Human Service and Ed Leadership
RHAB 3685 Clinical Practicum in Rehabilitation, Section 020

Fall 2023  Instructor: Dr. Malcolm Ifoezeh
Office: Room 231 Human Services Building
Credits: 3
Prerequisites: RHAB 3381

Course & Location: Telecomm 322
Office Hours: By appointment and 5:00-6:00 on Wednesdays
Email: malcolm.ifoezeh@sfasu.edu (preferred)

I. Course Description:

Field instruction in rehabilitation service agencies and programs in the community under the supervision of the field study director and professional staff of the cooperating agency.

Prerequisites: RHB 220, 381, 383, and EPS 485. There are critical assignments related to accountability and accreditation in this course.

II. Intended Learning Outcomes/Goals/Objectives:

Through the activities and objectives in course students will become prepared, competent, successful, caring and enthusiastic rehabilitation 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.

This course is designed to provide field placement with human service and rehabilitation services agencies in the East Texas Area. You will be in placement under the supervision of the agency field supervisor and an SFASU faculty advisor. Your facility advisor will visit your field site at least 1 time during the semester. You will intern with a community service agency 12 hours each week for a total of 150 hours. This will be documented by a timesheet. The purpose of placement is to provide a beginning experience in field, thus integrating classroom knowledge and personal resources with direct experience as a practitioner. In achieving the purpose, you will be expected to apply generic principles, concepts, and knowledge which is basic to the helping professions.

The basic objectives that you should derive from the course are:

(1) to become aware of your abilities in providing services to persons with disabilities.

(2) develop an awareness of responsibilities in providing services to persons with disabilities.

(3) develop or improve techniques of working with professional people to provide services to persons with disabilities as a representative of helping profession.
(4) learn of facilities, agencies, organizations, programs, and schools which can provide services to persons with disabilities.

(5) acquire and develop a philosophy for working with persons with disabilities.

(6) examine attitudes in entering a helping profession; and

(7) resolve some ideas as to what kind of vocational career that you might wish to pursue.

The purpose of the course is outlined in the course description above. In class we will discuss a number of different subjects arranged in several modules (e.g., identifying knowledge and skills presently possessed, learning your role as a professional rehabilitation worker, etc.). Our purpose will be to help you integrate what you have learned from your rehabilitation courses and add to it. One of the requirements for this class is that the agency complete a Memorandum of Understanding (MOU) with SFA and that MOU be part of your Field Experience File (FEM).

**PLAN B**: For students who are immunocompromised or significantly concerned about contact with COVID-19, they may complete alternative assignments for the integrative processing model papers and log hours (discussed in section III below) by consuming and writing about media related to disability, including movies, TV shows, and books. Alternately, if any students completing hours at a practicum site believe they are at risk of not completing the 150 required hours, you may complete no more than 50 of these hours via Plan B.

**Please note**: If you are able to participate at a practicum site, it would be a significant disservice to your learning and future resume to choose Plan B instead, which is intended only for those concerned about COVID-19 mentioned above.

See the content section of D2L for more information.

**Program Learning Outcomes: Program Specific**

Students will know and be able to communicate the major types of human services serving individuals with vocational limitations and the major purposes of human services serving individuals with vocational limitations.

**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 use of substances and its treatment. 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 3 – Vocational Evaluation**

Students will understand the process and procedures required to appropriately administer vocational tests.

**PLO 4 – Public-Private Rehabilitation Process**

Students will demonstrate knowledge of the public and private rehabilitation processes.

**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 and gain an understanding of groups of illnesses and disabilities that are treated in rehabilitation.

**PLO 10 – Interviewing and Helping Skills**

Students will acquire effective interviewing and helping skills for use in rehabilitation and social service settings.

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

**Attendance and Participation** This will be a seminar-style class where discussion is necessary relating to covering weekly material. Students will not be allowed more than two unexcused absences without significantly negatively affecting their grade. Moreover, points may be deducted for not actively participating in classes.

**Finding a Practicum Site:** The student will email the instructor with a Word document after surveying the site contracts listed in the Excel file in the content section in D2L, and/or will survey different sites of interest as a result of their own research, and provide the following information:
• 3 populations with which the student would like to work, e.g., youth, geriatric, physical/occupational therapy clients, etc.

• 3 organizations with which the student would like to work in order of preference using the SFA Rehabilitation Services Affiliation Agreements Excel file on D2L

• Any organizations in the Nacogdoches/Lufkin area not included in the SFA Rehabilitation Services Affiliation Agreements Excel file the student would like the instructor to investigate as a potential site for a site contract. If you choose any sites this way, please provide as much specific information about persons to contact, phone number, and/or email.

Midterm and Final Exams Tests will occur approximate to midterm and finals weeks, and will take the form of true/false, multiple choice, and short answer. All material (including resumes) covered in lectures is fair game for the test, and there may be additional questions in the text not covered in lecture.

Resume, Cover Letter, and References assignment the student will complete a resume, cover letter, and 3 references in preparation for practicum site applications. You are to treat applying for an internship/practicum as if it were a full-time job; therefore, we will cover resume writing, interviewing skills, and broad career-related information in our first lecture.

Log Each student should keep a log of his/her experiences. An entry should be made in the log each time the placement is met. The length of the entry will vary depending upon the experiences during that meeting of placement. This log will be in digital format in the content section on D2L; however, you can create your own log provided it includes the sections in this original document.

The log will be submitted at the end of the semester and is necessary for a final grade.

Integrative Processing Model Papers Students will write eight papers composed of the six sections of the integrative processing model (IPM) as created by Kiser, referenced in the text as well as the content section of D2L. Each of the six sections should be at least 100 words long. The purpose of these papers is to motivate reflection and active student learning regarding one’s internship, and should include the following: name, date, cumulative log hours at the writing of the paper, page numbers, and be in double-spaced format with 1-inch margins. Each IPM paper is due by 11:59pm on the stated due date on the calendar.

Community Resources Paper Choose five different organizations within a 50-mile radius from SFA. If you’re a distance student, make the radius 50 miles from the city you’re currently living in. However, you should have no difficulty finding plenty more organizations within Nacogdoches or any other city like it.

This will require you to do research using websites, phone number contacts, and any other pertinent information to address the requirements listed below. You may use your organization as an example. You may also speak to other classmates to get the information from their sites, e.g., if you know someone who works for a different organization, ask them about the information from the outline
below, and whatever information they can’t provide, you can “fill in the cracks” by using websites or contacting the organization specifically. You may also use the site contract Excel file in the content section on D2L to gather information, and/or research your own organizations via Google, personal connections, etc.

The purpose of this paper is to get you to start thinking about the different helping organizations that are available. Secondly, this information could function as potential networking opportunities to help potential clients now as an intern or in the future as an employee in a human services- or disability-related profession.

This paper is worth 100 points toward your final grade and should be at least five pages. Each page should cover a separate organization; you might find it takes two pages to get the information in, so 5-10 pages is expected. See the content section of D2L for more specific instructions, including structure of the paper.

**IV. Tentative Course Outline/Calendar:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Readings/Discussions</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29</td>
<td>Introduction to RHB 3685</td>
<td>Finding a Practicum Site assignment due 9/5 11:59pm D2L</td>
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<tr>
<td>9/5</td>
<td>Resume, job search survey</td>
<td>Resume assignment due 9/12 11:59pm D2L</td>
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<tr>
<td>9/12</td>
<td>RHB 381 skills refresher; Integrative Processing Model overview</td>
<td>N/A</td>
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<tr>
<td>9/13</td>
<td>RHB 381 skills refresher; Integrative Processing Model overview</td>
<td>N/A</td>
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<tr>
<td>9/19</td>
<td>Skills refresher, Kiser ch 1</td>
<td>N/A</td>
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<tr>
<td>9/26</td>
<td>Kiser ch 2</td>
<td>IPM 1 due 10/10, 11:59 D2L</td>
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<td></td>
<td>Kiser ch 3</td>
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<tr>
<td>10/3</td>
<td>Kiser ch 4</td>
<td>IPM 2 due 10/17</td>
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<tr>
<td>10/10</td>
<td><em>Midterm exam (D2L)</em></td>
<td>N/A</td>
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<tr>
<td>10/17</td>
<td>Let’s Talk Internships</td>
<td>IPM 1 due 10/24</td>
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<tr>
<td>10/24</td>
<td>Kiser ch 6</td>
<td>Mid-semester supervisor evaluations, IPM 2 due 10/31</td>
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<tr>
<td>10/31</td>
<td>Kiser ch 9</td>
<td>IPM 3 due 11/7</td>
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<td>11/7</td>
<td>QPR Training</td>
<td>IPM 4 due 11/14</td>
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<tr>
<td>11/14</td>
<td>Kiser ch 10</td>
<td>IPM 5 due 11/21</td>
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<tr>
<td>11/21</td>
<td><strong>HOLIDAY</strong></td>
<td>N/A (<strong>Happy Thanksgiving</strong>)</td>
</tr>
<tr>
<td>11/28</td>
<td>Kiser ch 11</td>
<td>IPM 6 due 12/5</td>
</tr>
<tr>
<td>12/5</td>
<td><strong>Final exam</strong></td>
<td>End-of-semester log/timesheet, supervisor evals, Community Resources Paper due 12/12 11:59pm</td>
</tr>
</tbody>
</table>
V. Grading

Attendance and Participation: 50 points
Finding a Practicum Site assignment: 50 points
Resume assignment: 50 points
Tests: 300 points (150 X 2 tests)
Log, Integrative Processing Model Papers: 200 points (25 X 8)
Midterm and final supervisor evaluations: 200 points (100 X 2)
Community Resources Paper: 150 points

[Plan B: media + IPM self-reflection – no log, evals 400 points]

Total 1000 points

Grades:

A = 901 - 1000 points
B = 801 - 900 points
C = 701 - 800 points
D = 601 - 700 points
F = 0-600 points

VI. Live Text & FEM Requirements:

This course uses the LiveText 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 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 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 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 account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the liveText system may result in course failure.
FEM. In this course you must purchase and activate the LiveText add-on, **Field Experience Module (FEM)**, PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $20.00.

**VI. Readings (required):**


**VII. Course Evaluations:**

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses. 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. The course evaluation process is completed electronically through mySFA. Although the instructor will be able to view the names of the 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. Course evaluations will be awarded 10 bonus points.

**VIII. Student Ethics and Other Policy Information: Found at http://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 courses, 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.

Definition of Academic Dishonesty

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

Penalties for Academic Dishonesty

Penalties 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.

Student Appeals

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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

______ Student Code of Conduct: Policy 10.4

Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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.

______ 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