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

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

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

Program Learning Outcomes:

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

UNDERGRADUATE REHABILITATION STUDIES OUTCOME AREAS:

1.1 Develop sensitivity, appreciation, and understanding of what it means to have a disability, i.e., its medical and psychological aspects and what can be done to ameliorate resulting problems.
1.2 Identify the primary rehabilitation techniques employed to evaluate, training, and identify employment and independent living options for persons with a disability.

1.3 Identify physical and environmental adaptations which will enable consumers to work or acquire training.

2.1 Understand the major types, purposes and operations of the myriad of human service agencies serving individuals with vocational limitations.

2.3 Review trends, societal issues, and local, state, and federal laws which affect rehabilitation service delivery.

3.1 Determine the nature and needs of the various types of individuals with disabilities served by rehabilitation and other human service agencies.

3.4 Coordinate services on behalf of consumers with collaborating agencies (e.g., social, educational, financial, vocational, legal, transportation and housing).

4.4 Utilize ethical principles in the provision of services (eg., integrity, confidentiality, scope of practice, etc.)

4.5 Incorporate cultural sensitivity into daily practices and interactions with consumers.

5.2 Use writing skills for clear, concise, and accurate case reporting.

6.1 Apply ethical principles and standards to rehabilitation case situations

6.2 Resolve ethical dilemmas by applying problem solving and decision-making skills.

**Student Learning Outcomes (TRAC-DAT; LIVETEXT):**

Students will know and be able to communicate:

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

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

1. **Volunteer Experience and Written Log.**

   15 hours of volunteer work (total for semester) and a log. Directions will be provided in class. Please see volunteer log guidelines. Your 15 hour volunteer experience must be completed and submitted to D2L dropbox and LiveText by the due date. Specific components of the log and its format will be discussed in class. Also see log example on the D2L Contents Page.

2. **Career Exploration Paper Resume**

   In this paper you will research one specific occupation in Human Services which you might be interested in pursuing as a career. This paper, scans of the test reports, and resume will be submitted to D2L dropbox and LiveText.

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

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

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

This paper will be divided as follows:

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

The body of your paper should be double-spaced and should be at least 1200 words (five typed pages) in length not counting references, title page, outline. Word processing is required. All papers are submitted into online D2L dropboxes for this course.

You are also required to interview a professional working in the occupation you are researching. This information interview is not treated as a reference and should not be listed on your reference page but should be handled as a personal communication (see APA).

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

In Summary

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

Suggested Outline for the Career Paper

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

Suggested Outline for the Resume

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

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

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

IV. Evaluation and Assessments (Grading):

1. Volunteer Log 25% - Due Date-April 22nd- 11:59 PM D2L dropbox and 11:00 PM LiveText-
2. Career Paper and Resume 20% - Due Date-February 19th
3. 2 Exams (15% each) 30% - March 4 and April 8th
4. Final Exam Comprehensive 15% - May 6 th, 4:00 PM
5. Average of Chapter Quizzes (must be completed by due date) and class activities- 10%

V. Tentative Course Outline/Calendar:

<p>| January 15 | Overview of Class. Discussion of Class Assignments and Volunteer Placement. |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Resources</th>
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<tbody>
<tr>
<td>January 22</td>
<td>Orientation to D2L Course Website</td>
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<td></td>
<td>Management of Academic Projects- Getting Things Done//Checklists..</td>
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<tr>
<td>January 22</td>
<td>Human Services, Rehabilitation Services: An Overview</td>
<td>Burger Text: Chapter 1 &amp; 2 Chapter Quizzes</td>
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<td>January 29</td>
<td>Human Services- A Historical Perspective.</td>
<td>Burger Text: Chapter 3 Chapter Quiz</td>
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<td>History CD: What’s History got to do with it.</td>
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<td><a href="http://www.eugenicsarchive.org/eugenics/">http://www.eugenicsarchive.org/eugenics/</a></td>
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<td><a href="http://www.journalnow.com/specialreports/againsttheirwill/">http://www.journalnow.com/specialreports/againsttheirwill/</a></td>
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<td>February 5</td>
<td>Mechanisms impacting attitudes toward persons with disabilities</td>
<td>Readings- (2 articles on Course Website) - Psychosocial aspects of invisible disability; The stigmatizing aspects of severe disability: strategies for change.</td>
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<td>February 12</td>
<td>Disabling Language</td>
<td>Activity: Learning to use person first language.</td>
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<td>February 19</td>
<td>The Demographics of Disability</td>
<td>(<a href="http://www.ilr.cornell.edu/edi/disabilitystatistics/">http://www.ilr.cornell.edu/edi/disabilitystatistics/</a>)</td>
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<td>3 articles on Course Website)</td>
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<td>Empowering people with cerebral palsy; Transcending-Disability as a Growth Experience; Chapter 5- Independent Living, Independent Living.</td>
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<td>February 26</td>
<td>Professionals who serve individuals with physical disabilities.</td>
<td>Burger Text: Chapter 2, pages 82-85</td>
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<td>Weblink to Occupational Outlook Handbook-4 segments-</td>
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<td>Counseling (Rehabilitation), Physical Therapy, Occupational Therapy,</td>
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<td>Physical Therapy Assistant and Occupational Therapy Assistant.</td>
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<td>Burger Text-Chapter 6 (249-255;238-239,241-243)</td>
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<td>Careers in Vocational Rehabilitation E-booklet (pages 8-9)</td>
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<td>March 4</td>
<td>Examination One</td>
<td>Examination One</td>
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<td>Extra Credit Videos for Examination one- The Elephant Man; Johnny Got His Gun; Inside Moves; Like other People; Born on the Fourth of July; The Waterdance; Coming Home;</td>
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<tr>
<td>March 9-13th</td>
<td>Spring Break</td>
<td>Spring Break</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading/Assignment</td>
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<td>March 18</td>
<td>Careers in Community Rehabilitation Programs – Guest Lectures. The Role of Assistive Technology in Rehabilitation</td>
<td>Read topics in Careers in Vocational Rehabilitation on D2L Website:: Vocational Evaluators and Work Adjustment Specialists (under Vocational Evaluation and Work Adjustment), Job Development and Job Placement, Prosthetics &amp; Orthotics (under Other Vocational Rehabilitation Professions)</td>
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<tr>
<td>March 25th</td>
<td>Rehabilitation of Persons with Intellectual Disabilities</td>
<td>Reading- Burke Text-Chapter 2 (Groups in Need) pages 107-110).</td>
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<td>April 1st</td>
<td>Rehabilitation of Persons with Long Term Mental Illness Rehabilitation of Persons with Dual Diagnosis</td>
<td>Burger Text: Chapter 2, pages 85-91 Burger Text: Chapter 4-Theoretical Models Burger Text: Chapter 5-Skills Chapter Quizzes on 4 and 5. Outside reading on website. Wall Street Journal Article – Back from Hell:Lori Schiller Emerges from Torments of Schizophrenia-</td>
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<td>April 8th</td>
<td>Examination Two Rehabilitation of Persons who are visually impaired</td>
<td>Examination Two –Bonus Videos - Bill; A Beautiful Mind; My Other Sister; I Never Promised You a Rose Garden; 3 Readings on Website - The Blind walk faster; How can a person get around when he can't see where he's going; H. G. Well's &quot;&quot;Country of the Blind.&quot;&quot;</td>
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<tr>
<td>April 15</td>
<td>Rehabilitation of Persons who are deaf hearing impaired.</td>
<td>- Deafness: 1993-2013 The Dilemma. The Volta Review-Vol 95 pages 105-108., Volume 95\</td>
</tr>
<tr>
<td>April 22nd</td>
<td>Rehabilitation of the older individual.</td>
<td>(4 articles on D2L Website): Working with older people; Counseling with older people and their families; Health Care Services; The economic status of the aged.- U. S. Aging: Golden oldies remain vulnerable</td>
</tr>
</tbody>
</table>
VI. Readings (Required and recommended—including texts, websites, articles, etc.):


2. Outside Readings in PDF format on Desire 2 Learn Course Content page.

4. Highly Recommended-


5. Smart Phone Apps.
   1. Citethisforme.Com - Free
   2. CamScanner - Free
   3. The Aging Booth - Free

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 220 typically meets one 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 Paper. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

**VII. Course Evaluations:**

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

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

**VIII. Student Ethics and Other Policy Information:**

**Attendance:** You are expected to attend class. Your participation grade will be based upon three-minute open book review quizzes given throughout the course. If you are not in class, you missed the quiz and it cannot be made up without a signed doctor’s slip. The average of these review quizzes will be your participation grade.

**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/).

**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 (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).

**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 the WH is assigned, 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.

**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. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with
recommendations for resources or other assistance that is available to help SFA students succeed.

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

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

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

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

IX. Other Relevant Course Information:

Per departmental requirement, please note that at the end of the semester the instructor will complete a professionalism disposition checklist. A copy of the checklist can be found in the content area of D2L. Its purpose is to inform students of the importance of professionalism in their behaviors within the classroom and faculty members’ commitment to provide feedback accordingly.