Rh 3685: Clinical Practicum in Rehabilitation
Fall, 2020, Sections 020 & 700

Instructor: John Mlinar
Course Time & Location: 6:00 – 8:30 PM, M, HSTC319

Office Hours: By appointment: Zoom works

Email: mlinarjohn@gmail.com (note the spelling; allow up to 12-24 hours for response)

Prerequisites: RHB 381

COVID-19 Mask Policy

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this course, and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


Required Text:


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).

**PLAN B (thanks COVID):** See instructions uploaded to content section in D2L.

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

**Attendance and Participation**

This will be a seminar-style class where discussion is necessary relating to covering weekly material. Students will not be allowed more than two unexcused absences without significantly negatively affecting their grade. Moreover, points may be deducted for not actively participating in classes.

**Quizzes and tests**

There will be five randomly chosen quizzes related to reading material, designed to motivate students to read chapters ahead of time so we can discuss the material in class. These quizzes will be indications that you have read; therefore, they won’t be as strict or difficult as tests, which will be more comprehensive. Tests will happen during midterms and finals week. Some of the material from quizzes will be included in tests, so make sure you make an effort to read the required chapter each week unless otherwise stated in the course schedule.

**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. It 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.
**Seminar Presentation.** The primary skill sought by employers of 4 year college graduates is oral communication skills. 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 D2L dropbox 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 our presentation.

*Recommended sources of topics for your presentation:*

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
IV. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Readings/Discussions</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, 8/24</td>
<td>Introduction to RHB 3685</td>
<td>N/A</td>
</tr>
<tr>
<td>Monday 8/31</td>
<td>Resume, job search survey</td>
<td>Email me field placement populations and locations</td>
</tr>
<tr>
<td>Monday, 9/7</td>
<td>RHB 381 skills refresher; discuss field placement</td>
<td>Email populations and/or locations</td>
</tr>
<tr>
<td>Monday, 9/14</td>
<td>Skills refresher, Kiser ch 1</td>
<td>Quiz</td>
</tr>
<tr>
<td>Monday, 9/21</td>
<td>Kiser ch 2</td>
<td>Quiz?</td>
</tr>
<tr>
<td>Monday, 9/28</td>
<td>Kiser ch 3</td>
<td>Quiz?</td>
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<tr>
<td>Monday, 10/6</td>
<td>Kiser ch 4</td>
<td>Quiz?</td>
</tr>
<tr>
<td>Monday, 10/12</td>
<td>Midterm exam</td>
<td>N/A</td>
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<tr>
<td>Monday, 10/19</td>
<td>Let’s Talk Internships</td>
<td>N/A</td>
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<tr>
<td>Monday, 10/26</td>
<td>Kiser ch 6</td>
<td>Quiz, Mid-semester log/timesheet, supervisor evaluations</td>
</tr>
<tr>
<td>Monday, 11/2</td>
<td>Kiser ch 9</td>
<td>Quiz</td>
</tr>
<tr>
<td>Monday, 11/9</td>
<td>QPR Training</td>
<td>N/A</td>
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<tr>
<td>Monday, 11/16</td>
<td>Kiser ch 10</td>
<td>Quiz</td>
</tr>
<tr>
<td>Monday, 11/23</td>
<td>HOLIDAY</td>
<td>N/A</td>
</tr>
<tr>
<td>Monday, 11/30</td>
<td>Presentations (?)</td>
<td></td>
</tr>
<tr>
<td>Monday, 12/7</td>
<td>Final exam</td>
<td>End-of-semester log/timesheet, supervisor evals</td>
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</tbody>
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V. Grading

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>100 points</td>
</tr>
<tr>
<td>Quizzes</td>
<td>100 points (20 X 5 quizzes)</td>
</tr>
<tr>
<td>Tests</td>
<td>300 points (150 X 2 tests)</td>
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<tr>
<td>Log, Weekly Integrative Processing Model Reflection</td>
<td>200 points</td>
</tr>
<tr>
<td>Midterm and final supervisor evaluations</td>
<td>200 points (100 X 2)</td>
</tr>
<tr>
<td>Presentation (or paper – to be determined)</td>
<td>100 points</td>
</tr>
<tr>
<td>[Plan B: media + IPM self-reflection – no log, evals]</td>
<td>400 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1000 points</td>
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</tbody>
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Grades:

A = 901 - 1000 points
B = 801 - 900 points
C = 701 - 800 points
D = 601 - 700 points
F = 0-600 points

VI. 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.

**VII. Etcetera:**

**Late Assignments:** All assignments are due by 5pm on the date due. 5 points will be deducted from the grade for assignments submitted after 5pm of the due date. 10 points will be deducted from the grade each weekday (Monday through Thursday) for assignments submitted after the due date. 25 points will be deducted from the grade each weekend (Friday through Sunday) or school holiday for assignments submitted after the due date.

**Attendance Policy:** Students are expected to attend class. If a student is absent they will lose points per absence/class. Please see the course grade section above.

**Course Evaluation:** Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses. 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. The course evaluation process is completed electronically through mySFA. Although the instructor will be able to view the names of the 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 Ethic and Other Policy Information**

**Academic Integrity (A-9.1):** 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 when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) 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](http://www.sfasu.edu/policies/academic_integrity.asp)

**Acceptable Student Behavior**

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 (see the Student Conduct Code, policy D-34.1). 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 prohibition 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.

**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.

**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](http://www.sfasu.edu/disabilityservices).