I. Course Description:

This course provides the student an opportunity to explore in-depth the varied content covered in rehabilitation and to synthesize and integrate the different parts, focusing on preparation for the post-graduate world, with emphasis on stress, financial management, and communication skills.

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

Through the activities and objectives in course students will become prepared, competent, successful, caring and enthusiastic 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 curricula, clinical experiences, and assessments. The following learning outcomes apply to this course and will be what the student learns as a result of completing it:

**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 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 6 – Research**
Students will understand basic applications of research principles to rehabilitation, such as evaluating personal professional practice, evaluating standard research methods, and executing needs analyses. Students will learn how to enhance their practice with research findings.

**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.

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

**Research Summary (150 points)**

Using the format and headings listed below, read, summarize, and react to four peer reviewed articles published in professional journals relating to an area of interest to you relating to rehabilitation, which can cover physical disabilities, addictions, or mental health challenges. You will use the research from this paper for your senior project presentation below. Essentially, I am looking for you to research something you didn’t know before and present on the topic to other members in class.

Do not use literature such as Psychology Today, Newsweek, Ladies Home Journal, etc., and instead use peer reviewed articles from academic or research journals, with articles published no earlier than 2010. Make sure you narrow your topic so it isn’t too broad. Paper will be a student paper per APA (American Psychological Association) guidelines, including (but not limited to) 1 inch margins, double-spacing, 11 or 12-point font, and a title page; see the link below from the APA style manual about how to format a student paper – however, unlike a student paper, references will be placed the top of the paper per the example below in a., and there will be no reference page at the end. Each paper will consist of stating the source (in APA format) at the top of the page, summary of the paper, your reaction, and a final summary. The subject should in a rehabilitation, psychology, or related field. All four articles should be peer reviewed journals, e.g., literature reviews, research studies, metaanalyses, etc., using the SFASU library system or any online sources so long as sources are reputable or peer-reviewed. Here is the link to the APA formatting site guidelines for writing a student paper:

a. Peer reviewed article reference format (from the APA site; note spacing as well):

b. Summary: Limit the summary to one and one-half typed pages or less in paraphrased fashion. Do not copy the printed abstract or copy verbatim from the articles. State the focal topic, purpose, and conclusions of the article in your own words.

c. Reaction: This is the major focus of this assignment and is to represent your best effort in thinking and writing. In the space left following your source and summary sections, state the issue you are reacting to in the article and then provide your position on the issue. The reaction is to be a product of your critical thought and your conceptualization of the principles and issues explored by the article. Be sure NOT to make your reactions mere summaries of the material read. Your reaction may take any form you wish but it must be substantiated by a given rationale or belief system which you explain in the reaction. Some suggested reaction topics might include:

   1) Key concepts you find most useful and why.

   2) Some of the ideas or techniques you would want to include in your helping style and why.

   3) Major limitations of the author's presentation

   4) Ideas with which you partially agree but would modify to some extent.

   5) Ideas with which you disagree and why.

After the 4 articles:

d. Final summary & reaction: This will come only after you have read and reacted to all four articles. As a final report, prepare a ONE or TWO page summary/reaction to the four articles. Please do not merely recap your individual article summaries; your goal here is to synthesize all four articles into a “big picture” summary and reaction. You may address any learning you gained from your reading, comment on the overall impression you now have about the topic, list areas needing further research, or other appropriate impressions.

   Each of the four articles written about, including the final summary, should be no more than three typed pages. Paper Length: Cover page + (4 summaries X 3 pages) + 2 page summary/reaction= 15 pages.

Individual Senior Project (150 points)

Using the research you’ve completed for the research summary project, apply this information to a presentation format. Each presentation should be at least 15 minutes, not to
exceed 20 minutes (being conscious of time constraints is important for any real-life presentations in your future career). So long as you follow the parts of the structure of the presentation and rubric below, you will be fine.

For the presentation itself, the following outline should be followed:

Parts:
• Introduction: what is the problem? What is the area in rehabilitation, psychology, or related subject or discipline new to you that you would like to solve?
• Literature review: use 4 peer-reviewed articles to support your case, e.g., new areas of research with emphasis on intervention. Remember to cite your sources in the presentation according to APA, e.g., [PowerPoint point made] (Kiser, 2012).
• Thesis: make your point about what needs to be addressed and why, as well as how the information could be used practically if applicable (bonus points may be given for the degree to which you’re able to apply this research)
• Conclusion: summarize your whole presentation, address any loose ends

The following rubric will be used to evaluate and grade the presentation:

Rubric:
• Overall presentation
• Articulateness, clarity (e.g., lack of verbal pauses, clarity of presented ideas)
• Presentation of thesis and support
• Use of at least 4 peer-reviewed sources to support claim
• Falling within the time limit (and not excessively exceeding it):

Resume, cover letter, and references (100 points)

Objective: To identify professional strengths (knowledge, skills, and experiences) which are marketable and be able to present them to a prospective employer.

Develop a resume for your job search or graduate school application. This should include a cover letter and references. Aim for 1 page resume, 1 page cover letter, and 1 page of references, which should be 3 in number and use real-life individuals when possible. References will not be contacted by instructor. Use the Center for Career and Professional Development website on SFA, referenced on the calendar on the syllabus below; there are plenty of examples and tips for writing resumes, cover letters, and references. We will also be covering this information in class.
Self-Management Project (Log, 100 points)

Objective: To develop strategies managing stress in one’s life. Instructions for Self-Management Project (Log)

This assignment will help you to develop a self-management technique as well as improve your empirical and quantitative skills. Choose a personal stress related symptom occurring in your life (physical, psychological, emotional or environmental) that you wish to change (increase, decrease or stabilize). It must be observable and measurable (countable).

Track the personal stress related symptom for 2 weeks (creating a baseline of the symptom before the stress management treatment begins) by plotting the occurrences (frequency, duration, degree of intensity) of the symptom on a daily basis; the best way to do this is to look back on your day when it’s almost over and get an “average” sense of your overall stress level on a 1-10 rating (10 being most stressed, 1 being not at all). Use some type of graphical representation to show the symptoms history during the 2-weeks before treatment or at baseline (i.e., line graph, bar graph).

Once treatment has started, continue to track your personal stress related symptom just like you did before treatment began. Continue to track the symptom throughout the treatment duration. You should continue to record the occurrences of the symptom on the graphical representation you started before treatment; this information should include the frequency, duration and/or degree of intensity on an hourly, daily and/or weekly basis.

Once treatment ceases, record the current status of your personal stress related symptom on the graphical representation.

In the report you are required to write about your personal experience with regards to your personal stress related symptom and what change if any that took place due to the stress management treatment. Your typed written, APA format paper should include the following:

Title page

Description of your personal stress related symptom, why you wish to change it, and how you wish to change it (decrease, increase or stabilize). Again, it must be observable and measurable (you can count it). 2 pages.

Description of your personal stress related symptom before treatment (how did it affect your life?) Description of your personal stress related symptom during
treatment (how did it affect your life?) Description of your personal stress related symptom after treatment (how did it affect your life?). 1.5-2 pages for all three sections.

Overall thoughts of the stress management treatment (likes/dislikes, techniques you found most useful, any benefits from the course, any reason you think the technique wasn’t as effective as anticipated (note that this can include the statistical observation that your pretest or posttest measure was taken during a more or less-than-usual stressful time, i.e., the tracking you did for pre- or posttest wasn’t a realistic indicator of your stress level “in general”). 2 pages.

A graphical representation to show your personal stress related symptom’s history before, during, and after the treatment (i.e., line graph, bar graph)

This paper should be no less than six pages double-spaced according to APA format, not including your graphical representation or title page.

Class Attendance & Participation: 100 points. Attendance will be taken for class. You are allowed two unexcused absences, after which points will be deducted. 40 of 100 points for participation will count for two online discussions assigned (see calendar).

Reaction Paper: McGonigal’s The Upside of Stress (100 points)

Write a paper providing your summary and reactions to Kelly McGonigal’s book, The Upside of Stress. The paper should be in APA format for a student paper: double-spaced, 1 inch margins, 12 point font, with a title page. You are not expected to cite the book when writing the paper; however, refer to specific chapters (e.g., “As mentioned in chapter 4…”). The paper should have a title page and be divided (with designated heading) into the following:

Title page

Summary: 1.5-2 pages

- Write an informative summary of the material, highlighting its main points and key supporting points.
- What is the main point or points the author is trying to say?
- How does she use data to support her points? Which studies referenced seem most pertinent to her thesis and why?
- In particular, pay attention to the importance of mindsets (referred to throughout the book, initially in reference to the researcher Crum) and the influence of how we think about our stress and the effects (both negative, neutral, and positive) these mindsets can have on the effects of stress: why is how we think about stress so important?
- This is a collection of objective information presented in the book and your attempt at summarizing it; don’t write your reaction in this section.
Reaction: 2.5-3 pages

- What are your overall impressions with this work? What are the main ideas do you feel
  challenged your previous way of thinking? How has this work changed your view of stress?
  How can you use this information to handle future stress events in multiple contexts (e.g.,
  relationships, career, education, etc.)?
- Do you agree with the author’s thesis or main points she is trying to present? Why or why not?
- What are any criticisms you have of her main points?
- How is the work related to problems in our society and how could the author’s ideas be helpful
  in addressing society’s view of stress? Do you think the emphasis on having a more positive
  view of stress (when appropriate) could go too far?
- How did this book change your perspective about stress? Were there any conclusions or points
  you felt that the author didn’t adequately support?

Note that the questions above are meant to guide thoughtful, critical analysis of the text,
which is what I’m looking for in grading it. Do not respond in copy-paste style to each
question, e.g., list the question and then your response. Do not use direct quotations longer
than one sentence more than five times throughout the paper. Refer to each chapter at least
once when doing your summary to indicate you’ve read the material.

Paper Length: Cover page + 1.5-2 page summary section + 2.5-3 page reaction= 5-6 pages.

Midterm and Final Exams (150 points X 2 = 300 points)

There will be two examinations, one midterm and one final, each worth 150 points. Exams
will take the form of true/false, multiple choice, and possibly short answer sections. All
course material covered in class, including videos or other media presented, are fair game,
as is book material (unless otherwise specified). There will be at least 3-5 questions from
Mc Gonigal’s book, The Upside of Stress, on the final exam.

IV. Evaluation and Assessments (Grading):

A = 1000 – 900 points
B = 899 – 800 points
C = 799 – 700 points
D = 699 – 600 points
F = 599 or below
V. Tentative Course Outline/Calendar: (All material may be changed.)

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/24/23</td>
<td>Intro to course, syllabus</td>
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| 1/31     | Resume, cover letter, job search                                               | Sources of Resumes, etc.: [http://www.sfasu.edu/ccpd](http://www.sfasu.edu/ccpd)  
|          |                                                                                |   ➔ “Students & Alumni”  
|          |                                                                                |   ➔ “Finding a Job”                                                      |
| 2/7      | Stress and stress management: introduction                                   | The Relaxation and Stress Reduction Workbook, ch 1 & 2  
|          |                                                                                | Resume, cover letter, references due @ 11:59pm D2L dropbox               |
| 2/14     | Stress and stress management: part 2                                          | Workbook, ch 1 & 2  
|          |                                                                                | Start self-management log pretest/baseline ratings?                      |
| 2/21     | NO CLASS: watch videos (see assignment column)                               | [https://youtu.be/eYG0ZuTv5rs](https://youtu.be/eYG0ZuTv5rs)  
|          | How to Make Stress Your Friend (Ted Talk)                                    | Start self-management log pretest/baseline ratings?                      |
|          | - Complete discussion questions for 20 points of final participation grade    |                                                                           |
| 2/28     | Diaphragmatic breathing                                                       | Workbook, ch 3 & 4                                                        |
|          | Progressive Muscle Relaxation                                                  |                                                                           |
| 3/6      | Mindfulness meditation                                                        | Workbook, ch 5 & 6  
|          | Visualization                                                                 | Self-Management log pretest/baseline ratings due (D2L dropbox)          |
| 3/13     | Spring Break!                                                                 | Be sure to relax now.                                                     |
| 3/20     | Self-compassion                                                               | Workbook, ch 11, 12                                                       |
|          | Self-talk, refuting irrational ideas                                           |                                                                           |
| 3/27     | Midterm exam                                                                  |                                                                           |
| 4/3      | Self-talk, refuting irrational ideas (redux)                                  | Workbook, ch 12  
|          | APA formatting lecture for paper and presentation                            | Start posttest log now – 2 weeks’ data needed                            |
| 4/10     | Goal setting and time management                                              | Workbook, ch 16, 18                                                       |
|          | Work-stress management                                                        |                                                                           |
VI. Readings:


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 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.

**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).

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**Withheld Grades: Policy 5.5**
Upon the request from student to the instructor of record and at the discretion of the instructor of record with the approval of the academic unit head, a grade of WH may 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.

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**Student Code of Conduct: Policy 10.4**
Disorderly conduct including but not limited to:  
(a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University.  
(b) Commercial solicitation on campus or with University resources without prior approval from University officials.  
(c) Failure to comply with a reasonable and lawful request or directive of University Officials.  
(d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct. More information on Student Code of Conduct can be found at [https://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf](https://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf)

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.
SFA 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  
https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic  
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