Course Description:

PCOU 5326 Medical Orientation Counseling is the study of physical disabilities and their relationship to vocational counseling and rehabilitation. The course will introduce students to medical terminology, organization of the human body, and various bodily systems. PCOU 526 Medical Orientation Counseling does not have prerequisites.

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

II. Intended Learning Outcomes/Goals/Objectives
Program Learning Outcomes: Program Specific

Through the activities in and objectives of COU 526, students will become competent, successful, caring and enthusiastic counseling professionals dedicated to responsible service, leadership, social
justice and continued, lifelong professional and intellectual development in an interconnected global society. Through regular attendance, assignments, and discussions related to the discipline, students will strive for academic excellence through critical, reflective, and creative thinking. Students will also have the opportunity for collaboration and shared-decision making. By means of classroom interactions and course content, students will develop openness to new ideas, to culturally diverse people, and to innovation and change. As described in this syllabus, PCOU 5326 follows the mission, vision and core values of the Perkins College of Education and Stephen F. Austin State University, which is aligned with the counseling curriculum, clinical experiences, and assessments.

This course is designed to meet CACREP standards for knowledge and skills:

1. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
2. Etiology and effects of disabilities and terminology relevant to clinical rehabilitation counseling.
3. Relationships between clinical rehabilitation counselors and medical and allied health professionals, including interdisciplinary treatment teams.
4. Operation of an emergency management system within rehabilitation agencies and in the community in relation to accommodating individuals with disabilities.
5. Impact of crisis and trauma on individuals with disabilities.
6. Impact of biological and neurological mechanisms on disability.
7. Effects of co-occurring disabilities on the client and family.
8. Effects of the onset, progression, and expected duration of disability on clients’ holistic functioning (i.e., physical, spiritual, sexual, vocational, social, relational, and recreational).
9. Effects of the onset, progression, and expected duration of disability on clients’ holistic functioning (i.e., physical, spiritual, sexual, vocational, social, relational, and recreational).
10. Record keeping, third party reimbursement, and other practice and management issues in rehabilitation counseling.
11. Strategies for interfacing with medical and allied health professionals, including interdisciplinary treatment teams.
12. Strategies to consult with and educate employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodations.

Student Learning Outcomes: Course Specific

Through the activities and objectives in PCOU 5326, students will continue to become prepared, competent, and enthusiastic counseling professionals. Upon completion of the course, students will be able to utilize medical information in rehabilitation plans and recommendations, to assist clients in understanding and assessing functional abilities and transferable skills related to medical conditions, and to communicate with and function effectively as a member of an interdisciplinary healthcare team. For additional information on meaningful and measurable learning outcomes see the assessment resource page http://www.sfasu.edu/assessment/index.asp.
III. Course Assignments, Activities, Instructional Strategies, Use of Technology

Grades will be assigned based on the quality of each student’s fulfillment of the following requirements.

**Participation:** Students are expected to actively participate and contribute to the learning process within the course (discussion of text/topics, demonstrations, and experiential activities). Participation occurs through questions, discussions, and other contributions. Students should be very active in the class discussions and are expected to read all specified materials BEFORE coming to class. Interaction is a significant part of the class, and every student is expected to contribute as appropriate. Students are responsible for obtaining class notes if they missed a class. Students also listen to others and never display disruptive behavior in class. In-class participation is required to earn points. The overall course grade may be lowered due to more than two missed classes without a medical note or documented reason.

**In-class Presentation:** A group of students will research and give a 40-min in-class presentation, including time for questions, on one of the following disability-related topics:

1. Disability and vocational rehabilitation.
2. Disability and private rehabilitation, forensic rehabilitation, and life care planning.
3. Sexual health,
4. Disability and war, and
5. Intellectual and developmental disabilities.

**Quizzes:** Ten quizzes consisting of multiple choice questions will cover the weekly readings.

**Case Application - Case Summary:** Students will work with a fictional case to demonstrate understanding of the relationship between medical conditions, resources that aid in rehabilitation, and the well-being of clients. Choose a character with a disability from the media. Write a summary of eight pages, including Title and Abstract pages but excluding References, based on the following contents:

1. *Present status* - demographics, e.g., gender, ethnicity, education, etc.,
2. *Socioeconomic and family status*,
3. *Disability-related and Functional Information*,
4. *Employment history*,
5. *Short-term and long-term vocational goals*, and
6. *Any other relevant information*.

This summary will be the first part of the assignment.

**Case Application - Treatment Plan:** For the second part, students will write a treatment plan – including goals, services, and interventions – to provide services to this client. The primary purpose is to understand how individuals cope with functional limitations, and how they find vocational direction and skills that can be utilized in employment, despite the presence of disabilities. Your role as a rehabilitation counselor will be to find ways to effectively work with your fictional media client. Write a summary of eight pages, including Title and Abstract pages but excluding References, which is based on the following contents:
1. Overview of empirical evidence for proposed treatments,
2. Medical treatment,
3. Assistive technology,
4. Social support,
5. Psychosocial treatment, and
6. Vocational intervention.

The paper must be submitted to both D2L and Livetext by the deadline.

**Disability Paper and Presentation:** Each student will write a 12-page research paper, including Title and Abstract pages but excluding References, on a specific disability, medical condition, or chronic illness that is not covered in your emerging disability text book. The purpose of this learning activity is to increase your knowledge of the medical, functional, vocational, and independent living implications of a particular disability/medical condition. Find a minimum of six references [books and/or peer-reviewed journal articles, not magazines, and medically oriented Internet resources (e.g., NIH)] related to your topic. Include the following contents in your paper.

1. **Description of disability/chronic illness** - definitions and symptoms, etiology, prevalence rates, prognosis, and other related background information.
3. **Psychosocial aspects** - effect on personality, behavior, and intellectual functioning.
4. **Functional impact** - implications for clinical rehab counselors in regard to clients’ education, vocational aspects, daily-living, and/or any other specific issues related to the rehabilitation process.
5. **Strategies to reduce limitations** - interventions, treatment, accommodations, assistive technology.
6. **Current issues** - identify, characterize, and define a minimum of three issues.
7. **Other issues and factors, suggestions, areas of need.**

Present an overview of the implications of the chosen disability/chronic illness for rehabilitation professionals to the class. This presentation is an exploration/expansion of the medical, psychosocial, and vocational implications of your topic. Explain to the class the impact of your research in practice when working with clients because you have become an expert in that topic. The presentation can be a creative, interactive process that helps your classmates to apply your information to a rehabilitation setting.

**Final Exam:** Exam will consist of 100 multiple-choice questions.

**APA Style:** All written assignments should be typed, double spaced, and follow the APA 6th or 7th Style guidelines and be submitted to the D2L and Livetext by the date and time noted on the timeline. Late assignments will not be accepted unless arrangements are made in advance with the instructor. Late assignments may lose 10 points per day. Do not use first-person language, e.g., “I think.” Cite authors according the APA Style, and check for spelling/grammar, and coherence of ideas.

**IV. Evaluation and Assessments:**
Grades will be assigned based upon the quality of each student’s fulfillment of the course requirements. No additional assignments will be given or accepted for “extra credit.” There are no late assignments in this class.

Assessment

<table>
<thead>
<tr>
<th>Participation</th>
<th>50 points</th>
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<tbody>
<tr>
<td>In-class presentation on disability related Topic</td>
<td>50 points</td>
</tr>
<tr>
<td>Quizzes (10 Quizzes at 10 points)</td>
<td>100 points</td>
</tr>
<tr>
<td>Case Application -Case Summary Paper</td>
<td>50 points</td>
</tr>
<tr>
<td>Case Application-Treatment Plan Paper</td>
<td>50 points</td>
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<tr>
<td>Disability Paper</td>
<td>100 points</td>
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<tr>
<td>Final Exam</td>
<td>100 points</td>
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<tr>
<td><strong>500 points</strong></td>
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All assignments are due by the date indicated in the syllabus and on D2L. D2L and Livetext will cut off at the designated times, and students will not be able to submit assignments after those times. Technology problems that occur within the last hour an assignment is open will not be accepted as justification for further consideration.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>450-500</td>
<td>A</td>
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<tr>
<td>80-89.99</td>
<td>400-449</td>
<td>B</td>
</tr>
<tr>
<td>70-79.99</td>
<td>350-399</td>
<td>C</td>
</tr>
<tr>
<td>60-69.99</td>
<td>300-349</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 60</td>
<td>&lt; 300</td>
<td>F</td>
</tr>
</tbody>
</table>

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>08/23</td>
<td>Overview of the Course</td>
<td>Bring a copy of the syllabus to class!</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
</tr>
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</tbody>
</table>
| 2    | 08/30  | Introduction to Emerging Disabilities & Introduction to Medical Terminology, Prefixes, & Suffixes  
Lynch & Rumrill: Chapter 1  
Medical Terminology: Chapters 1, 2, & 3 |                                               |
| 3    | 09/06  | Disabilities and Rehabilitation Professionals, Vocational Rehabilitation, Organization of the Body, & Integumentary System  
Medical Terminology: Chapters 4 & 5 | Student Presentation: Disability and Vocational Rehabilitation  
**Quiz 1** |
| 4    | 09/13  | Assistive Technology 1, Disability and Private Rehabilitation, & Reproductive Systems  
Medical Terminology: Chapters 17 & 18 | Student Presentation: Disability and Private Rehabilitation, Forensic Rehabilitation, and Life Care Planning  
**Quiz 2** |
| 5    | 09/20  | Assistive Technology 2, Sexual Health, & Digestive System  
Medical Terminology: Chapter 8 | Student Presentation: Sexual Health |
| 6    | 09/27  | Disability & Military, Age-related Disabilities, Oncology, and Radiology, and Nuclear Medicine  
Lynch & Rumrill: Chapter 4  
Medical Terminology: Chapters 19 & 20 | Student Presentation: Disability and Military  
**Quiz 3** |
| 7    | 10/4   | Chronic Pain, Skeletal System, & Muscular System  
Lynch & Rumrill: Chapter 2  
Medical Terminology: Chapters 6 & 7 | Submit Case Application - Case Summary by 03/01 11:59 pm  
**Quiz 4** |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>10/11</td>
<td>Neurodevelopmental Disabilities, Lynch &amp; Rumrill: Chapter 3</td>
<td>Quiz 5</td>
</tr>
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<td>Medical Terminology: Chapter 14</td>
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<td>Student Presentation: Intellectual &amp; Developmental Disabilities</td>
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<tr>
<td></td>
<td></td>
<td>Submit Case Application - Treatment Plan by 03/22 11:59 pm</td>
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<tr>
<td>1</td>
<td>10/25</td>
<td>Psychiatric Rehabilitation &amp; Mental Health, Lynch &amp; Rumrill: Chapter 5</td>
<td>Quiz 7</td>
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<td></td>
<td></td>
<td>Medical Terminology: Chapter 21</td>
<td></td>
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</tbody>
</table>
| 1    | 11/01 | Lifestyle & Climate Change Related Disabilities & Urinary System, Lynch & Rumrill: Chapter 6  
Medical Terminology: Chapter 12 | Quiz 8|
| 1    | 11/15 | Disabilities Related to Violence & Sensory Systems, Lynch & Rumrill: Chapter 7  
Medical Terminology: Chapters 15 & 16 |       |
| 2    |       | Submit Disability Paper by 04/19                                     |       |
|      |       | Thanksgiving Holiday                                                 |       |
VI. Readings


Additional readings may be assigned during the semester. These will be made available on D2L.

LiveText/Watermark Statement
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 936-468-2395 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.
VII. Course Evaluations

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. The 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 (see also www.sfasu.edu/policies/)

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

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

**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
- 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
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for academic dishonesty** 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.

A student who wishes to **appeal decisions** related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.
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SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

**Additional Information Specific to Educator Preparation**

**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.