Human Services
RHAB 2320 INTRODUCTION TO REHABILITATION SERVICES
FALL, 2021

Instructor: Malcolm Ifoezeh, PhD
Classroom: HSTC 320
Office: HSTC 307
Office Phone: 936-468-1079

Course Time & Location: Wednesdays 6:45-9:15 PM
Office Hours: **W 17:00-18:00** (Via zoom: Meeting ID: #927-626-2206)

Credits: 3
Email: malcolm.ifoezeh@sfasu.edu

Prerequisites:

I. Course Description: (brief paragraph)

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.

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/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 (e.g., 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 individuals 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. (Could also be done virtually with Professor’s approval)

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 drop box and Live Text 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 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. (see notable changes in APA manual 7th edition).

**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 that 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*: November 17th - 11:59 PM D2L drop box and 11:00 PM LiveText-all assignments  
2. Career Paper and Resume 20% - *Due Date*: October 20th  
3. 2 Exams (15% each) 30% - Exam #1: *October 13th* and Exam #2: *November 10th*  
4. Final Exam Comprehensive 15% - *December 8th, 7:00 PM*  
5. Class participation activities 10%
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td><strong>August 25, 2021</strong></td>
<td>Overview of Class. Discussion of Class Assignments and Volunteer Placement.</td>
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<td></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><strong>September 1, 2021</strong></td>
<td>Human Services, Rehabilitation Services: An Overview</td>
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<td><strong>September 8, 2021</strong></td>
<td>Human Services- A Historical Perspective.</td>
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<td><strong>September 15, 2021</strong></td>
<td>Mechanisms impacting attitudes toward persons with disabilities</td>
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<td><strong>September 22, 2021</strong></td>
<td>Disabling Language</td>
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**Week 1**

- **Burger Text: Chapter 1 & 2**

**Week 2**

- **Burger Text: Chapter 3**
  - History CD: What’s History got to do with it.  
    - [http://www.eugenicsarchive.org/eugenics/](http://www.eugenicsarchive.org/eugenics/)  

**Week 3**

- **Readings- (2 articles on Course Website) - Psychosocial aspects of invisible disability; The stigmatizing aspects of severe disability: strategies for change.**

**Week 4**

- **Activity: Learning to use person first language.**
<table>
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<tr>
<th>Week 5</th>
<th>The Demographics of Disability</th>
<th><a href="http://www.ilr.cornell.edu/edi/disabilitystatistics/">http://www.ilr.cornell.edu/edi/disabilitystatistics/</a> 3 articles on Course Website) Empowering people with cerebral palsy; Transcending-Disability as a Growth Experience; Chapter 5- Independent Living, Independent Living.</th>
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<tr>
<td>Week 7</td>
<td>Examination One</td>
<td><strong>Examination One: 15%</strong> 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 Water dance; Coming Home;</td>
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<td>Week 8</td>
<td>Careers in Community Rehabilitation Programs – Guest Lectures.</td>
<td>Read topics in Careers in Vocational Rehabilitation: 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) <strong>Career Paper and Resume due: 20%</strong></td>
</tr>
<tr>
<td>Week 9</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>Week 10</td>
<td>Rehabilitation of Persons with Long Term Mental Illness. Rehabilitation of Persons with Dual Diagnosis</td>
<td><strong>Burger Text: Chapter 2, pages 85-91</strong> <strong>Burger Text: Chapter 4-Theoretical Models</strong> <strong>Burger Text: Chapter 5- Skills</strong> Outside reading on website. Wall Street Journal Article – Back from Hell: Lori Schiller Emerges from Torments of Schizophrenia-</td>
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<tr>
<td>Week 11</td>
<td>Examination Two</td>
<td><strong>Examination Two: 15% –Bonus Videos - Bill; A Beautiful Mind; My Other Sister; I Never Promised You a Rose Garden; 3 Readings on Website</strong></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
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

RHAB 2220 typically meets one each week for two hours and a half hour for 15 weeks and 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.

VIII. 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 polity 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-5.5)**

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: 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 (see the Student Conduct Code, policy D-10.4). 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.

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.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

To complete Certification/Licensing Requirements in Texas related to public education, 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.

**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.

**Guest Presenters: Types & Dates will be listed on the announcement area accordingly.**