I. Course Description

RHAB 3383 Psychosocial Aspects of Disability provides an understanding of people with disabilities emphasizing psychological, social, and medical aspects.

The class is based on weekly Powerpoints and prerecorded Zoom lectures found on D2L. Students have significant weekly reading assignments, participate in weekly discussions, research and present on a rehabilitation services agency located in Texas, interview a person with a disability, and write a comprehensive paper summarizing this interview. Moreover, one final examination has to be taken. These activities average at a minimum of 20 hours of work each week. The course 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 RHAB 3383, students will become prepared, competent, successful, caring and enthusiastic helping professionals. They will develop a sense of service, leadership, professional and intellectual growth. 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. Through classroom interactions and course content, students will develop an openness to new ideas, culturally diverse people, and innovation and change. RHAB 3383 follows the mission, vision, and core values of the Perkins College of Education and Stephen F. Austin State University. Additional information on the Perkins College of Education’s Conceptual Framework and Vision, Mission, Goals, and Core Values can be found on the PCOE webpage.

Student Learning Outcomes: Course Specific
Through regular online attendance, lectures, writing projects, exams, discussions, and practice activities, students will gain academic excellence within the subject area with an emphasis on lifelong learning and development. This course will enable students to have a basic understanding of the psychosocial aspects of select groups if illnesses and disabilities. Specific learning objectives are as follows:

**PLO 1 – Workplace Readiness**
Students will demonstrate the ability to work with people with disabilities in a real-world setting.

**PLO 2 – Disability and Society**
Students will demonstrate an understanding of the status of individuals with disabilities in society.

**PLO 5 – Critical Thinking**
Students will learn to differentiate empirically supported rehabilitation practices from unsupported practices. Students will also develop awareness of the differences between practices that require the administration by trained professionals from practices that do not.
**PLO 7 – Communication**
Students will learn and understand how to talk to and communicate about people seeking rehabilitation services.

**PLO 8 – Evidence-based Practices in Rehabilitation**
Students will survey standard statistical concepts and recognize pseudoscientific practices among practices used in rehabilitation.

**PLO 9 – Groups of Illnesses and Disabilities**
Students will learn about the psychosocial aspects of and gain an understanding of groups of illnesses and disabilities that are treated in rehabilitation.

**PLO 11 – Substance Dependency**
Students will survey psychoactive chemical substances abused in our society and become knowledgeable about the implications of substance dependencies on the individual, family, and society. Students will also learn to screen people with alcohol use disorder.

**SACS Student Learning Outcomes**
Students will know and be able to communicate:
- the major types of human services serving individuals with vocational limitations.
- the major purposes of human services serving individual with vocational limitations.
- the major operations of human services serving individuals with vocational limitations.

**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.

**Online Discussions:** Class participation will demonstrate knowledge of the text and/or other assigned readings. Students are expected to read the chapters assigned for the class discussion and to actively participate and contribute to the learning process within the course (discussion of text/topics, demonstrations, and experiential activities). Participation in discussions will be graded on a 40-point scale. Please see the grading rubric on D2L for the break down of points. The initial posts should demonstrate that one has read the textbook and other course materials. Students should cite the text or other peer-reviewed sources in their main/initial posts. These posts should be substantial in nature and not be just one or two sentences.

Initial posts should adequately address all questions asked and use peer-reviewed sources to support ideas (the learning modules and websites are not considered peer-reviewed sources). Please also see the grading rubric. All initial discussion posts are due by Thursday at 11:59 in Week 1 and by **Wednesday at 11:59 pm** in all subsequent weeks.
Response posts need to be substantial, and simply stating "I agree" is not considered substantial. Response posts should demonstrate that one has read the post and expand upon ideas, fill in omissions, or ask questions that create additional discussion. Students are expected to respond to a minimum of two peers in a substantial fashion. Please also see the grading rubric. Response posts must consist of at least one six-to-eight-sentence paragraph. Posts made after the week they were due will not receive credit. The response posts are due by Saturday at 11:59 pm.

The policy for this course is that you are expected to post your initial post without reading your peers’ posts. The system is set not to allow you to see other posts until you make your initial post. There is also no way that it can be determined what was posted before or after the deadline if you edit the post. It is possible to post a blank post and then go back and edit it later. To avoid issues and the grade of 0 for posts – DO NOT EDIT POSTS. If you forget a reference or want to add to your post, then you can do an addendum. Thus, the policy for this course is that edited posts will receive a grade of 0. A portion (30%) of your discussion post points will be based on the percentage of reading of the initial and response posts submitted by other students. Please also see the grading rubric for details.

**Community Rehabilitation Service Provider Presentation.** Students will be researching a community resource of their choice, i.e., a community agency providing services to people with disabilities in Texas and present their findings in a recorded Zoom presentation. A structured outline will be provided under the Content tab APA & Assignment Information on D2L. Students must follow this outline in their presentation as grading will be based on a corresponding rubric. Research one provider of your choice and conduct a recorded Zoom on this provider by covering the following content areas:

- Corporate structure, address, contact details, etc.
- What are the form(s) of service(s) provided?
- Size of agency (number of employees, volunteers, and clients served).
- Sources of funding (local, state, federal, service-for-fee, insurance, etc.).
- Population(s) (who is served, age, gender, etc.). Who is eligible for services?
- Examples of disabilities seen in these populations served (refer to the textbook for this information).
- Description of typical psychosocial limitations caused by these disabilities (refer to the textbook for this information).

All areas need to receive adequate coverage. If information cannot be obtained from an agency’s website, students are required to contact the provider to obtain the missing information.

- Develop a 12-to-15-min presentation on your topic.
- Record this presentation in Zoom and e-mail to the instructor the Zoom link to your presentation for sharing with the class.
- Watch your classmates' presentations on D2L as they become available because questions related to them will be on the final exam.
Interview of a Person with a Disability Paper: Students will interview a person with a disability on the impact of their disability on psychosocial and vocational functioning. The second part is writing a comprehensive analytical paper of at least 10-pages, excluding the title page and the references. Medical research needs to come from reliable sources (e.g., WebMD, Mayo Clinic, Merck Manual, library, our textbook, etc.). The paper must use and follow the structured outline and grading rubric that are posted on D2L. The outline will be provided in the Content tab APA & Assignment Information on D2L.

Final Exam: The final exam consist of multiple-choice, true/false, and short answer questions covering class material. Attending class and careful reading of the textbook and uploaded book chapters are crucial for academic success. The final exam will be taken in class during the regular meeting time.

APA Style: All written assignments must be typed in sentences and paragraphs, double-spaced, use a 12-point font, have 1-inch margins, and follow the APA 7th Style guidelines and be submitted to the dropbox by the due date. Late assignments will not be accepted unless arrangements are made in advance with the instructor. Late assignments may lose 10 points per day.

Before you submit assignments, please ensure your punctuation is correct. For example, every academic assignment has to be double-spaced, has to have periods at the end of sentences, and citations must be in the 7th APA Style. If you cite verbal information or websites, reference them according to APA. There are very specific requirements for that. Also, every idea that is not your own must be cited. APA papers have, at a minimum, a cover page, a title, and a specific structure of headings; they are not continuous essays and a list of bullet points. If you use in-text citations, which is excellent, make sure you included them in the reference list. If you create tables, ensure you followed the APA style as far as layout and placement within your papers are concerned. Academic papers must not use contractions; always spell things out. I am not only looking for content but also for its presentation. I will deduct up to 20% for basic grammar and fundamental APA Style violations.

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.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Getting Started Quiz</td>
<td>20</td>
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<tr>
<td>Discussions (200 total points)</td>
<td></td>
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<tr>
<td>Discussion: Disability Impacting Human Development</td>
<td>40</td>
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</tbody>
</table>
All assignments are due at 11:59 pm by the date indicated in the syllabus and on D2L. D2L 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. Do not e-mail assignments to the instructor.

V. Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>05/17</td>
<td>Introduction to the Course</td>
<td>Have a copy of the syllabus ready.</td>
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<tr>
<td></td>
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<td>Introductory Discussion</td>
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<td></td>
<td>Getting Started Quiz due on 05/23 at 11:59 pm.</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
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<tr>
<td>2</td>
<td>05/24</td>
<td>Understanding Disability (Chapter 1 in Disability Across the Lifespan)</td>
<td>See book chapter on D2L.</td>
</tr>
<tr>
<td>3</td>
<td>05/31</td>
<td>Acquisition of a Disability as a Socially Sanctioned and Supported Developmental Task (Chapter 10 in Disability Across the Lifespan)</td>
<td>See book chapters on D2L.</td>
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<td></td>
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<td>Concept &amp; Models (Chapter 5 in The Professional Practice of Rehabilitation Counseling)</td>
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<tr>
<td>4</td>
<td>06/07</td>
<td>Disability Policy and Law (Chapter 6 in The Professional Practice of Rehabilitation Counseling)</td>
<td>See book chapter on D2L.</td>
</tr>
<tr>
<td>5</td>
<td>06/14</td>
<td>The Person with a Disability (Chapter 7 in The Professional Practice of Rehabilitation Counseling)</td>
<td>See book chapters on D2L.</td>
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<td></td>
<td></td>
<td>Conceptualizing Functioning, Disability, &amp; Health (Chapter 1 in textbook)</td>
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<tr>
<td>6</td>
<td>06/21</td>
<td>Psychosocial and Functional Aspects of Health Conditions (Chapter 2)</td>
<td>See book chapter on D2L.</td>
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</table>

**Final Exam**
VI. Readings


Additional readings are included within the online modules.

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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.

**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.

Your Mental Health in Academic Success

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: (800) 392-8343
Suicide Prevention Lifeline: (800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741