I. Course Description:

Field instruction in rehabilitation service agencies and programs in the community under the supervision of the instructor and professional staff of the cooperating agency. This course is a field-based experience for students in the undergraduate rehabilitation program. It is the goal of the SFASU Rehabilitation program to provide student interns with meaningful experience that allow opportunities to increase practical knowledge and skills as prepared, competent, successful, caring and enthusiastic rehabilitation professionals. In addition to on-site placement expectations, students are required to complete course work and meet twice weekly for 1.75 hours of instruction through the online format (Zoom) for 12 weeks. Additionally, student interns are to meet weekly with their on-site supervisor to review progress and any areas of needed improvement. The internship experience will consist of hands-on experience totaling 200 hours, which can be flexibly attained depending on the student’s and site supervisor’s schedules and starting date of the internship.

Note that the student and instructor will work collaboratively to help the student find their internship site. The intern will not just automatically be assigned to the student; the student will need to consider their career direction, major, and preferred populations or areas of interest as part of the process of finding an internship. The student will also be responsible for any needed interviews (phone or face-to-face) required by any potential internship sites. Moreover, please be aware that your behavior not only affects your internship grade, but also the reputation of the university, as well as your future career. Please take internship work seriously.

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

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 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.

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

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

**Attendance and Participation (50 points):** This will be a seminar-style class where discussion is necessary relating to covering weekly material. Students will not be allowed more than four unexcused absences before points will be deducted for excessive absences. Please let me know if anything significant is going on in your life that may require you to be absent; I’m understanding when it comes to stuff like this.

**Tests (2 X 150 points = 300):** Tests will happen during or approximate to midterms and finals week. Tests will take the general format of true/false, multiple choice, and short-answer. All material covered in class (starting with the first lecture on resumes) will be fair game for tests; additional material in the book may also be applicable depending on stated preferences as mid- and final exams approach.

**Discussion Posts (100 points – at least 2 different post assignments):** At different points in the semester (one of which is indicated on the calendar), you will be asked to create discussion posts in response to questions created by the instructor in lieu of class attendance for that class or class week. Specific instructions will be provided on D2L, including length of posts and questions to respond to.

**Resume assignment (50 points):** Create a resume based on the class discussion and information provided at the Center for Career and Professional Development (https://www.sfasu.edu/ccpd/students-alumni/finding-a-job/resumes). Be sure to follow the examples covered in class and at the resume section of the CCPD website to ensure the highest possible grade. This resume will be used in application for your internship site.

**Log (Required for final grade):** 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. A backup of this log should be kept in a secure place. USB drives can be lost, washed, or damaged. A free copy of the log will be found in the content section of D2L; however, feel free to create your own version of the log if needed. This log will be submitted at mid-semester and at the end of the semester. No final grade will be given to the student until the final log is submitted.

**Supervisor Feedback (200 points):** Supervisors for internships will be emailed approaching the end of Summer 2 for feedback using a rubric accessed through LiveText. I realize that different supervisors have different grading styles (a problem referred to as low interrater reliability in statistics), so I will be adjusting grading by supervisors when necessary to make grading fairer for the entire class.
Integrative Processing Module Responses (4 X 25 = 100): You will be required to submit 4 written assignments using the Integrative Processing Model discussed in the text and in the content section of D2L, reflecting critical analysis of your time as an internship student throughout the semester. We will have a whole lecture dedicated to this process (see the calendar).

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>50 points</td>
</tr>
<tr>
<td>Resume Assignment</td>
<td>50 points</td>
</tr>
<tr>
<td>Discussion Question Posts</td>
<td>100 points</td>
</tr>
<tr>
<td>Tests</td>
<td>300 points (150 X 2 tests)</td>
</tr>
<tr>
<td>Integrative Processing Model Reflections</td>
<td>100 points (25 X 4)</td>
</tr>
<tr>
<td>End of Internship Supervisor Evaluations</td>
<td>200 points</td>
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</tbody>
</table>

Total 800 points

Note: this is a pass or fail class.
V. Tentative Course Outline/Calendar:

Tuesdays cover lecture material, Thursdays continue lecture material and/or have open discussions about internships

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Readings/Discussions</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/14</td>
<td>Introduction to course&lt;br&gt;Internship placement discussion</td>
<td>N/A</td>
</tr>
<tr>
<td>5/21</td>
<td>Resumes &amp; Career Exploration</td>
<td>N/A</td>
</tr>
<tr>
<td>5/28</td>
<td>Intro to Internship&lt;br&gt;Discussion – no class</td>
<td>Kiser ch 1&lt;br&gt;D2L Discussion Post (due 6/3, 11:59pm)&lt;br&gt;Resumes Due</td>
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<tr>
<td>6/4</td>
<td>Getting acquainted</td>
<td>Kiser ch 2</td>
</tr>
<tr>
<td>6/11</td>
<td>Integrative Processing Model&lt;br&gt;Communicating In Your Internship</td>
<td>Kiser ch 4&lt;br&gt;Kiser ch 6</td>
</tr>
<tr>
<td>6/18</td>
<td>Helping Skills Refresher</td>
<td>N/A</td>
</tr>
<tr>
<td>6/25</td>
<td>Ethics&lt;br&gt;Organizations</td>
<td>Kiser ch 2 &amp; 3</td>
</tr>
<tr>
<td>7/2</td>
<td>Midterm Exam</td>
<td>IPM 1</td>
</tr>
<tr>
<td>7/9</td>
<td>QPR Training (tentative)</td>
<td>IPM 2</td>
</tr>
<tr>
<td>7/16</td>
<td>Multicultural Competence</td>
<td>Kiser ch 7</td>
</tr>
<tr>
<td>7/23</td>
<td>Burnout &amp; Self-Care&lt;br&gt;Watch stress management videos – no class&lt;br&gt;<a href="https://youtu.be/eYG0ZuTv5rs">https://youtu.be/eYG0ZuTv5rs</a>&lt;br&gt;<a href="https://youtu.be/RcGvVTaOXEU">https://youtu.be/RcGvVTaOXEU</a></td>
<td>Kiser ch 9&lt;br&gt;Discussion questions/D2L (Due 7/8, 11:59pm)&lt;br&gt;IPM 3</td>
</tr>
<tr>
<td>7/30</td>
<td>Ending Your Internship</td>
<td>Kiser ch 10</td>
</tr>
<tr>
<td>8/6</td>
<td>Final Exam available all week</td>
<td>End-of-semester log/timesheet (scan and dropbox)&lt;br&gt;End-internship supervisor evaluations (LiveText)&lt;br&gt;IPM 4&lt;br&gt;Final Exam due 8/10 @ 11:59pm</td>
</tr>
</tbody>
</table>
VI. Readings (Required and recommended—including texts, websites, articles, etc.):


_____ 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. The email will be from support@watermarkinsights.com

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.

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. Evaluations will be worth 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/](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**

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.

**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

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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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