

Reese Campus

Course Syllabus

COURSE: **PSYT-1374 (200) (3:3:0)**
Introduction to Rehabilitation Services

SEMESTER: Fall, 2015

CLASS TIMES: Wednesday
1:00-3:50
South Plains College, Reese Campus
Building 5, Rm. 516

INSTRUCTOR: Mollie McCook-Melton
Program Coordinator and Professor Applied Rehabilitation Psychology
Allied Health Department Chairperson

OFFICE: South Plains College, Reese Campus, Building 5, Office 514

OFFICE HOURS: Monday Tuesday Wednesday Thursday Friday
8:30-9:30 1:00-3:30 8:30-9:30 1:00-3:30 11:00-12:00
Please contact me if the noted times are not convenient and we can schedule an appointment.

OFFICE PHONE: (806) 716-4652

E-MAIL: mmelton@southplainscollege.edu

PROGRAM **FACEBOOK:** The Applied Rehabilitation Psychology Program has a Facebook page at www.facebook.com/southplainscollegeappliedrehabilitationpsychology. In addition to the South Plains College website, this Facebook page will be used to keep students up-to-date on program activities, weather delays, South Plains College announcements and will help with program recruitment. "Liking" the Applied Rehabilitation Psychology Facebook page is not mandatory, nor is personal Facebook accounts, in order to access this page.

BLACKBOARD: Blackboard is an e-Education platform designed to enable educational innovations everywhere by connecting people and technology. This educational tool will be used in this course throughout the semester.

CLASS MESSAGES: Number 81010
Class Code: @introtoreh

"South Plains College improves each student's life."

GENERAL COURSE INFORMATION

COURSE DESCRIPTION

An introduction to the philosophical approach of comprehensive rehabilitation services. Topics include patient-environment interaction, characteristics of disability, evaluation and treatment, and exploration of the array of rehabilitation services.

STUDENT LEARNING OUTCOMES

Students will:

Measure/Assessment Tools

<ul style="list-style-type: none">Develop an understanding of the philosophical approach to comprehensive rehabilitation services.	<ul style="list-style-type: none">Field trips and guest speakers, representing local and regional human services.Students will compile a referral notebook on all facility visits and guest speakers.Students will make one independent facility tour and construct an oral and written presentation to the class.
<ul style="list-style-type: none">Pertinent legislation related to the field of rehabilitation.	<ul style="list-style-type: none">Take home exams
Refer to the evaluation methods to determine the student's level of achievement regarding the designated learning outcomes.	

COURSE OBJECTIVES - Outline form (correlated to Scans and Foundations Skills)

1. Define Intellectual disability. (C-5, C-7)
2. Understand the components of the definitions of Intellectual disability and how these key elements relate to delivery of services (practical application). (C-5, C-7; F-2, F-8)
3. Explain the different types of theories of intelligence and intellectual development and discuss these concepts as they relate to general assessment of intelligence. (C-5, C-7; F-2, F-12)
4. Explain local and regional rehab. Services.(C-5)
5. Understand the format of the DSM-5 and the nature of assessment in the classification of mental health and Intellectual disability. (F- 1, F-9; C-5, C-7, C-15)
6. Explain the major categorical causes of Intellectual disability. (C-5, C-7)
7. Understand the fundamental concepts and legal basis for establishing the rights of persons who are Intellectual disabled and/or diagnosed with a mental health disorder. (C-5, C-7; F-2, F-8)
8. Explain the legal history for establishing educational, institutional and community rights. (C-5, C-7; F-1, F-10)
9. Recognize the issues related to withholding treatment and capital punishment. (C-5, C-7; F-1, F-10)
10. Explain various behavior management programs and recognize implementation procedures. (C-5, C-7; F-1, F-2, F-8, F-12)
11. State the laws that instigated deinstitutionalization. (C-5, C-7)
12. Attend all scheduled on-site visits to local Human Services facilities.(C-5,F-13,F-15,F-17)

EVALUATION METHODS

MEASUREMENT & EVALUATION FOR SUCCESSFUL COMPLETION OF COURSE COMPETENCIES:

1. Regular class attendance by the student.
2. Comprehensive exam policy.
3. The student achieves a minimum score of 75 on all assignments.
4. Assignments include objective and essay measures.
5. Successful completion of clinicals.
6. Attendance by the student at all on-site facility visits.

COURSE ACTIVITIES:

1. Class lectures.
2. Guest Speakers
3. Take home examinations
4. Class participation and interaction
5. Active learning projects.
6. Student presentations
7. Student exploration of local human service facilities

ACADEMIC INTEGRITY

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

Cheating - Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the

presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examinations, to daily reports and to term papers.

Plagiarism - Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

SCANS and FOUNDATION SKILLS

Refer also to Course Objectives. SCANS and Foundation Skills attached.

VERIFICATION OF WORKPLACE COMPETENCIES – This course offers information regarding the theoretical perspectives related to Abnormal Psychology. This course provides a knowledge base that supports learning experiences in the field of rehabilitation services.

SPECIFIC COURSE INFORMATION

TEXT AND MATERIALS

There are no required texts for the course

ATTENDANCE POLICY

“Whenever absences become excessive and, in the instructor’s opinion, minimum course objectives cannot be met due to absences, the student should withdraw from the course.” The student is encouraged to read pp. 19 of the 2015-2016 SPC catalog for specific details regarding class attendance.

ASSIGNMENT POLICY

The student is required to schedule an appointment at a local Human Service facility and conduct an interview regarding the operations of the agency. The student's selection must be approved by the instructor. The information received will be written and presented to the class. Specific guidelines for the assignment will be covered in class.

GRADING POLICY - Grades in this course will be determined using the following criteria:

During the course of the semester, the student will be required to complete two (2) take home examinations. The due dates for the examinations are noted on the course content section of the syllabus. Ten points will be deducted for each day the exam is late.

Grading Policy:

The final grade of this course will be determined by the average of the following:

Two Exams	= 30%
Student Presentation & Facility Report	= 20 %
Class Facility Tours & class presentations	= 50%(105PTS)
	100%

Please note - 5 points will be deducted from the student's overall class facility tour grade for each uncompleted visit.

Grades are assigned within the following range:

100 - 90	= A
89 - 80	= B
79 - 75	= C
74 - 70	= D
Below 70	= F

Each student is expected to meet program and course objectives. Therefore, please contact this instructor if you are experiencing difficulties in achieving the outlined objectives. Together, we will attempt to secure a solution that meets your individual needs as well as the required program standards.

COMMUNICATION POLICY

- Electronic communication between instructor and students in this course will utilize the South Plains College “My SPC” and email systems. Instructor will not initiate communication using private email accounts. Students are encouraged to check SPC email on a regular basis.

STUDENT CONDUCT

- Students in this class are expected to abide by the standards of student conduct as defined in the SPC Student Guide pages 11-14.

SPECIAL REQUIREMENTS

- **Cell Phones** – Cell phones are to be turned OFF during scheduled class periods, unless prior approval has been given from the instructor. This includes text messaging. Cell phones are to be used outside the classroom only.

COURSE OUTLINE

The course content for PSYT 1374 (200) consists of the following major topics:

1. Definitional perspectives of Intellectual disability and mental health.
2. Causes, prevention and assessment of mental health and Intellectual disability.
3. Legal issues and individual rights.
4. Institutions and deinstitutionalization.
5. Current and emerging issues in managed care.
6. Behavior management programs.
7. Facility on-site visits to local human services agencies.

The student needs to be aware that class room discussions will not be on a regular basis; therefore, it is essential that readings be maintained in order to stay current.

Unit 1 - Test 1

TOPICS:

- 1). Definitional Perspectives of Intellectual disability
- 2). Assessment, prevention and causes of intellectual disabilities
- 3). Policies and Procedures of STARCARE Specialty Health System, Lubbock State Supported Living Center, and Texas health and human services systems.

Reading Assignment: Library, Handouts

OBJECTIVES:

- 1). Identify several terms to describe Intellectual disability
2. Discuss relevant factors related to mental health.
- 3). List and discuss the factors that influence the prevalence of Intellectual disability
- 4). Discuss the DSM-5 classification system.
- 5). Identify and discuss the major categorical causes of Intellectual disability.
- 6). Identify selected ethical issues facing the field of mental health and Intellectual disability.
- 7). Identify the:
 - a. admission procedures
 - b. funding sources
 - c. population served
 - d. intake procedures

- e. exit procedures
- f. accreditation sources of the following agencies:
 1. STARCARE Specialty Health System
 2. Texas Health and Human Services Commission oversees the Texas health and human services system, which is composed of five agencies:
 - ✓ Health and Human Services Commission (HHSC)
 - ✓ Department of Aging and Disability Services (DADS)
 - ✓ Department of State Health Services (DSHS)
 - ✓ Department of Assistive and Rehabilitative Services (DARS)
 - ✓ Department of Family and Protective Services (DFPS)
 3. Lubbock State Supported Living Center

EXAM 1 - (TAKE HOME) DUE OCTOBER 14, 2015

Unit 2 - Test 2

TOPICS:

- 1). Legal issues and individual rights
- 2). Institutions and deinstitutionalization
- 3). Current and emerging issues

Reading Assignment: Library& Handouts

OBJECTIVES:

- 1). Identify selected legal terminology.
- 2). Understand the fundamental concepts and legal basis for establishing the rights of persons who are Intellectually disabled.
- 3). Discuss the legal history for establishing educational, institutional, and community rights.
- 4). Specific legal issues addressed are:
 - Civil Rights Act of 1964
 - ADA of 1990
 - PL 94-142
 - Rehabilitation Act
 - Child Abuse Prevention Treatment Act of 1974
 - Irving Independent School District vs. Tatro (1984) (related services)
 - Individual Rights
 - Federal Statutes & Individual Rights
 - 14th Amendment (Due process & equal protection)
 - Cleburne Living Center, Inc. vs. city of Cleburne, TX (1984)
 - Developmental Disabilities Assistance & Bill of Rights Act
 - Wyatt vs. Stickney (1972)
 - Guardianship of Philip B. (1983)
 - United States vs. University Hospital, State of New York at Stony Brook (1984) (Baby Jane Doe case)
 - Issues as related to capital punishment & mental retardation
- 5). Discuss the influential factors leading to institutionalization of a person with Intellectual disability.
- 6). Identify and describe many of the defining characteristics of institutional settings.
- 7). Discuss many of the major developments believed to be responsible for the deinstitutionalization movement.
- 8). Identify key issues associated with public attitudes toward persons with Intellectual disability and/or mental health disorders.

- 9). Identify and describe many of the new and emerging issues in support services.
- 10). Discuss major new advances in technology.
- 11). Identify and describe avenues of research for the coming decade.
- 12). Explain various behavior management programs and techniques as discussed in class and at facility site visits.

EXAM 2 (TAKE HOME) DUE NOVEMBER 11, 2015

STUDENT PRESENTATIONS AND FACILITIES REPORTS – DECEMBER 9, 2015

1:00 -3:00

ACCOMMODATIONS

DIVERSITY STATEMENT

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

DISABILITIES STATEMENT

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Special Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at, Reese Center (Building 8) 716-4675, or Levelland (Student Health & Wellness Office) 716-2577.

FOUNDATION SKILLS

BASIC SKILLS—Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

F-1 Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing—communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic—performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics—approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening—receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking—organizes ideas and communicates orally.

THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

F-7 Creative Thinking—generates new ideas.

F-8 Decision-Making—specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

F-9 Problem Solving—recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind's Eye—organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

F-13 Responsibility—exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem—believes in own self-worth and maintains a positive view of self.

F-15 Sociability—demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management—assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty—chooses ethical courses of action.

SCANS COMPETENCIES

C-1 **TIME** - Selects goal - relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 **MATERIALS AND FACILITIES** - Acquires, stores, allocates, and uses materials or space efficiently.

C-4 **HUMAN RESOURCES** - Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION - Acquires and Uses Information

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

INTERPERSONAL—Works With Others

C-9 Participates as a member of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves Clients/Customers—works to satisfy customer's expectations.

C-12 Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates—works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works With Diversity—works well with men and women from diverse backgrounds.

SYSTEMS—Understands Complex Interrelationships

C-15 Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY—Works with a Variety of Technologies

C-18 Selects Technology—chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies.



I _____ have received a copy of the South Plains College Student Guide. I understand that I must comply with all areas of the Student Guide as a student in the Applied Rehabilitation Psychology Program and South Plains College.

Signature

Date