Instructor: Nicole Baker M.S. Ed.
Course Time & Location: 9:30-12:00 R; Human Services 318
Office: Human Services 222
Office Phone: N/A
Office Hours: T 9:00-10:30, R 8:30-9:30 via zoom or in office Human Services 222 by appointment
Credits: 3 credits
Email: bakern@jacks.sfasu.edu
Other Contact Information:

Required Readings:

Course Description:
This course will discuss the psychological and social aspects of disability in both the broad terms of how society deals with disabled persons and in the more specific terms of how an individual adjusts both to his/her disability and to society’s attitudes about disability.

Learning Goals & Objectives:
The overall goal of this course is to provide knowledge about and sensitivity to the psychological and social aspects of various disabilities as a crucial step in the development of ethical and effective professional behavior in the helping professions generally and rehabilitation profession specifically. Specific learning objectives are to demonstrate understanding of the following:
   1. Psychological effects of disability and the process of adjustment
   2. Society's response to disability and the disabled person
   3. Medical aspects of the major disabling conditions affecting individuals
   4. Specific psychosocial aspects of the major disabling conditions with corresponding practical strategies for professionals

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

General: The mission of the rehabilitation services program at SFA is to provide rehabilitation education, research and community services that are in the forefront of the rehabilitation field and that foster practical leadership in our students at both the bachelor's and master's degree levels. At the bachelor's level, we focus on case management and prepare qualified rehabilitation professionals to work in a wide variety of community rehabilitation programs, nongovernmental organizations, and other facilities. We also prepare students to enter graduate school. At the master's degree level, we focus on counseling skills and prepare our students to become vocational rehabilitation counselors in the state-federal rehabilitation system.
Both our undergraduate and graduate programs have the following objectives:
   ▪ Our graduates will be equipped with the requisite attitudes, knowledge and skills to enrich the lives of persons with disabilities.
   ▪ Our graduates will be able to demonstrate the cultural competence necessary to work with people with disabilities from both traditional and underserved communities.
   ▪ Our graduates will demonstrate ethical and professional behaviors that are consistent with the ethical standards set forth by Council on Rehabilitation Education (CORE) and the American Counseling Association.
   ▪ Our graduates will provide effective delivery of professional rehabilitation services for individuals with physical, mental and social impairments.
   ▪ Our graduates will be reflective practitioners and lifelong learners who are committed to advocacy, independent living and community service for people with disabilities.

The goals of this course are aligned with those of the College of Education (COE) Professional Preparation Programs, which is to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible
service, leadership, and continued professional and intellectual development in service delivery to client populations in general society. As a preliminary step in this process, the knowledge obtained in this course will enable candidates to develop the requisite knowledge, skills, and dispositions necessary for admission into the world of work and successful completers would be most competitive in application for graduate education. In the following section, the learning outcomes are listed by module.

1) Observation Module
   a. Students demonstrate observation skills of verbal and non-verbal communication of professionals and recipients of services within various settings in the world of work in human services.
   b. Students demonstrate effective written and oral communication skills in expressing observations of practitioners and clients verbal and non-verbal communication in the world of work in human services.
   c. Students demonstrate critical evaluation and analysis of observation skills.
   d. Students knowledge of professionals’ effective and ineffective responses in the world of work in human services.

2) Individual and Case Conceptualization across the lifespan of development
   a. Students demonstrate critical thinking in identifying strengths and areas to be strengthened in individual, family and school system case conceptualization.
   b. Students demonstrate effective written communication skills in development of case notes.
   c. Students demonstrate knowledge of various potential interventions in work with individuals, families, and systems.
   d. Students demonstrate skills in monitoring/managing the potential influence of countertransference, values, and attitudes in service delivery and professional relationships.

3) Interpersonal skill development and supervision
   a. Students demonstrate competence in listening and responding in the helping relationship (professional/counseling) for the purpose of problem-solving.
   b. Students demonstrate knowledge and skill in writing case notes and developing treatment plans.
   c. Students demonstrate skill in accurate self-evaluation in counseling dyads.
   d. Students demonstrate skill in communicating observation based feedback to peers.

4) Introspection and Personal Analysis
   a. Students demonstrate knowledge in using standardized measures to develop case conceptualization and treatment plans.
   b. Students demonstrate knowledge in using standardized measure results for self-analysis and development effective strategies for self-care as a practitioner in human services.
   c. Students demonstrate knowledge of positive and ineffective communication in relaying results of standardized measures.

5) Preparation for the introduction to accessing and securing placement and long-term participation in the world of work.
   a. Students demonstrate knowledge of the use of standardized measure scores in career decision-making.
   b. Students demonstrate knowledge of appropriate structure and content of professional resumes.
   c. Students demonstrate knowledge of appropriate structure and content of application for employment cover letters.
   d. Students demonstrate knowledge of effective employment/graduate school search strategies.
   e. Students demonstrate knowledge of effective professional poise and communication in job/graduate school interview process.

Program Learning Outcomes:
1. Practical Knowledge: Demonstrate a comprehensive knowledge of theory, practice, research, and assessment.
2. Content Knowledge: Students will demonstrate basic knowledge of applied human services, specifically: assessment and treatment, prevention and intervention, applied psychological foundations, applied educational foundations, and ethical and legal considerations.
3. Behavior Assessment: Identify and operationally define current problem areas, strengths, and needs through assessment, and measure the results of decisions based on those evaluations.
4. Pedagogical and Professional Knowledge, Skills, and Dispositions: The student demonstrates knowledge, skills, and professional work characteristics/dispositions and these are applied effectively in practice during internship.
5. Application of Principles and Procedures: Assessment that demonstrates candidates’ knowledge, skills, and dispositions are applied effectively in practice.

**Student Learning Outcomes:**
- Students demonstrate knowledge and skills relevant for professional practices and work characteristics in their field.
- Students ensure that their knowledge, skills, and professional practices reflect understanding and respect for human diversity and promote effective services, advocacy, and social justice for all children, families, and organizational systems.
- Students have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- Students have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.
- Students demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.
- Students demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as practitioners and in service delivery, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

**Additional Intended Learning Outcomes/Goals/Objectives/Standards**

**Internal, Institutional Standards**

**The SFA Way:**
This course, our faculty, staff, alumni, and students believe in doing things "The SFA Way." We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards. Grounded in the five "Root Principles" below, all of us, as members of the SFA community, strive for personal excellence in everything that we do.

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**- The Principle of Respect**
Lumberjacks command respect and treat others with respect • They are considerate of others and tolerant of differences • They demonstrate respect for those around them by avoiding the use of offensive or profane language • They do not threaten or harm anyone and deal peacefully and civilly with conflict.

**- The Principle of Caring**
Lumberjacks think of the needs of others and seek to improve the quality of life of those around them • They are compassionate, empathic and kind • They respond with humility to those they have helped and freely express gratitude to those who help them • Lumberjacks prepare themselves to become leaders in their communities and workplaces • They dedicate themselves to excellence in their chosen field of study and to using what they learn in the service of others.

**- The Principle of Responsibility**
Lumberjacks do what is right • They persevere in times of adversity • Through self-control and self-discipline, they strive to do their best • Lumberjacks challenge each other to exceed expectations • They are active learners both inside and outside of the classroom • They are reliable; they do what they say they will do • Lumberjacks hold themselves accountable for their decisions.
- **The Principle of Unity**
  Lumberjacks are loyal to their friends, family, university, state and country • Lumberjacks stand together against any adversary • They recognize that though we are very different from one another, we are united by the Lumberjack Spirit. Lumberjacks seek to understand the people and world around them • When one lumberjack fails, all fail • When one lumberjack succeeds, all succeed.

- **The Principle of Integrity**
  Lumberjacks have the courage to do what is right, even when it is hard or unpopular • They respond to each situation with steadfast values that are not subject to change based on the actions of others • They seek opportunities to practice effective and ethical leadership • Lumberjacks are honest; they do not deceive, cheat or steal • Lumberjacks stand up for those who cannot stand up for themselves • As lifelong learners, lumberjacks are committed to continuously improving themselves.

This course directly supports the mission and values of the SFASU College of Education - It is the mission of the Stephen F. Austin College of Education “to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.” This statement essentially sums up the intent of this class and our program as a whole. We make every effort to insure that this class (and all other vision courses) is solidly grounded in the realities of practice. It is intended to be a pragmatic, practical class with maximum emphasis being placed on equipping you to be effective and efficient facilitators of learning for individuals with visual impairments, their families, teachers, as well as caseworkers, and other stakeholders who strive to meet their unique needs.

This course directly supports the mission of the SFASU Department of Human Services

The Department of Human Services prepa res undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students’ personal and professional development.

**External Standards: Texas Higher Education Coordinating Board standards**

This course supports the Core Objectives established by the Texas Higher Education Coordinating Board: The core objectives established by the Texas Higher Education Coordinating Board (THECB) are clearly addressed in this course:

*Critical Thinking Skills* - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. FOR THIS COURSE- this is addressed through literature review and selection of research topic and method.

*Communication Skills* - to include effective development, interpretation and expression of ideas through written, oral and visual communication. FOR THIS COURSE- this is addressed though the production of an empirical research paper and in participation in class activities
**Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. FOR THIS COURSE- this is addressed though the production of an empirical research paper

**Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. FOR THIS COURSE- this is addressed through collaboratively assisting other candidates in the selection and refinement of topics and possibly through the participation in research teams

**Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making. FOR THIS COURSE- this is addressed through extensive independent work to produce an empirical research

**Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

### III. Required Textbooks

- Medical and Psychosocial Aspects of Chronic Illness and Disability, Sixth Edition ISBN: 9781284105407

### IV. Course Assignments, Activities, Instructional Strategies, use of Technology:

**Examinations** (50 points each = 100): There will be two exams in this course that will focus on material discussed during class and assigned readings prior to exam date. The exams will have multiple choices, fill-in-the-blank, true/false, and some essay question. Attending class and careful reading of the book are crucial for academic success.

**Quizzes** (25 points each = 100) There will be four quizzes covering medical aspects and disabilities material. These quizzes may have multiple choice, T/F, fill-in-the-blank, and/or essay questions.

**Homework / Independent research** (75 points): Students will be assigned the following five (5) topics. Students are to type out their research findings and turn in these one-page long papers online for grading.

- TBI injury effects
- Mental illness symptoms assessment
- Psychosocial issues of (choose one) ADHD or Autism
- Psychosocial issues of learning disabilities
- Psychosocial issues of (choose one) Depression, Anxiety, Bipolar

**Interview & Presentation** (100 points): Each student will interview a person with a disability. This person can be any adult with a disability. It can be a student, a relative, a friend, or a stranger. The interview should be done in person (or via zoom) and not via phone, chat, or email. The content of the interview will consist of the following questions:

1. Demographic information (age, gender, ethnicity, type of disability, age of onset)
2. How does the person’s disability affect their life?
3. What benefits does the person feel, if any, from his or her disability?
4. What is the biggest problem/challenge/barrier the person faces?
5. What would the person like to see changed that would improve his or her life with a disability?
6. How do they feel they are perceived by others?
7. Describe how the most pertinent psychology of disability concepts covered in this class as they apply to your interview subject.

Once the interview has been conducted, the student will prepare a 10-minute presentation summarizing the person’s answers to the above questions and your analysis of question #7. The presenter should try to use the person’s own words as much as possible (i.e., quotes). This means preparation will be essential. The presenter should also be prepared to discuss, at length, the person they interviewed. Presentations will be done in class on designated dates.
Eligibility Determination Project (50 points): The purpose of this project is to replicate a professional report documenting a person's disability-related impediments to employment, thus making them eligible for state rehabilitation services. It will involve a detailed interview followed by an analysis and synthesis of the information gained from that interview as it applies to the employment barriers specific to that person. An Eligibility Determination form will be provided. *It is important to note that the interviewee for the presentation and the disability determination should be the same person, but these are completely different assignments covering completely different sets of information. Do Not present on eligibility or report on the psychosocial questions. Use your analysis in the presentation and Do Not rely on only the person's own words in the report.*

Social Change Project (25 points): Students will act as social change agents by choosing an area in which they can make a difference in a creative, educative way. For example, they can create public awareness of a condition or misperception by writing a letter, doing a presentation or interviewing an authority figure to facilitate their education about people with disabilities. Students will describe their project in a one-page paper and present it to the class.

Reflection (25 points): students will explore their views and understanding of their professions to evaluate their own role and responsibilities in their chosen field.

Class Participation (25 points): Students are expected to attend class and participate during the lecture. Group discussions participation and additional reading will also be required. Some online posting discussions may also occur during the course about different class topics.

V. Evaluation and Assessments (Grading)

For each enrollment there is a total of 500 points assigned. The following provide the point range associated with each grade assignment.

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>450 – 500</td>
<td>A</td>
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<tr>
<td>400 – 449</td>
<td>B</td>
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<tr>
<td>350 – 399</td>
<td>C</td>
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<tr>
<td>300 – 349</td>
<td>D</td>
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<td>300 and below</td>
<td>F</td>
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VI. Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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</thead>
<tbody>
<tr>
<td>8/26/21</td>
<td>Introduction to the course ; Overview and Fundamentals</td>
<td>Chapters 1 &amp; 2</td>
</tr>
<tr>
<td>9/2/21</td>
<td>Nervous System &amp; TBI</td>
<td>Chapter 3 &amp; 4</td>
</tr>
<tr>
<td>9/9/21</td>
<td>Quiz 1: Ch 1-4; Stroke &amp; Traumatic Spinal Injury; Social Change Project Begins</td>
<td>Chapter 5 &amp; 7</td>
</tr>
<tr>
<td>9/16/21</td>
<td>MS and Neurodegenerative and Neuromuscular</td>
<td>Chapter 8 &amp; 9</td>
</tr>
<tr>
<td>9/23/21</td>
<td>Reflection paper due; Developmental Conditions and Neurodevelopmental Disorders</td>
<td>Chapter 11 &amp; 12</td>
</tr>
<tr>
<td>9/30/21</td>
<td>Quiz 2: Ch 5-12; Diagnosis and Treatment of Psychiatric Conditions &amp; Functional Implications of Psychiatric Diagnosis</td>
<td>Chapter 13 &amp; 14</td>
</tr>
<tr>
<td>10/7/21</td>
<td>Interview Presentations; Exam 1</td>
<td>Exam 1 Due to Dropbox</td>
</tr>
<tr>
<td>10/14/21</td>
<td>Substance Related and Addictive Disorders</td>
<td>Chapter 15 and PTSD (reading TBD-Will post in D2L)</td>
</tr>
<tr>
<td>10/21/21</td>
<td>Conditions of the Eye and Blindness &amp; Hearing Loss and Deafness</td>
<td>Chapter 16 &amp; 17</td>
</tr>
<tr>
<td>10/28/21</td>
<td>Social Change Project Due; Immune Disorders and Cancer</td>
<td>Chapter 19-22; focus on Ch. 19 &amp; 21</td>
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Potential for course changes: All of the above is subject to change depending on course needs and circumstances.

VII. Course Evaluations:
Part of the academic culture and student responsibility is to engage in the course evaluation process, which provides faculty members with opportunity to receive students’ feedback about points of strengths and areas for improvement. 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. The PCOE faculty body 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. The instructor will be able to view the names of students who complete the survey, all individual 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: Found at https://www.sfasu.edu/policies
Based on university policy, continuous enrollment in thesis hours is required until the total number of hours has been completed. Consequently, it is important that students enroll in the number of credits that most accurately reflect the anticipated time commitment and task completion. In the Human Services BS program, a minimum of 3 hours to thesis must be committed; however, failure to engage in successful completion of the thesis with an oral defense of the manuscript and submission for review for publication will require enrollment in additional credits thesis until completion. Students who are unable to complete the thesis/dissertation within the 3-credit rule WILL be required to enroll in a number of credits that exceed the total number of program-required credits. When a WH is assigned, the final grade, determined by the Chair of the thesis with contribution from the selected committee, will not be assigned until after the successful Oral Defense and submission of the feedback-based manuscript.

The candidate for the B.S. Human Services degree must pass the Final Thesis Oral Defense, conducted by the student's Examination Committee after each committee member has had time to examine the thesis. Other interested faculty members, students, and members in the community may attend the examination without vote. The thesis and student’s performance on the final oral examination must be approved by a positive vote of at least three-fourths of the voting examiners.

English Proficiency. A candidate for the Master’s degree must be able to use spoken and written English to the satisfaction of the Advisory Committee. The student deficient in such usage must take additional course work or other steps the Advisory Committee recommends.

Application for the BS in Human Services must be filed by the deadline indicated in the current Bulletin. A student must be formally registered at SFA for the semester or summer session in which the degree is conferred.

Attendance: Periodically scheduled contacts and submission of completed required paperwork as determined by Thesis Chair/Instructor are required. Enrolled students should have no less than bi-weekly contact with the Thesis Chair during the semester of enrollment. This contact may be direct meeting during office hours, e-mail communication, providing update, or telephone communication.
In exceptional cases where assignment completion within the 3-semester period is unavoidable, students are encouraged to submit a letter of request for a leave of absence that indicates an anticipated date of re-enrollment when use of university resources will once again resume.

**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)

The Thesis Chair and Committee are to serve only as guides in manuscript organization, clarifying research design, analyses, and in raising critical questions about ‘holes’ in the organization, interpretation of data, and reasoning reflected in the manuscript. Although the Chair shall assist in typical editorial feedback for overall manuscript improvement and compliance to APA-style guidelines, the responsibility for attending to issues related to grammar, sentence structure, and paragraph organization resides primarily with students. Students are strongly encouraged to consult with the writing skills center to attend to persisting basic writing skill issues for which faculty are not responsible.

**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.

According to the specifications indicated above, where indicated, a grade of WH will serve as a holding grade until the final grade is assigned about submission of the manuscript and a successful Oral Defense in the presentation of a committee of faculty.

During the semester of the approved oral defense, enrollment in at least one credit of thesis is required.

**Acceptable Student Behavior**
Students’ behaviors 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/office hours/learning environment. 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.

IX. Other Relevant Course Information: