Instructor: William F. Weber  
Course Time & Location: 7:15-9:45 PM, Tuesdays, Ferguson Liberal Arts 176

Office: HSTC 213  
Office Phone: 468-1154  
Office Hours: M4-6; T 5-7; W 6-7  
Credits: 3

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Prerequisites:

I. Course Description: (brief paragraph)

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. Prerequisites: RHB 220, 381, 383, 405, 407, and EPS 485. There are critical assignments related to accountability and accreditation in this course.

II. Intended Learning Outcomes/Goals/Objectives:

Through the activities and objectives in course students will become prepared, competent, successful, caring and enthusiastic rehabilitation professionals. They will continue to develop a sense of service, leadership, professional and intellectual growth. Through regular class attendance, writing projects, exams, and discussions students will gain academic excellence within the subject area with an emphasis on life-long learning and development. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas. Ethics, integrity and service within the rehabilitation counseling profession and following the Council on Rehabilitation Education guidelines will also be integrated into all aspects of the course. As described in this syllabus, course follows the mission, vision and core values of the college of education and Stephen F. Austin State University which is aligned with the rehabilitation curricula, clinical experiences, and assessments.

Program Learning Outcomes related to accreditation.

Students will demonstrate knowledge, skills, and dispositions for successful completion of graduate training in rehabilitation counseling and other rehabilitation related professions.

Student Learning Outcomes related to accreditation

The following documents will be assessed: A research summary demonstrating specific skills in researching a specific topic or issue in rehabilitation.

The purpose of the course is outlined in the course description above. In class we will discuss a number of different subjects arranged in several modules (e.g., identifying knowledge and skills presently possessed, learning your role as a professional rehabilitation worker, etc.). Our purpose will be to help you integrate what you have learned from your rehabilitation courses and add to it. Specific objectives are identified for each class assignment. In addition, the following objectives are for the course as a whole.

Objective 1: The student will identify individual strengths (including knowledge and skills) and prepare a cover letter and resume which highlights those strengths to a prospective employer.
Objective 2: The student will identify individual values, attitudes, and beliefs which shape and 
determine his or her direction and actions.
Objective 3: The student will demonstrate through an individual project and written papers an 
understanding of the rehabilitation process, practice and philosophy.
Objective 4: The student will improve both written and oral communication skills.
Objective 5: The student will become acquainted with research procedures and be able to assess 
research reports.

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

I. Research Summary (50 points)

Objective: To familiarize the student with (1) professional research literature and (2) the process of a 
literature search on a single topic or theme. According to employers (Are they ready to work, 2012) the 
fourth most critical skill 4 year college graduates need is Critical Thinking. Employers expect graduates to 
be able to engage in critical thinking, innovation, inquiry as well as analysis, evaluation and synthesis of 
information. This analysis/synthesis project will help you build that skill.

Assignment - Using the format and headings listed below, read, summarize, and react to four articles 
published in professional journals. Please use professional journals rather than popular literature such as 
Psychology Today, Newsweek, Ladies Home Journal, etc. Additionally, please use volumes no older than 
2007. Be sure to narrow your topic sufficiently in order to make this a meaningful and manageable 
experience.

Format and Headings:

Each Article:

30-37.

2. 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.

3. 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, 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:

**Final Summary** - 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. 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 paper, including the final summary, should be no more than three typed pages.

**Paper Length:** (4 summaries X 3 pages) + 2 page summary/reaction= 14 pages.

II. **Individual Senior Project - 200 points total** (See assignment dates)

**Project Proposal (25 of 200 point total).**
**Final Report (175 of 200 point total)**

**Objective:** To afford students an opportunity to explore and integrate with their present skills and knowledge some relevant theory, method or skill in working with people. Employers expect 4 year college graduates to have the skills to engage independent learning and self-direction (Are they really ready to work?, 2012). This project will help you develop the discipline and skills engage independent learning projects.

**Assignment:** Each student will develop an individual project for the semester in which he/she will integrate some theory, method or skill in working with people with his or her present knowledge and skills. This is intended to be an open-ended assignment in which students will (1) identify a skill or knowledge area in which they wish to acquire some competency, (2) survey the literature and other resources to develop a plan of action, and (3) demonstrate an application of the skill or knowledge.

For example, the student may wish to acquire additional skills which have been successful in the area of placement of individuals with disabilities. The student's responsibility will be to research several sources of information (e.g., professional literature, counselors, employers, etc.) and use this information to determine or identify some successful placement techniques.

Using this information, the student will then demonstrate the application of his/her research by applying it to the field of the helping services. In the above example, the student would demonstrate the placement techniques by actually using the techniques to place individuals into competitive employment. This project is to be experience-oriented.

The Individual Student Project will be evaluated on the basis of its applicability to the field of rehabilitation services (i.e., is it a worthwhile project?), the variety and quality of resources used in the project, the integration of the student's own experiences and thoughts with the new information he/she has gained, and the quality of the final report made by the student.
Job Placement Specialist Project:

If you choose the job placement specialist project, you must register by **February 14**. The module begins **February 22nd**, **The course ends 3/27/16**. The cost of this module is $260. Registration is at:

http://wise.unt.edu/texas_credential_calendar

Prerequisite: You must have completed Job Skills Trainer/Job Coach class. (RHB 407).

III. Open Ended Questions - 25 points each (75 points total)

Objective: To provide the student the opportunity to mentally explore some important concepts related to the helping profession. Employers except graduates to have effective communication skills including development, interpretation, and expression of ideas through written, oral, and visual communication. Application to graduate programs often includes a writing assignment similar to these open ended questions.

Assignment: The following open-ended questions have no "correct" answers. They are intended to stimulate the students' thinking in relation to their work as helpers. The report on the question discussed should reflect the student's personal thoughts on the subject as well as the results of the student's investigation into it.

Each paper should be approximately 4-5 type-written pages (double-spaced). If literary sources are used, they should be appropriately identified on a reference page. However, this is not intended to be primarily a library research assignment. Use yourself, other people, other classes, etc., as references if you wish. Be sure to include your references when you turn in your paper.

On the cover sheet of your paper, write out the question you are answering.

Due dates: See attached assignment schedule.

FOR THE FIRST QUESTION:

1. Develop a list of beliefs or values which underlie your attitudes toward the profession of rehabilitation. State these beliefs in the first person (e.g., I believe in the right of all people to pursue the highest level of physical and vocational independence of which they are capable). Please refrain from listing personal or religious beliefs which override all of your attitudes toward life. In other words, list only those which are specific to the profession of rehabilitation. This paper will be shorter than the 4-5 pages normally expected for open-ended questions.

FOR THE SECOND QUESTION:

2. Describe at least three experiences in your life which influenced your decision to become a helper. How might these life experiences affect you in your work?

CHOOSE ONE OF THE FOLLOWING FOR THE THIRD QUESTION:
3. In your own words, and based upon what you have learned in the courses you have taken in your major, write out your personal philosophy of rehabilitation. List and define what you think are the essential qualities of an effective rehabilitation professional.

4. Develop and respond to your own open-ended question.

IV. Resume - 15 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.

V. Workshop Presentation on Stress Management Technique - 50 points

Objective: To develop in-service training skills in developing learning goals, assessing present knowledge, designing and conducting instruction, and conducting post assessment of acquired knowledge of students. According to employers (Are they really ready to work?, 2012) the primary applied skill needed of 4 year college graduates is oral communications. This project will help you build that skill.

You will prepare and conduct class training over one of the stress reduction techniques covered in the Relaxation and Stress Reduction Workbook, Fifth Edition. You will prepare instructional goals, conduct a pre-assessment, conduct the training and then conduct a post-assessment. This training should be no more than 40 minutes in length but will include student engagement activities. Dates will be assigned.

Items to be submitted to D2L dropbox and LiveText

1. Student learning outcomes
2. Pretest
3. Powerpoint presentation & scanned index note cards
4. Post-Test (same as pre-test)

Powerpoint presentation should include
- Introduction
- Objectives
- Content
- Conclusion
- References
- Index cards should include slide talking points.

VI. Self-Management Project (Log) – 50 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 measureable (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 hourly, daily and/or weekly. 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).

Stress management treatment will begin on the 3rd week. 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 measureable (you can count it).

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?)

Overall thoughts of the stress management treatment (likes/dislikes of course, techniques you found most useful, any benefits from the course)

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

VII Panel Presentation - 10 points

Objective: To improve oral communication and teamwork skills through practice.

Employers expect graduates to be able to work effectively in teams and consider different points of view. The class will be divided into groups. Each group will serve as a panel to present one side of an issue (pro or con). The purpose of the presentation is to be persuasive and to stimulate class discussion. Topics will be assigned by the instructor. Panel members should present the results of their research of the topic and may use appropriate footnotes, resource materials, and audio-visual aids, if desired. Employers expect
year college graduates to have excellent oral communication skills (Are they ready to work?, 2012). This project will help you to hone those skills.

VIII. Class Attendance Activities–10 bonus points. Attendance will be taken for class. You are able to gain up to 10 bonus points by your class participation activities average (Class participation activities average X 10 points). There will be class participation activities in class. If you are not in class, you did not participate in the activity. You can only make up the class activity if you bring a written excuse from a health provider or a university official (if it was a university event).

University policy allows a student to make up work for absences (excused or unexcused) up to a maximum of three weeks of a semester. Therefore, absences in excess of three weeks or nine hours of class could result in a failing grade for the class.

IX. Quizzes- 100 points (50 points each).

There will be two multiple choice/true-false quizzes covering the guest lecturers, workshop presenters, and textbook materials covered up to that point. The final will not be comprehensive.

X. Evaluation and Assessments (Grading):

Grades will be determined on the basis of total points earned for the semester. There are a total of 550 points possible. The grade of "A" requires 515 or more points, "B" requires a minimum of 480, "C" requires a minimum of 445, and "D" requires a minimum of 410 points. Less than 410 points will result in a failing grade ("F"). Students will be given an opportunity to evaluate course organization, content and teaching effectiveness of the instructor at the end of the semester.

XI. Due Dates for assignments- All Assignments must be submitted both to Desire to Learn Dropbox and LiveText, Desire to Learn dropbox deadline is 11:59 PM and LiveText deadline is 11 PM.

1. Resume and Cover Letter Due- February 2nd.
2. Research Summary Due – February 9th
3. Written Proposal for Senior Project Due- February 16th
4. First Question Due- February 23th
5. Second Question Due- March 1st
6. Start Stress Management Project-March 8th
7. Third Question Due- March 15th
8. Self Management Project Due- March 29th
9. Final Senior Project Due- April 26th.
10. Workshop presentation documents due on date of presentation.

XII. Tentative Course Outline/Calendar:

Tuesday, January 19

Overview of Class
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, January 19</td>
<td>Discussion of Syllabus and Assignments</td>
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<tr>
<td>Tuesday, January 26</td>
<td>Lecture: The Resume</td>
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<tr>
<td>Tuesday, January 26</td>
<td>Lecture: The Cover Letter</td>
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<tr>
<td>Tuesday, February 2nd</td>
<td>Lecture: Preparing your workshop-</td>
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<td></td>
<td>A different approach with</td>
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<td>Powerpoint presentations.</td>
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<td>Tuesday, February 2nd</td>
<td>Lecture: Graduate School – Yes/No</td>
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<td>Tuesday, February 2nd</td>
<td>Dr. Alan Larson-</td>
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<td>The Rehabilitation Masters Program</td>
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<tr>
<td>Tuesday, February 9th</td>
<td>Lecture: Evaluating and Using Research in Rehabilitation</td>
</tr>
<tr>
<td>Tuesday, February 9th</td>
<td>Preparing your Research Summary/</td>
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<tr>
<td></td>
<td>Preparing your Proposal for Senior Project.</td>
</tr>
<tr>
<td>Tuesday, February 9th</td>
<td>Using Needs Assessments,</td>
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professional literature, and other resources.

Tuesday, February 16th  Lecture: How you react to stress  (Dr. Weber)
Tuesday, February 16th  Lecture: Checklists and Strategies for Coping
Tuesday, February 16th  Lecture: Body Awareness & Exercises
Tuesday, February 23rd  Student Workshop: Breathing -*
Tuesday, February 23rd  Student Workshop: Progressive Relaxation -*
Tuesday, February 23rd  Student Workshop: Meditation *
Tuesday, March 1st.  Student Workshop: Self-Hypnosis *

Tuesday, March 1st  Student Workshop: Autogenics *
Tuesday, March 1st  Student Workshop: Assertiveness Training *
Tuesday, March 8th  Student Workshop: Refuting Irrational Ideas *
Tuesday, March 8th  Student Workshop: Facing Worry and Anxiety*
Tuesday, March 8th  Student Workshop: Goal Setting & Time Management *
Tuesday, March 22nd  Mid-Semester Exam (50 points)
Tuesday, March 22th  Lecture: The legislative process and how it will impact your career.
Tuesday, March 22th  Video: SFA Rehab Students testimony

http://www.house.state.tx.us/fx/av/committee79/50427p33.ram

Tuesday, March 29th  Student discussion on Stress Management Project
Tuesday, April 5st  Guest Lecture: The Impact of Housing on persons with disabilities
Tuesday, April 5st  Guest Lecture: The Role of Independent Living Centers
Tuesday, April 5st  Guest Lecture: The Role of Assistive Technology
Tuesday, April 12st  Debate Panel # 1
Tuesday, April 12th  Debate Panel #2
Tuesday, April 12th  Debate Panel #3
Tuesday, April 19th  Financial Survival after graduation: Spending and saving.
Tuesday, April 19th  Financial Survival after graduation: Wiping out your debt.
Tuesday, April 26th  Financial Survival: Buying a house.
Tuesday, April 26th  Financial Survival: Simple Investing 101
Tuesday, May 3rd  Financial Survival: Investing for retirement.
Tuesday, May 3rd  Summary oral reports on Senior Projects
Tuesday, May 10th  Final Exam (50 points) –7:15 PM.

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

The Relaxation and Stress Reduction Workbook, 6th edition. (Davis, Eshelman, McKay).

Smart and Simple Financial Strategies for Busy People by Jane Bryant Quinn

Beyond Bullet Points by Cliff Atkinson

Getting Things Done by David Allen

Live Text

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

VII. 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.

VIII. Student Ethics and Other Policy Information:

Attendance:

There will be both in-class and out-of-class assignments. In-class assignments include preparation for and participation in class discussions, presentations and attendance. In-class participation is essential. The class meets once a week. If you miss class for any reason, you miss a week's worth of class material. Missing one class is like missing three MWF classes in a row. Thus class attendance will be rewarded (see Also, University policy permits a student to make up only 3 weeks of classes due to excused absences.

Policy regarding late papers and presentations:

5% of the total possible points for the assignment will be deducted for each 24 hour period the assignment is late excluding weekends. (e.g. resume -15 points, .75 points per day).

Students with Disabilities—To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468-3004/ (936) 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.

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 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. 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.

**IX. Other Relevant Course Information:**

Please see assignment cover sheets/checklists and course resources which have been posted on D2L. Please note that the professionalism assessment instrument will be used at the end of the semester to evaluate each student in the class. A copy of the instrument is available in the content area of the D2L class materials.