third Question Due- April 1st
8. Self Management Project Due- April 15th
9. Final Senior Project Due- April 29th
10. Workshop presentation documents due on date of presentation.

XI Tenative Course Outline/Calendar

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<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>Reading Assignment</th>
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<td>Date</td>
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<tr>
<td>January 28</td>
<td>The Resume</td>
<td>Sources of Resumes</td>
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<td>The Cover Letter</td>
<td><a href="http://www.sfasu.edu/ccpd/113.asp">http://www.sfasu.edu/ccpd/113.asp</a></td>
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<td>February 4</td>
<td>Graduate School- yes/no</td>
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<td>The Decision Matrix</td>
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<td>Guest Lecturer-</td>
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<td>February 11</td>
<td>Evaluating and Using Research in Rehabilitation</td>
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<td>Preparing your Research Summary</td>
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<td>Preparing your proposal for the senior project</td>
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<td>Using needs assessments</td>
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<td>February 18</td>
<td>Preparing your workshop</td>
<td>Beyond Powerpoint Bullets</td>
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<td>A different approach with powerpoint presentations.</td>
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<td>February 25</td>
<td>How you react to stress</td>
<td>The Relaxation and Stress reduction handbook.</td>
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<td>Checklists and strategies for coping</td>
<td>Chapters 1 &amp; 2</td>
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<td>Body Awareness and Exercise</td>
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<td>March 4</td>
<td>Beginning of Student Workshops</td>
<td>The Relaxation and Stress reduction handbook.</td>
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<td>March 4</td>
<td>Breathing</td>
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<td>March 4</td>
<td>Progressive Relaxation</td>
<td>The Relaxation and Stress reduction handbook.</td>
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<td>March 4</td>
<td>Meditation</td>
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<td>March 4</td>
<td>Visualization</td>
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<td>Applied Relaxation Training</td>
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<td>March 11</td>
<td>Self-Hypnosis</td>
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<td>Autogenics</td>
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<td>Focusing</td>
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<td>March 25</td>
<td>Refuting Irrational Ideas</td>
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<td>March 25</td>
<td>Facing Worry and Anxiety</td>
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<td>March 25</td>
<td>Coping Skills-Training for Fears</td>
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<td>March 25</td>
<td>Anger Inoculation</td>
<td>The Relaxation and Stress reduction handbook. Chapter 15</td>
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<td>April 1</td>
<td>Mid-Term Exam (50 points)</td>
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<td>Goal Setting and Time Management</td>
<td>The Relaxation and Stress reduction handbook. Chapter 16</td>
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<td>April 1</td>
<td>Assertiveness Training</td>
<td>The Relaxation and Stress reduction handbook. Chapter 17</td>
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<td>April 1</td>
<td>Work Stress Management</td>
<td>The Relaxation and Stress reduction handbook. Chapter 18</td>
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<td>April 8</td>
<td>The Legislative Process and how it will impact your Career</td>
<td>SFA Student testimony.</td>
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<td>April 15</td>
<td>Guest Lecture: The impact of housing on persons with Disabilities.</td>
<td>Videos</td>
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<td>April 22</td>
<td>Debates: Panels 1-5</td>
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<td>April 29</td>
<td>Financial Survival- Spending and Saving</td>
<td>Smart and Simple Strategies for Busy People</td>
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<td>Wiping out your debt</td>
<td>Pages 11-97</td>
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<td>Simple investing 101</td>
<td>Pages 155-206</td>
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<td>Buying a home</td>
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<td>Investing for Retirement</td>
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<td>May 6</td>
<td>Oral Discussion of Senior Projects</td>
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<td>May 13</td>
<td>Final Exam (50 points)</td>
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VII. LiveText//Watermark

This course uses the LiveText/Watermark 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/Watermark 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/Watermark 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/Watermark 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/Watermark account or any technical questions, call 936-468-7050 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

VIII. Statement
RHB 494 typically meets once each week for two hours and a half hours for 15 weeks and also meets for a
2 hour final examination. Students have significant weekly reading assignments, are expected to take regular quizzes, and a final examination, are required to complete a 15 hour volunteer experience with written log, and submit one paper, the Career

IX. Textbooks:


   *Smart and Simple Financial Strategies for Busy People, Quinn, Jane, Simon & Schuster, ISBN# 139780743269940*

   *Citethisforme.com Account. Free online application to assist with discussion and paper references that must be in APA format. This system is free.*

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. 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 COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the 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:

   **Attendance:** Include any statements regarding attendance requirements.

   **Students with Disabilities**

   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, 468-3004/468-1004 (TDD) 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/.

Academic Integrity

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.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (2) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.