HUMAN SERVICES
RHB 490: Rehabilitation of Persons with Severe Disabilities (3 Credits)
Spring 2016
Meets Tuesdays from 4:30 to 7:00pm in HSTC 321

Instructor: Yuleinsys A. Castillo, Ph.D., LPC, CRC
Office: Human Services Building, Room 210
Office Hours: T: 9:30-12:30pm  W: 4-7pm  Or by appointment
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Course Description:
Rehabilitation of persons with severe disabilities is an in-depth study of the process of rehabilitation with special emphasis on severe and multiple disabilities. Prerequisites: RHB 220, 381, 383

Learning Goals & Objectives:
Through the activities and objectives in RHB 490, students will become prepared, competent, successful, caring an enthusiastic human services professional. They will continue to develop a sense of service, leadership, professional and intellectual growth. Students will continue to work on learning, reflective and ethical skills.

Specific learning objective are to:
1. Gain a working knowledge of case management and understand its development
2. Identify and obtain community resources, and services to assist clients as well as to enrich the community.
3. Demonstrate critical thinking skills in case file, public speaking, goal development, and resource utilization
4. Identify, define, and discuss resources for clients including financial, vocational, educational, medical/biomedical engineering, and legal
5. Develop an appreciation for the various roles of and needed skills in case management
6. Understand how a variety of factors impact the practice of case management in human services.
7. Create a general understanding about the basic facts of program proposal writing
8. Demonstrate knowledge of several selected community agencies/organizations/programs: health/diagnostic, social, rehabilitation, vocational/employment, legal services/advocacy, education, human services

Course Activities

Skills Exercises (100 points = 10x10): Students will complete the accompanying textbook exercises prior to class in order to be prepared for class. Each exercise will be turned in on D2L. The instructor will announce in class and grade assignments throughout the semester.

Two exams (50 points = 2 x 25): Tests will be multiple choice, T/F, short answer, etc. and will cover material cover in lectures and readings. These tests will be posted on D2L and come at the middle and end of the course (specific dates to be announced).

Self-care plan (100 points): Learning self-care skills is an important part of becoming mindful, caring human services professionals. In order to prevent burnout and improve quality of live, rehab professionals are encouraged to continually assess their work-life balance. Students will identify reducing stress methods, develop a self-care plan and implement self-management to learn skills and approaches that can be translated to the professional field.

Article Reviews (100 points = 2 x 50): Conduct a library search into two specific areas of interest that coincide with this course’s focus on severe disabilities and service delivery. After identifying two articles from peer reviewed rehabilitation related journals (pre-approval by Dr. Castillo is strongly recommended), you will write a four to five page review of each. Your reviews must follow strict APA format and should include the following:

- APA citation of the article
- Paraphrased summary of the article
Your personal reaction to the article (concepts, ideas, etc.) showing your critical skills
Clear, concise, and grammatically correct writing is absolutely essential for rehabilitation professionals. For that reason, grading of these papers will be weighted as follows:
- APA format – 5 points
- Style, grammar, and punctuation – 15 points
- Content – 30 points

Research CM (50 points): Students will research a topic relevant to CM knowledge and skills. An analysis/summary of the topic, a detailed analysis of case management intervention strategies, and implication for professionals. A variety of research methods and resources can be utilized, including interviews with community agency staff, and visits to area agencies. There is a minimum of 6 sources required. Four of those sources must be peer reviewed. Report should be in APA format. Students will present (15-20m) findings to class & submit a paper.

Service Learning (30 points): Students will be expected to participate in at least one of three service learning projects this semester. The first opportunity is the Diversity Conference on January 30th, second the Disability Pride Parade, and then Alcohol Abuse Awareness Day to be held in April. Specific duties will be assigned, but examples of duties are helping with marketing, organizing, and running the events. Grading will be on quantity and quality of performance in assigned duties, as well as a reflection paper upon completion of the event(s).

Late assignments will not be accepted without prior approval. Any approved late assignment (other than tests, as noted above) not submitted by the due date will automatically receive a daily 15% deduction on that assignment.

Participation (50 points): Each student is expected to actively participate and contribute to the learning process within the course (discussion of text/topics, demonstration and experiential activities). Students may earn up to 4 points each class.

Client experience: (20 points): students will participant as clients for COUN 592 students to complete a case file. They will be involve in providing information, completing assignments, and give constructive feedback to case management students. Reflection papers & feedback will be provided on D2L. An alternative option, a research paper, will be required for students who are not selected as clients.

Course Grade Criteria
A = 500 - 450
B = 449 - 400
C = 399 - 350
D = 349 - 300
F < 299

Course Calendar

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<tr>
<th>DATE</th>
<th>TOPIC (Chapters)</th>
<th>Chapter Readings/Due</th>
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<tbody>
<tr>
<td>1-19</td>
<td>Welcome &amp; Introduction to the Course</td>
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<tr>
<td>1-26</td>
<td>Grant Writing Basics</td>
<td>1</td>
</tr>
<tr>
<td>2-02</td>
<td>Case Management</td>
<td>2</td>
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<tr>
<td>2-09</td>
<td>Ethical and Legal Issues</td>
<td>3, 4</td>
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<td>2-16</td>
<td>The Ecological Model &amp; Cultural Competence</td>
<td>5, 6 Article Review-1</td>
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<td>2-23</td>
<td>Attitudes &amp; Owning the problem</td>
<td>7, 10</td>
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<tr>
<td>3-01</td>
<td>Communication</td>
<td>12 Exam # 1</td>
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<tr>
<td>3-08</td>
<td>Communication (Presentation Starts)</td>
<td>ENJOY</td>
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<tr>
<td>3-15</td>
<td>Spring Holidays!!</td>
<td>14, 15</td>
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<tr>
<td>3-22</td>
<td>Meeting Clients</td>
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Potential for Course Changes
All of the above is subject to change depending on course needs and circumstances.


Online resources you are expected to be familiar with and use in this course:

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<tr>
<th>Resource Link</th>
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<tr>
<td><a href="http://www.dshs.state.tx.us/easttexas">http://www.dshs.state.tx.us/easttexas</a></td>
<td><a href="http://www.mfi.org">http://www.mfi.org</a></td>
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<tr>
<td><a href="http://npl.sfasu.edu/communityservices/">http://npl.sfasu.edu/communityservices/</a></td>
<td><a href="http://www.burke-center.org">http://www.burke-center.org</a></td>
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<tr>
<td><a href="https://accesshr.hhsc.state.tx.us/">https://accesshr.hhsc.state.tx.us/</a></td>
<td><a href="http://www.dars.state.tx.us/">http://www.dars.state.tx.us/</a></td>
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<td><a href="http://www.federalresourcecenter.org/">http://www.federalresourcecenter.org/</a></td>
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Course Evaluation:
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. 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 COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the 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

Students with Disabilities
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, 468-3004/468-1004 (TDD) 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/disabiitiyservices/.

Academic Integrity
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university polity on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, 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 and F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Acceptable Student Behavior**

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 (see the Student Conduct Code, policy D-34.1). 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 prohibition 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. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Attendance:** Students are responsible for obtaining class notes if they must miss a class; however, attendance to every class is essential. The overall course grade may be lowered due to more than two missed classes without a medical note or documented reason.

**LiveText**

LiveText is the data management system used by the Perkins College of Education for program improvement, accountability, and accreditation. All PCOE majors and Secondary Education minors are required to purchase a LiveText account, either through the University Bookstore or at [www.livetext.com](http://www.livetext.com). This is a one-time purchase and the account will be used throughout your program. **Required program assignments that are connected to courses across your major/minor must be submitted through LiveText. Failure to submit required assignments into the LiveText system will result in a penalty assessed to the assignment grade.**