Instructor: Brandi Sawyer, LPC-S, NCC
Office: Human Services Building, Room 232
Office Phone: 936-468-xxx
Email: Brandi.Sawyer@sfasu.edu
Credits: 3 hours
Summer II 2023

Course Time: Hybrid
Location: Online and Virtual F/F
Office Hours: W 3:00-5:00 pm & by appt. (virtual available)

Course Description:
PCOU 5326.500 Medical Orientation to Counseling is the study of physical disabilities and their relationship to vocational counseling and rehabilitation. The course will introduce students to medical terminology, organization of the human body, and various bodily systems. PCOU 5326.500 Medical Orientation Counseling does not have prerequisites.

Course Format:
This course is a hybrid course that will utilize D2L the Online Learning Management System and synchronous Zoom classes. This course will use a variety of teaching methods including readings, discussions, class activities, experiential groups, and case conceptualizations. Students are expected to be prepared for discussion by completing the reading assignments BEFORE coming to class. Mastery of objectives will be demonstrated through participation in discussions, completion of class activities, and assignments.

Diversity Statement
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.

Course Objectives/Intended Learning Outcomes
The mission of the Perkins College of Education (PCOE) is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society. As such, the Masters of Arts degree in Professional Counseling located in the Department of Human Services in the PCOE supports this mission. Specifically, as described in this syllabus, COU 5326.501 follows the mission, vision and core values of the PCOE as they align with the counseling curriculum, clinical experiences, and
assessments. Through the activities and objectives in COU 5326.501 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 practical experience providing counseling services, supervision, and case presentations, students will gain academic and professional 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.

**Program-Specific Learning Outcomes:**

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

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

**Student Learning Outcomes: Course Specific**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Method of Instruction</th>
<th>Performance Assessment</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn strategies to enhance coping and adjustment to disability.</td>
<td>Textbook, Online Module, Lecture</td>
<td>Case Applications; Disability Paper; Discussion Questions</td>
<td>CACREP RC 5.H.3.e</td>
</tr>
<tr>
<td>Students will learn medical and psychosocial aspects of disability, including attention to coexisting conditions.</td>
<td>Online module, textbook, lecture</td>
<td>Disability Paper, Case Applications; Discussion Questions</td>
<td>CACREP 5.H.2.b</td>
</tr>
<tr>
<td>Understand the use of assessments relevant to academic/education, career, personal, and social development including assessment of the needs and adaptive, functional, and transferable skills of individuals with disabilities.</td>
<td>Online modules, textbook, journal articles</td>
<td>Case Applications, Disability Paper</td>
<td>CACREP 2.F.7.i CACREP RC 5.H.3.b</td>
</tr>
<tr>
<td>Students will gain awareness of specialized services for specific disability populations</td>
<td>Online modules, textbook, journal articles, lecture</td>
<td>Disability Paper, Case Applications</td>
<td>CACREP 2.F.3.h CACREP RC 5.H.2.I</td>
</tr>
<tr>
<td>Students will gain understanding and use of resources for research and evidence-based practices applicable to rehabilitation counseling</td>
<td>Online modules, textbook, journal articles, lecture</td>
<td>Disability Paper, Case Applications; Discussion Questions</td>
<td>CACREP RC 5.H.3.D</td>
</tr>
<tr>
<td>Students will learn to develop treatment plans that include goals and objectives consistent with specific disability or development.</td>
<td>Online modules, textbook, lecture</td>
<td>Case Application; Discussion</td>
<td>CACREP 2.F.5.H CACREP RC 5.H.3.D</td>
</tr>
<tr>
<td>Students will learn about how disabilities contribute to a multicultural and pluralistic society.</td>
<td>Online modules, textbook, journal articles, lecture</td>
<td>Case Application; Disability Paper; Discussion</td>
<td>CACREP 2.F.2.a</td>
</tr>
</tbody>
</table>

Through the activities and objectives in PCOU 5326.500, students will continue to become prepared, competent, and enthusiastic counseling professionals. Upon completion of the course, students will be able to utilize medical information in rehabilitation plans and recommendations, to assist clients in understanding and assessing functional abilities and transferable skills related to medical conditions, and to communicate with and function effectively as a member of an interdisciplinary healthcare team. For additional information on meaningful and measurable learning outcomes see the assessment resource page [http://www.sfasu.edu/assessment/index.asp](http://www.sfasu.edu/assessment/index.asp).

**Course Requirements**

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

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

2. Discussion Questions/Reflections Five essays/ reflections that answer at least 5 discussion questions from each textbook from the weekly readings. The assigned discussion questions will be posted in D2L in the corresponding module for the week.

3. Case Application - Case Summary (Part One): Students will work with a fictional case to demonstrate understanding of the relationship between medical conditions, resources that aid in rehabilitation, and the well-being of clients. Choose a character with a disability from the media or popular culture. Write a summary of eight pages, including Title and Abstract pages but excluding References, based on the following contents:
   1. Present status - demographics, e.g., gender, ethnicity, education, etc.,
   2. Socioeconomic and family status,
   3. Disability-related and Functional Information,
   4. Employment history,
   5. Short-term and long-term vocational goals (with rationale as it relates to history and disability, and
   6. Any other relevant information.
This summary will be the first part of the assignment.

4. Case Application - Treatment Plan (Part Two): For the second part, students will write a treatment plan – including goals, services, and interventions – to provide services to this client. The primary purpose is to understand how individuals cope with functional limitations, and how they find vocational direction and skills that can be utilized in employment, despite the presence of disabilities. Your role as a rehabilitation counselor will be to find ways to effectively work with your fictional media client. Write a summary of eight pages, including Title and Abstract pages but excluding References, which is based on the following contents:
   1. Overview of empirical evidence for proposed treatments,
   2. Medical treatment,
   3. Assistive technology,
   4. Social support,
   5. Psychosocial treatment, and
   6. Vocational intervention.
The paper must be submitted to both D2L and Livetext by the deadline.

6. Disability Paper: Each student will write a 12-page research paper, including Title and Abstract pages but excluding References, on a specific disability, medical condition, or chronic illness. The purpose of this learning activity is to increase your knowledge of the medical, functional, vocational, and independent living implications of a particular disability/medical condition. Find a minimum of six references [books and/or peer-reviewed journal articles, not magazines, and medically oriented Internet resources (e.g., NIH)] related to your topic. Include the following contents in your paper.
   1. Description of disability/chronic illness - definitions and symptoms, etiology, prevalence rates, prognosis, and other related background information.
3. Psychosocial aspects - effect on personality, behavior, and intellectual functioning.
4. Functional impact - implications for clinical rehab counselors in regard to clients’ education, vocational aspects, daily-living, and/or any other specific issues related to the rehabilitation process.
5. Strategies to reduce limitations - interventions, treatment, accommodations, assistive technology.
6. Current issues - identify, characterize, and define a minimum of three issues.
7. Other issues and factors, suggestions, areas of need.

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

Student Behaviors
- Attendance and punctuality
- Timely submission/completion of required assignments Participation in individual and group supervision
- Application of learned material
- Ability to give and receive feedback
- Discussion of reading material in class

Grading:
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>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>50</td>
</tr>
<tr>
<td>Weekly Discussion/Reflections</td>
<td>100</td>
</tr>
<tr>
<td>Case Application - Case Summary Paper</td>
<td>100</td>
</tr>
<tr>
<td>Case Application - Treatment Plan Paper</td>
<td>100</td>
</tr>
<tr>
<td>Disability Paper</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>450</strong></td>
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</tbody>
</table>

All assignments are due by the date indicated in the syllabus and on D2L. D2L and Livetext will cut off at the designated times, and students will not be able to submit assignments after those times. Technology problems that occur within the last hour an assignment is open will not be accepted as justification for further consideration.
<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89.99</td>
<td>B</td>
</tr>
<tr>
<td>70-79.99</td>
<td>C</td>
</tr>
<tr>
<td>60-69.99</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 60</td>
<td>F</td>
</tr>
</tbody>
</table>

Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Overview of the Course</td>
<td>Review Syllabus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction to Emerging Disabilities &amp; Introduction to Medical Terminology, Prefixes, &amp; Suffixes</td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Koch &amp; Rumrill: Chapter 1</td>
<td>Questions/Reflection 1 by Sunday at 11:59 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medical Terminology: Chapters 1, 2, &amp; 3, 4, 5</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Disabilities and Rehabilitation Professionals, Vocational Rehabilitation, Organization of the Body, &amp; Integumentary System</td>
<td></td>
</tr>
<tr>
<td>Page</td>
<td>Topic</td>
<td>Reading Materials</td>
<td>Discussion Questions/Reflections</td>
</tr>
<tr>
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<tr>
<td>2</td>
<td>Assistive Technology (sites)</td>
<td>Reproductive Systems, Sexual Health, &amp; Digestive System Medical Terminology: Chapter 7, 16, 17, 18</td>
<td>Discussion Questions/Reflection 2 by Sunday at 11:59 pm</td>
</tr>
<tr>
<td></td>
<td>Age-related Disabilities; Koch &amp; Rumrill: Chapter 4</td>
<td>Nuclear Medicine &amp; Radiologic Oncology (Mayo Clinic Sites)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Chronic Pain, Skeletal System, &amp; Muscular System</td>
<td>Koch &amp; Rumrill: Chapter 2 Medical Terminology: Chapters 5 &amp; 6</td>
<td>Submit Case Application - Case Summary by Sunday at 11:59 pm</td>
</tr>
<tr>
<td></td>
<td>Dunn et al. (2020) article</td>
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<tr>
<td>4</td>
<td>Psychiatric Rehabilitation/MH</td>
<td>Koch &amp; Rumrill: Chapter 5 Medical Terminology: Chapter 21</td>
<td>Discussion Questions/Reflection 4 by Sunday at 11:59 pm</td>
</tr>
<tr>
<td></td>
<td>Disabilities Related to Violence/Military</td>
<td>Koch &amp; Rumrill: Chapter 7 Sensory Systems Medical Terminology: Chapters 14 &amp; 15 Rumrill &amp; Koch (2022) article</td>
<td>Submit Case Application - Treatment Plan by Sunday at 11:59 pm</td>
</tr>
<tr>
<td>5</td>
<td>Lifestyle &amp; Climate Change</td>
<td>Koch &amp; Rumrill: Chapter 6 Urinary System Medical Terminology: Chapter 11</td>
<td>Submit Disability Paper by Final Class Day at 11:59pm</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Discussion Questions/Reflections 5 by</td>
</tr>
</tbody>
</table>
Rehabilitation Counseling
Implications
Koch & Rumrill: Chapter 8
Cardiovascular System
Medical Terminology: Chapters 8
New Directions in Emerging Disabilities
Koch & Rumrill: Chapter 9

last class day at 11:59pm

Required Text


Required Supplemental Readings:


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

LiveText/Watermark Statement
This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.
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.

Student Ethics and Other Policy Information

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. Because this is a skills-based course, experiential learning that occurs in class cannot be recaptured. For that reason, students are permitted to miss only one class (3 hours) with no penalty, but an email to the professor of the class is expected to determine whether the absence will be excused or not. Failure to notify the professor will result in the absence being unexcused and will result in a drop of one letter on the final grade. (2) With a second absence, a drop of one letter grade will occur. (3) A drop of an additional letter grade will occur for each subsequent 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.

Most students who plagiarize do so unintentionally. However, that does not lessen the consequences. The following websites have excellent information regarding plagiarism and proper citation methods.

   I strongly recommend that you review this information.

   [http://www.msresource.com/format.html](http://www.msresource.com/format.html)
   [http://owl.english.purdue.edu/owl/printable/589/](http://owl.english.purdue.edu/owl/printable/589/)

*Any assignment that contains plagiarism (whether intentional or not) will not receive credit and no additional opportunity will be given to recover the lost points.*

**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 within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F,
except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

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**Mental Health and Self-Care**

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/counseling
  - Tucker Building (Southeast corner of Raguet)
  - 936-468-2401

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

**Off Campus 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

A complete list of mental health resources for students can be found at: https://www.sfasu.edu/info-for/current-students/mental-health-resources

More information about student wellness and support options can be found on the Health and Wellness Hub (https://www.sfasu.edu/thehub) and the Lumberjacks Wellness Network (https://www.sfasu.edu/lwn).

**ACA Code of Ethics**

All students are expected to adhere to the ACA Code of Ethics and the Texas LPC Rules throughout the program. School Counseling students are expected to also adhere to the Code of Ethics for the Texas Educator. A violation of any applicable code or professional rules may
result in the assignment of a failing grade for the course and removal from the program. Violations will be reviewed with the Counselor Education Faculty to determine the most appropriate consequences.

https://www.counseling.org/resources/aca-code-of-ethics.pdf

**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.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&r l=Y.

**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

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/.

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. 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.

Classroom Etiquette

**Electronic Devices** – This course will have synchronous Zoom classes, but face to face etiquette applies. Please ensure you have your camera working and turned on. Out of respect for the learning environment, please turn off all electronic devices prior to entering the virtual classroom. Students should refrain from sending or receiving text messages during class. Students may use laptop computers or electronic notebooks to facilitate learning in the classroom. At no time should a student be on various websites, checking emails, or engaged in any other activity that is unrelated to what is currently occurring in class.

Assignment Rubrics

**Discussion Questions/Reflections** Five essays/reflectons that answer at least 5 discussion questions from each textbook from the weekly readings. The assigned discussion questions will be posted in D2L in the corresponding module for the week.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Need Improvement</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensively covered all aspects of assigned discussion questions.</td>
<td>All questions were not covered, or several questions missing significant content to fully address question.</td>
<td>All questions addressed but a few missing significant content or lacked enough detail.</td>
<td>Fully covered each question with specific detail with minimal to no necessary content missing</td>
</tr>
</tbody>
</table>

20 points

| 0-6 | 8-14 | 15-20 |

**Case Application - Case Summary (Part One) (100 points):** Students will work with a fictional case to demonstrate understanding of the relationship between medical conditions, resources that aid in rehabilitation, and the well-being of clients. Choose a character with a disability from the media or popular culture. Write a summary of eight pages, including Title and Abstract pages but excluding References, based on the following contents:

1. *Present status* - demographics, e.g., gender, ethnicity, education, etc.,
2. *Socioeconomic and family status*,
3. *Disability-related and Functional Information*,
4. *Employment history*,


5. **Short-term and long-term vocational goals** (with rationale as it relates to history and disability, and
6. **Any other relevant information.**
This summary will be the first part of a two part assignment.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Need Improvement</th>
<th>Satisfactory</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensively summarized all parts of necessary client history and information prior to treatment planning.</td>
<td>Missing significant parts of client history, presenting disability status, and/or client goals; OR, information was insufficiently detailed to provide clear picture to reader. 0-10</td>
<td>Areas of client history, presenting disability status, and/or client goals addressed but some parts lacked detail to provide clear picture to the reader. 11-21</td>
<td>Fully covered topic including relevant, main issues present in current literature. No omissions and content was fully developed. 22-30</td>
</tr>
<tr>
<td>Utilized scholarly, peer-reviewed, and widely accepted resources for information for disability-related information presented in fictional client summary</td>
<td>Resources outside of text were not peer-reviewed, scholarly, or widely accepted (i.e. government sites). Did not have enough resources to fully support disability information. 0-3</td>
<td>Used appropriate, scholarly and widely accepted resources but not enough to fully develop topic. 4-7</td>
<td>Resources were scholarly, peer-reviewed and/or widely accepted. Enough resources were used to fully develop topics and represent current picture in literature 8-10</td>
</tr>
<tr>
<td>Coherent flow between stated history and presenting disability status, and short and long-term vocational goals.</td>
<td>Client history and disability did not align with short and long-term vocational goals rationally. 0-3</td>
<td>Client history and disability aligned with short and long-term vocational goals although a clear rationale was fully detailed. 4-7</td>
<td>Client history and disability aligned with short and long-term vocational goals and supporting rationale was included in text. 8-10</td>
</tr>
</tbody>
</table>

**Case Application - Treatment Plan (Part Two of Two):** For the second part, students will write a treatment plan – including goals, services, and interventions – to provide services to this client. The main purpose is to understand how individuals cope with functional limitations and find vocational direction and skills that can be used in employment, despite disabilities. Your role as a rehabilitation counselor will be to find ways to effectively work with your fictional media client. Write a summary of eight pages, including Title and Abstract pages but excluding References, which is based on the following contents:

1. **Overview of empirical evidence for proposed treatments,**
2. *Medical treatment*,
3. *Assistive technology*,
4. *Social support*,
5. *Psychosocial treatment*, and
6. *Vocational intervention*.

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

<table>
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<tbody>
<tr>
<td>Comprehensively addressed all aspects of treatment plan goals, services, and intervention across all aspects of intervention.</td>
<td>Missing significant parts of treatment plan including a lack of goals, services or interventions for primary areas of clients’ lives (listed above), OR, Detail was not sufficient enough to present clear picture to reader.</td>
<td>Goals, services, and interventions were addressed across all areas, but some detail was lacking that left significant questions with the reader.</td>
<td>Fully covered topic goal, services and interventions within all areas of client needs listed above. Coherent rationale and linearity amongst numerous services and interventions.</td>
</tr>
<tr>
<td>30 points</td>
<td>0-10</td>
<td>11-21</td>
<td>22-30</td>
</tr>
<tr>
<td>Utilized scholarly, peer-reviewed, and widely accepted resources to write evidence-based and comprehensive treatment plan for fictional client.</td>
<td>Resources outside of text were not peer-reviewed, scholarly, or widely accepted (i.e. government sites). Did not have enough resources to fully support treatment planning information.</td>
<td>Used appropriate, scholarly and widely-accepted resources but not enough to fully provide evidence-based rationale for services and interventions in treatment plan.</td>
<td>Resources were scholarly, peer-reviewed and/or widely accepted. Enough resources were used to provide full and detailed rationale for evidence-based treatment.</td>
</tr>
<tr>
<td>20 Points</td>
<td>0-7</td>
<td>8-14</td>
<td>15-20</td>
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</table>

**Disability Paper (100 points):** Each student will write a 12-page research paper, including Title and Abstract pages but excluding References, on a specific disability, medical condition, or chronic illness different than the disability depicted in your Case Application Assignment. The purpose of this learning activity is to increase your knowledge of the medical, functional, vocational, and independent living implications of a particular disability/medical condition. Find a minimum of six references [books and/or peer-reviewed journal articles, not magazines, and medically oriented Internet resources (e.g., NIH)] related to your topic. Include the following contents in your paper.

8. **Description of disability/chronic illness** - definitions and symptoms, etiology, prevalence rates, prognosis, and other related background information.
10. **Psychosocial aspects** - effect on personality, behavior, and intellectual functioning.
11. **Functional impact** - implications for clinical rehab counselors in regard to clients’
education, vocational aspects, daily-living, and/or any other specific issues related to the rehabilitation process.

12. **Strategies to reduce limitations** - interventions, treatment, accommodations, assistive technology.

13. **Current issues** - identify, characterize, and define a minimum of three issues.

14. **Other issues and factors, suggestions, areas of need**.

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<tr>
<td>Comprehensively addressed all aspects of disability symptoms and its varying impact on medical, psychosocial, functional impact, and current issues.</td>
<td>Left out important required sections related to disability symptoms, and medical, psychosocial and functional impact, and current issues; OR, detail was insufficient enough to leave a clear picture with reader.</td>
<td>Contained sufficient information on disability symptoms, medical, psychosocial and functional impact, and current issues. Most sections were detailed enough to leave clear picture with reader</td>
<td>Contained thorough information on disability symptoms, medical, psychosocial and functional impact, and current issues. Nearly all or all sections were detailed enough to leave clear picture with reader</td>
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<tr>
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<td>0-10</td>
<td>11-21</td>
<td>22-30</td>
</tr>
<tr>
<td>Comprehensively addressed evidence-based strategies for aiding/assisting individuals with chosen disability in reducing impairment and limitations.</td>
<td>Left out valuable information related to strategies for aid and reducing limitations in individuals with disability OR, detail was insufficient enough to leave a clear picture with reader.</td>
<td>Contained sufficient information on strategies for aid and reducing limitations for people with disability. Most sections were detailed enough to leave clear picture with reader</td>
<td>Contained thorough information on strategies for aid and reducing limitations for people with disability. Nearly all or all sections were detailed enough to leave clear picture with reader</td>
</tr>
<tr>
<td>30 Points</td>
<td>0-10</td>
<td>11-21</td>
<td>22-30</td>
</tr>
<tr>
<td>Utilized scholarly, peer-reviewed, and widely accepted resources to write evidence-based and comprehensive treatment plan for fictional client.</td>
<td>Resources outside of text were not peer-reviewed and scholarly. Did not have enough resources to fully support required information.</td>
<td>Used appropriate, scholarly and widely-accepted resources but not enough to fully provide evidence-based rationale for services and interventions in treatment plan.</td>
<td>Resources were scholarly, peer-reviewed and/or widely accepted. Enough resources were used to provide full and detailed rationale for evidence-based treatment.</td>
</tr>
<tr>
<td>25 Points</td>
<td>0-8</td>
<td>9-17</td>
<td>18-25</td>
</tr>
<tr>
<td>Utilization of APA 7th edition format</td>
<td>Formatting contained numerous APA mistakes.</td>
<td>APA was mostly accurate but contained a few mistakes</td>
<td>APA mistakes were minimal or not present.</td>
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<tr>
<td>15 Points</td>
<td>0-5</td>
<td>6-10</td>
<td>11-15</td>
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