

Course Syllabus- Fall 2020

DRSC 1301

Introduction to Rehabilitation Sciences

The University of Texas at El Paso

Course Number: DRSC 1301

Course Title: Introduction to Rehabilitation Sciences

Catalog Course Description: Exploration of role of various rehabilitation professions within the United States health care system, including educational requirements, professional expectations and practice sites. Rehabilitation professions career planning with review of current employment opportunities and workforce trends. Introduction to linguistic and cultural diversity and the influence of socio-cultural factors on the role of health care professionals.

Course Prerequisites: Admission to the Bachelor of Science in Rehabilitation program or department approval.

Semester Credit Hours: 3

Class Schedule: Tuesday and Thursday from 10:30 am to 11:50 am through Blackboard Collaborate Ultra (live sessions will be recorded for those students who cannot attend the session live- however, attendance is highly encouraged to engage with the instructor and participate in class)

Class Location: Blackboard Collaborate Ultra (Go to your Blackboard page and click onto your "Web_Lecture" tab)

Faculty: Carolina Valencia, PhD

Contact: cvalencia4@utep.edu

Office Location: HSSN 488

Virtual Office Hours: Monday and Wednesday from 10:30-11:30 though Blackboard Collaborate Ultra

Recommended Readings:

Textbook: Stanfield, Peggy, Hui, Y.H., *Introduction to the Health Professions* 7th edition, Sudbury, MA: Jones and Bartlett Publishers, 2008. ISBN-13: 978-1284098808

Additional readings will be provided to students electronically. Weekly articles, reports and web-based presentations will be assigned for each module. Students are required to read these and be prepared to discuss them during class. Students are expected to research and find resources required for assignments.

Format: Synchronous teaching: We will meet in the same virtual space at the same time through Blackboard Collaborate session (Tuesday and Thursday from 10:30 am to 11:50 am- check course schedule at the end of the syllabus). However, the sessions will be recorded as a video so you can watch the recorded session at any time.

Blackboard: The electronic platform for this course will be Blackboard. Students are responsible for checking Blackboard and your UTEP email daily for course announcements and updates through the **my.utep.edu portal**. Blackboard is the main source of communication between faculty and students. Students are encouraged to access this site daily. Course syllabus, calendar, topical outline of scheduled lectures, and assigned readings are posted on this site. Grades will be made available ONLY through this site. Important announcements for this class will be sent through “Blackboard announcement” and will go directly to your email. **Please check your email every day for any communication.**

Course Goals:

1. Introduce students the range of career opportunities in the rehabilitation professions, the educational requirements and practice environments.
2. Help students develop a working knowledge of strategies to succeed in the university environment, common elements and requirements of health/rehabilitation professions education, and the context in which health professionals are educated and evaluated, including preparing for professional licensure, certification and meeting clinical education/ fieldwork requirements.
3. Help students develop an awareness of professional behavior.
4. Identify and use tools that will assist students in making future career choices.
5. Assist students to assess their readiness and career development needs for entering a health/rehabilitation profession.

Learning Objectives. On successful completion of the class, you will be able to:

1. Describe roles of professionals in various rehabilitation professions.
2. Assess current employment opportunities in the rehabilitation professions.
3. Find and share current literature relevant to one’s field or professional goals that relates to a current issue in the health or rehabilitation professions.

4. Use established university career exploration resources, assess interests and aptitude for various rehabilitation professions.
5. Summarize similarities and differences between health professions educational requirements and other higher education fields in preparing for a career in a health/rehabilitation profession.
6. Assess readiness for a particular health/rehabilitation professional education program and establish a plan to address areas of need.
7. Complete a group project on a current health/rehabilitation professions issue, including a paper and a class presentation.

Assignments. The following assignments will be required as part of this course:

Module	Assignment (subject to revisions)	Course Assignment Descriptions
Module 1	Syllabus Quiz	Quiz # 1 (2%)
Module 2	Career aptitude Test and reflection Due (Submission through Blackboard)	<u>Career Aptitude Test with reflection (5%)</u> https://www.yourfreecareertest.com/career-tests/health-career-test/ Please submit through Blackboard your test results in PDF (Go to “print”/save as PDF). DO NOT FORGET YOUR REFLECTION
Module 3	Create your own ICF Model due	<u>ICF model Project (5%)</u> . Answer the 5 questions and create your own ICF model
Module 4	<u>Activity- Comparing different careers</u> Group activity	
Module 5	<u>Discussion Board # 1</u>	(2.5%)
Module 6	<u>Completion of Full Value Commitment (FVC)/ Petition to Fire a Team Member Form</u> <u>Discussion Board # 2</u>	Full Value Commitment (FVC)/ Petition to Fire a Team Member Form (2%) (2.5%)
Module 7	Mid-term Examination Through Blackboard Activity–Comparing Programs and Universities	<u>Midterm Examination (15%)</u> (5%)
Module 8	<u>Advising Quiz</u>	Quiz # 2 (2%)
Module 10	<u>Discussion Board # 3</u>	(2.5%)
Module 11	<u>Discussion Board # 4</u>	(2.5%)
Module 12	<u>Self-Assessment of career of interest Due</u>	<u>Self-assessment of career of interest: 3-page (not including cover page or citations) individual paper, interest for a health/rehabilitation career, what you have</u>

		learned this semester from your future career, background /foundation (citations mandatory) including an individual development plan (long term goals, short term goals, strengths and weaknesses) (15%) .
Module 13	<u>Student led topic presentation**</u> Quiz # 3	Submission of presentation and written materials , 2 page summary are due for groups 1,2,3,4,5 Submission Through Blackboard no later than 10:00am Quiz # 3 from presentations on 11/17 (2%)
Module 14	<u>Student led topic presentation*</u> Quiz # 4	Submission of presentation and written materials , 2 page summary are due for groups 6, 7, 8, 9, 10 Submission Through Blackboard no later than 10:00am Quiz # 4- from presentation on 11/24 (2%)
Module 15	<u>Student led topic presentation*</u> Quiz # 5	Submission of presentation and written materials , 2 page summary are due for groups 11,12,13,14,15 Submission through Blackboard no later than 10:00am Quiz # 5- from presentations on 12/1 (2%)
Module 16	Time TBA Through Blackboard Final Exam	Team Member Performance (3%) . Because your work in your teams is crucial to your success in this course as well as that of your teammates, you will be held accountable for your contribution to your team. Your team members will give you feedback on your performance twice during the semester. Final Examination (10%) . Comprehensive final examination.

*Student led topic presentation.

The student led presentations will be expected to last a minimum of 5 minutes and a maximum of 10 minutes. The students are expected to find and discuss at least 1 **journal articles relevant to their topic (for example: pathology, treatment approach, interdisciplinary rehab process, robotics in rehab, etc.)**. A brief summary of the presented topic/career should be submitted the same day of the student's presentation (one summary per group). The focus is to enable the class to better understand the main health/rehabilitation topic.

Students should work in groups and each member of the group will receive the same grade. Grading criteria include:

- 1) Presentation adhered to guidelines provided
- 2) Content of presentation including a review of relevant journal articles. Example: **Background for the topic, Epidemiology, Pathophysiology, the role of**

rehabilitation, what the evidence is saying (here is where you add research articles), conclusion, take home message

- 3) Clarity on narration
- 4) Presentation should be based upon information that was accurate and included different sources (content)
- 5) Presentation included an application and/or tie-in to use with clinically relevant data.

Grading will be on a 0-5 scale for each criterion. Failure to adhere to the time to present of 5-10 minutes will result in a reduction of at least 10% in the score for the group. The instructor will be available for consultation on presentation outside of class time (please check online office hours). The Power Point of the Presentation (with Narration) will be turned in through the Discussion board in Blackboard. The presentation must be organized in a professional manner. Follow the instructions on the MS Office Support site to learn how to create a PPT presentation with narration.

<https://support.office.com/en-us/article/record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c>

It is recommended that you develop a script prior to recording your narrated presentation (please do not read, explain the topic to your classmates). **Do not simply read what's on your slides.** All team members are expected to participate in the production of the PPT presentation in one form or another and their names must appear in a "credits-like" page at the end of the presentation. Be sure to test your presentation prior to turning it in to verify that it works as you would like it to work. Plan ahead to get this done on time! If you want to be super creative on your topic presentation (poster, video, Prezi, art work) just go for it and let your imagination and creativity fly!

- Written materials, 2 page summary (group grade) **(5%)**
- Presentation (group grade) **(15%)**

Class Participation. Active participation in this course is very important. Students should be prepared to engage and be ready to discuss, answer questions, and participate in all class activities. We expect a strong participation from all students on discussions and group projects. Students will grade classmates performance using the "Team Member Performance"

Attendance: Measure in regards to completion of modules or major assignments.

Failure to turn in more than 10% of weights in assignments results in student being dropped from this course.

Late Work: Technology issues are not an excuse for late work.

Grading Scale:

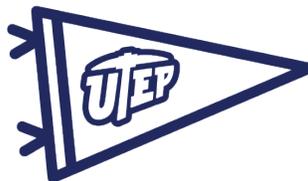
Grading Scale:

A	> 90 %
B	80-89 %
C	70-79 %
D	60-69%
F	< 60%

Letter grades based on this distribution will then be assigned each student.

Course grades will be calculated using the following weights (check your “Weighted Total” column in Blackboard) :

Assignment	Weight of
A. Quizzes (5)	10%
B. Career Aptitude Test and reflection	5%
C. ICF model project	5%
D. Discussion Board (4)	10%
E. Full Value Commitment (FVC)/ Petition to Fire a Team Member	2%
F. Midterm examination	15%
G. Comparing Programs and Universities	5%
H. Self-Assessment of Career of interest paper	15%
I. Students Topic Presentation- Written summary	5%
- Presentation	15%
J. Team Member Performance	3%
K. Final Exam	10%
Total	100%



COURSE SCHEDULE:

Week/ Module	Date	Topic/ Class Activity	Reading Assignment (subject to revisions)
Module 1	Live Session 8/25 8/27	Overview of U.S. Health Care Societal Needs and Trends	<p>Stanfield, Chapter 1 United States Health Care System Profile</p> <p>Types of Healthcare Professionals and Facilities</p> <p>What Will U.S. Health Care Look Like After the Pandemic? Syllabus Quiz Due 8/28 at 11:59pm</p>
Module 2	Live Session 9/1 9/3	Health Services Career Planning	<p>Stanfield, Chapter 2 Stanfield, Chapter 7 Go to Website: https://explorehealthcareers.org/ https://www.usa.gov/jobs-careers http://www.careers.org/occupations and review students profiles and professional profiles. Healthcare Occupations (summary, education requirements, salary)</p> <p>Healthcare Practitioner and Technology Career Profiles</p> <p>Career aptitude Test and reflection Due (Submission through Blackboard) Activity- Development Plan Due 9/4 at 11:59pm</p>
Module 3	Live Session 9/8 9/10	Disability and ICF model	<p>https://www.cdc.gov/nchs/data/icd/icfoverview_finalforwho10sept.pdf</p> <p>https://www.who.int/classifications/icf/en/</p> <p>Using the International Classification of Functioning, Disability and Health (ICF) to Improve Understanding of Disability and Functioning</p>

			<p>ICF Case Studies in the context of Spinal Cord Injuries</p> <p>ICF Case Study: Speech-Language Pathology</p> <p>ICF Case Study: Occupational Therapy</p> <p>ICF Case Study: Physical Therapy</p> <p>Create your own ICF Model</p> <p>Due 9/11 at 11:59pm</p>
Module 4	Live Session 9/15 9/17	<p>Careers in Diagnostic Imaging, Therapeutic Radiology Clinical Laboratory Sciences</p> <p>Activity</p> <p>Careers in Medicine (Physicians, Physician Assistant) Complementary and Alternative Medicine</p>	<p>Stanfield, Chapter 9, 10 https://reader.elsevier.com/reader/sd/pii/S1109966617301240?token=D9D5B54C315FADC16EC4371FC996122A155E673E4C932CE3C85808A6E791446D0B9E381442EFF4292D544008087EEDCF</p> <p>https://peerj.com/articles/7702.pdf Activity- Comparing different careers Stanfield Chapters 11, 32 https://www.utep.edu/nursing/academic-programs/advisory-and-staff-directory.html</p> <p><u>Physicians- Occupational Outlook Handbook</u></p> <p><u>Physician Assistants- Occupational Outlook Handbook</u></p> <p><u>Geographic Distribution of Healthcare Professionals- see Physicians, p.10; see Physician Assistant, p. 13</u></p> <p><u>The Road to Becoming a Doctor</u></p> <p><u>Become a PA</u></p>
Module 5	Live Session 9/22	<p>Careers in Physical Therapy, Guest Speaker Dr. Alvaro Gurovich</p> <p>Rehabilitation in VA system Guest Speaker</p>	<p>Stanfield, Chapter 17</p> <p>https://www.utep.edu/chs/pt/</p> <p>https://www.apta.org/</p>

	Live Session 9/24	TBD	http://www.ptcas.org/home.aspx https://www.prosthetics.va.gov/ https://www.patientcare.va.gov/RehabilitationServices.asp Psychiatric Rehabilitation for Veterans and the Evolution of the Field Provider Perspectives on Rehabilitation of Patients With Polytrauma Discussion Board # 1 Due 9/25 at 11:59pm
Module 6	Live Session 9/29 10/1	Careers in Occupational Therapy Guest speaker TBA	Stanfield, Chapter 18 https://www.utep.edu/chs/ot/ https://www.aota.org/ https://otcas.liasoncas.com/applicant-ux/#/login Occupational Therapist-Occupational Outlook Handbook Geographic Distribution of Healthcare Professionals- see Occupational Therapists, p. 29 MENTAL HEALTH PROMOTION, PREVENTION, AND INTERVENTION Occupational Therapy's Role with School Settings Evidence-Based Practice- What are the outcomes? Completion of Full Value Commitment (FVC)/ Petition to Fire a Team Member Form Discussion Board # 2 Due 10/2 at 11:59pm
Module 7	Live Session 10/6 10/8	Similarities and differences between health professions educational requirements	Mid-term Examination (10/8 during live session) Through Blackboard

			<p>Activity–Comparing Programs and Universities in your own field</p> <p>Finding Accredited Programs:</p> <p>Accredited MD Programs in the United States- LCME Accredited Physician Assistant Programs- ARC-PA</p> <p>OT Master's-Degree-Level Programs - Accredited</p>
<p>Module 8</p>	<p>Live Session 10/13 10/15</p>	<p>Advising Session (TBD) Student's presentation Progress. Through Blackboard Collaborate, Dr. Valencia will check progress and will be available for assistance</p> <p>Careers in Nursing Guest Speaker TBA</p>	<p>Stanfield Chapters11, 32 https://www.utep.edu/nursing/academic-programs/advisory-and-staff-directory.html</p> <p>Registered Nurses- Occupational Outlook Handbook</p> <p>Nurse Anesthetists, Nurse Midwives, and Nurse Practitioners- Occupational Outlook Handbook</p> <p>Careers for nurses: Opportunities and options</p> <p>Geographic Distribution of Healthcare Professionals- see Nurses p. 16-25</p> <p>Four Challenges Facing the Nursing Workforce in the United States</p> <p>Degree Completion Programs for Registered Nurses: RN to Master's Degree and RN to Baccalaureate Programs</p> <p>Advising Quiz Due 10/16 at 11:59pm</p>

<p>Module 9</p>	<p>Live Session 10/20 10/22</p>	<p>Determinants of Health</p>	<p>https://www.cdc.gov/nchhstp/social-determinants/faq.html https://youtu.be/5Lul6KNlw_8</p> <p>https://www.who.int/social-determinants/en/ Overview of Quality and Access in the U.S. Health Care System</p> <p>Healthy Paso Del Norte 2016 Report</p>
<p>Module 10</p>	<p>Live Session 10/27 10/29</p>	<p>Careers in Speech Language Pathology Guest Speaker Dr. Patricia Lara</p>	<p>Chapter 16 Narrated Power Point will be posted through Blackboard https://www.utep.edu/chs/slp/ https://www.asha.org/Students/Speech-Language-Pathologists/ Speech-Language Pathologists-Occupational Outlook Handbook</p> <p>Geographic Distribution of Healthcare Professionals- see Speech- Language Pathologists, p. 35</p> <p>Helping Trans Youth Find Their Voice</p> <p>Telepractice—the Future of Aural Rehabilitation—is Here</p> <p>How SLPs Can Foster Bilingual Skills in Students on the Autism Spectrum</p> <p>Discussion Board # 3 Due 10/30 at 11:59pm</p>
<p>Module 11</p>	<p>Live Session 11/3 11/5</p>	<p>Careers in Rehabilitation Counseling Guest Speaker Dr. Emre Umucu</p> <p>Careers in Public Health</p>	<p>Chapter 20 https://www.utep.edu/chs/mrc/ https://www.crcertification.com/scope-of-practice</p> <p>Rehabilitation Counselors-Occupational Outlook Handbook</p>

		<p style="text-align: center;">Guest Speaker TBD</p>	<p>Geographic Distribution of Healthcare Professionals- see Counselors, p. 13</p> <p>A Roadmap for Rehabilitation Counseling to Serve Military Veterans with Disabilities</p> <p>The Rehabilitation Counseling Profession</p> <p>Celebrating the role of rehabilitation counseling What is Public Health?</p> <p>A Map to Better Health: Success Stories of CDC's National Environmental Public Health Tracking Program</p> <p>A GUIDE TO PUBLIC HEALTH CAREERS: INDUSTRIES AND SECTORS THAT ATTRACT PUBLIC HEALTH PROFESSIONALS</p> <p>Discussion Board # 4 Due 11/6 at 11:59pm</p>
<p>Module 12</p>	<p>Live Session 11/10 11/12</p>	<p>Aging and Health Career Center</p>	<p>Chapter 4 Through Blackboard Collaborate, https://www.who.int/news-room/fact-sheets/detail/ageing-and-health https://www.cdc.gov/aging/agingdata/data-portal/state-aging-health.html</p> <p>Addressing the Health Needs of an Aging America</p> <p>Benefits of occupational therapy in dementia patients: Findings from a real-world observational study</p> <p>Essential Competencies in the Care of Older Adults at the Completion of</p>

			the Entry-level Physical Therapist Professional Program of Study What is needed to prepare speech pathologists to work in adult palliative care? Clinical Practice of Gerontological Nurse Practitioners Treating an Aging Population: What You Need to Know About Geriatric Nursing The Physician Assistant Role in Geriatric Medicine and Rehabilitation Geriatric Medicine Overview Self-Assessment of career of interest Due (Submission through Blackboard) Due 11/13 at 11:59pm Group activity-Answer questions and discuss
Module 13	Live Session 11/17	Students Topic Presentation Submission of Narrated Power Point Groups 1, 2, 3, 4, 5,	Written materials, 2 page summary are due for groups 1,2,3,4,5 Due 11/17 at 11:59pm Quiz # 3- from presentations on 11/17 (Due 11/22 at 11:59pm)
Module 14	Live Session 11/24	Students Topic Presentation Submission of Narrated Power Point Groups 6, 7, 8, 9, 10 11/26 Thanksgiving Day	Written materials, 2 page summary are due for groups 6, 7, 8, 9, 10 Due 11/24 at 11:59pm Quiz # 4- from presentation on 11/24 (Due 11/29 at 11:59pm)
Module 15	Live Session 12/1	Students Topic Presentation Submission of Narrated Power Point Groups 11,12,13,14,15 12/3 Last day of classes	Written materials, 2 page summary are due for groups 11,12,13,14,15 Due 12/1 at 11:59pm Quiz # 5- from presentations on 12/1 (Due 11/29 at 11:59pm) Team Member Performance (3%) (Due the last day of class 12/3 at 11:59pm)
Module 16	12/8	10:30am during live session	Final Exam Through Blackboard

*Course schedule is subject to change as the professor deems necessary

Conduct of Examinations:

- All examinations are **closed book, closed notes, in class, unless otherwise specified**. You are only to bring a pencil to the examination room.
- All exams are computer-based exams. Please bring your computer updated and with Lock Down Browser installed.

This course requires the use of LockDown Browser for online exams. Watch this [short video](#) to get a basic understanding of LockDown Browser and the optional webcam feature (which may be required for some exams).

Then download and install LockDown Browser from this link:

https://www.utep.edu/technologysupport/ServiceCatalog/BB_Tool_RespondusLockdown.html

To take an online test, start LockDown Browser and navigate to the exam. (You won't be able to access the exam with a standard web browser.) For additional details on using LockDown Browser, review this Student Quick Start Guide (PDF)

https://www.utep.edu/technologysupport/Files/docs/MM_Respondus-Student.pdf

Finally, when taking an online exam, follow these guidelines:

- Select a location where you won't be interrupted
- Before starting the test, know how much time is available for it, and that you've allotted sufficient time to complete it
- Turn off all mobile devices, phones, etc. and don't have them within reach
- Clear your area of all external materials — books, papers, other computers, or devices
- Remain at your desk or workstation for the duration of the test
- LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted
- All examinations and test-related materials are copy-righted and remain the property of the UTEP/Course Director and must be returned to the proctors at the conclusion of the examination.
- Lateness to examinations without a legitimate reason in advance will not be accepted and will result in a grade of 0 (Zero).
- Make-up examinations are not given. If you miss an examination for a legitimate reason (such as illness, death in the family, participation in a college sponsored activity), then your comprehensive final examination will be counted extra to compensate for the missed work. If you miss an examination without a legitimate reason, a grade of 0 will be recorded for that examination. If you know you will be

missing an exam date due to a college-sponsored activity, you may arrange to take the exam in advance.

- Students are not allowed any electronic devices such as mobile phones, Blackberries, iPhones, smart watch, earbuds, etc. during an examination.

Assignments

Assignments are due by 11:59pm (MST) on the due date calendar/course schedule unless is instructed differently. Assignments will not be accepted after the due date. **Assignments submitted in a different way than submission platform (Blackboard) will not be accepted** (DO NOT SEND ATTACHEMENT TO THE INSTRUCTOR). The only exception is with extenuating circumstances or events that have been discussed with the instructor **PRIOR** to the deadline.

Quizzes

Quizzes will be available for a specific timeframe (as indicated by the instructor through Blackboard announcements). Late quizzes will not be accepted, if you miss a quiz, a grade of 0 will be recorded for that quiz. Please note—in order to ensure the integrity of the quizzes, there will not be any “question specific” feedback given. The feedback will be given as an overall discussion. If you would like specific feedback based on your quiz responses, please contact the course faculty for an appointment to review your quiz.

NETIQUETTE GUIDE FOR THIS ONLINE COURSE

When communicating online, you should always:

- Treat instructor with respect, even in email or in any other online communication
- Always use your professors' proper title: Dr. or Prof., or if you in doubt use Mr. or Ms.
- Unless specifically invited, don't refer to them by first name.
- Use clear and concise language
- Remember that all college level communication should have correct spelling and grammar
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you”
- Use standard fonts such as Times New Roman and use a size 12 or 14 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING
- Limit and possibly avoid the use of emoticons like :) or ☐
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensive
- Be careful with personal information (both yours and other's)
- Do not send confidential patient information via e-mail

Email Netiquette

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line
- Be brief

- Avoid attachments unless you are sure your recipients can open them
- Avoid HTML in favor of plain text
- Sign your message with your name and return e-mail address
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, “reply all”
- Be sure that the message author intended for the information to be passed along before you click the “forward” button

Message Board Netiquette and Guidelines

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material
- Take your posts seriously and review and edit your posts before sending
- Be as brief as possible while still making a thorough comment
- Always give proper credit when referencing or quoting another source
- Be sure to read all messages in a thread before replying
- Don't repeat someone else's post without adding something of your own to it
- Avoid short, generic replies such as, “I agree.” You should include why you agree or add to the previous point
- Always be respectful of others' opinions even when they differ from your own
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way
- Do not make personal or insulting remarks
- Be open-minded

Class Policies

Attendance Policy: It is university policy that all students attend ALL scheduled classes and the final class session. **Attendance will be taken at each class.** Students are advised that pets, family, work and early vacation plans are not excuses for continual lateness, absences or missed exams and assignments. When a student registers for a course, it is assumed that she/he has made arrangements to avoid such conflicts.

Policy on Electronic Devices In Class. Use of personal laptops, cell phones, and other wireless devices (PDAs, MP3 players, SmartPhones etc.) is not permitted during this course. The necessity of classroom discussion and other interaction in this course negates the usefulness of laptops as a note-taking device. The use of personal laptops and other electronic devices is also distracting to your classmates and instructor so do not bring these to class or turn them off before coming to class.

Notice of Policy on Cheating. Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. **“Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another student, any act designed to give unfair advantage to a student or the attempt to commit such acts.”**

All suspected violations of academic integrity at The University of Texas at El Paso will be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) Regent’s Rules and Regulations, Part One, Chapter VI, Section 3.2, Subdivision 3.22. Since scholastic dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

There are NO open books quizzes/exams on this course

From the UTEP Dean of Student Affairs

(<http://studentaffairs.utep.edu/Default.aspx?tabid=4386>). It is an official policy of university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. “Cheating” includes:

1. Copying from the test paper of another student, engaging in written, oral, or any other means of communication with another student during a test, or giving aid to or seeking aid from another student during a test;
2. Possession and/or use during a test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed “crib notes”;
3. Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that

has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; or accessing a test bank without instructor permission;

4. Collaborating with or seeking aid from another student for an assignment without authority;

5. Substituting for another person, or permitting another person to substitute for one's self, to take a test; and

6. Falsifying research data, laboratory reports, and/or other records or academic work offered for credit;

Plagiarism means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors. NOTE: This includes cutting-and-pasting and photocopying from on-line and other material.

Collusion means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty. If you are found to be cheating or plagiarizing, you will be subject to disciplinary action, per UTEP catalog policy. Refer to <http://www.utep.edu/dos/acadintg.htm> for further information

Special Accommodations: I will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please see me personally before or after class in the first two weeks or make an appointment, to discuss any special needs you might have. If you have a documented disability and require specific accommodations, you will need to contact the Center for Accommodations and Support Services in the East Union Bldg., Room 106 within the first two weeks of classes. The Center for Accommodations and Support Services can also be reached in the following ways:

Web: <http://sa.utep.edu/cass/>

Phone: (915) 747-5148 voice or TTY

Fax: (915) 747-8712

Any errors in the above syllabus are subject to correction and all course requirements are subject to revision. Students will be notified in writing of all changes made to this syllabus.

DRSC 1301 Full Value Commitment

Working in teams is only effective and enjoyable when everyone contributes equally, consistently, with quality, and fully commits to working together. A Full Value Commitment (FVC) is an agreement among team members. Its purpose is to set the tone and foundation for interaction between the team members for the entire semester. It is your task to develop a FVC for your team. You must also create the consequences if someone does not adhere to the agreement. Show that everyone in the team agrees with the rules and the consequences of not adhering to the rules by signing at the bottom of the document.

Here are some example rules and consequences your colleagues from Kinesiology created in previous semesters to help you get started.

Full Value Commitment

1. Be punctual, always give 100% and attend all class sessions
2. Let group know ahead of time when you will be absent or if a problem arises
3. Work hard, cooperate, and do your part of the work as best you can
4. If you can't get it done contact your team and ask for help
5. Stay focused on the subject in class, don't daydream
6. Be prepared and pro-active
7. Be open to receive and provide constructive criticism to everyone
8. Be open minded to the other team members ideas and value their contribution
9. Be reliable and make sure you are well prepared
10. Respect all team members and value each other's ideas and opinions without judging them
11. Be honest
12. Try to create consensus and agreement among team members. Criticizes ideas, not the person, integrates members' ideas with what is known, Asks for rationale and justification, probes and asks complex questions
13. Never interrupt a person when s/he is giving an idea or thought
14. No put downs through humiliating remarks or body language; show respect for others' ideas and opinions
15. Set team goals and pursue them
16. If you are assigned to do something, do it and don't procrastinate
17. If you have a problem with a group member, bring it up and have a group discussion; Describe positive and negative feelings; don't make assumptions
18. Turn off beepers and cell phones
19. Contribute ideas frequently
20. Encourage and ask for participation from others
21. Summarize and integrate different ideas from team members
22. Check for understanding with other team members
23. Relate new info to what has been learned or was known
24. Give direction to the team's work and keep members on task

Consequences of not adhering to your commitment

1. If a team member did not provide substantively to an assignment s/he won't receive credit for assignment.
2. If a team member breaks any of the parts in the FVC s/he given a verbal feedback.
3. After one excused incident, the team member will again receive feedback and encouragement to change the negative behavior
4. Upon the third incident, the professor will be informed and requested to intervene.
5. If one cannot contribute as expected one should remove oneself from the team and drop the class.

6. If a team member's behavior is completely unacceptable in the opinion of the rest of the team s/he can be removed from the group.
7. The team member will receive only partial credit if s/he only contributed partially to an assignment. This is to be determined by the rest of the team.
8. If a team member comes unprepared to a meeting, she or he will have to bring a healthy snack for the entire team for the next meeting.
9. If a team member did not complete a task he was supposed to have completed, he will have to come up with the punishment and the entire team must agree with them.

TEAM CONTRACT

Team Name: _____

1. Create what you believe to be the *most important behaviors* an excellent team member should display. Write these in "Expected Behavior". You may create fewer than 8 expected behaviors if the entire team agrees.
2. Then discuss what the consequences will be if a team member does not adhere to the expected behaviors. Write these in next table.
3. All team members must sign the form and a copy will stay in your Team Folder.

Expected Behaviors
1.
2.
3.
4.
5.
6.
7.
8.

Consequences of Team Members not Living up to Expected Behaviors
1.
2.
3.
4.

Team Members Signatures

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

Petition to Fire a Team Member

As a team you can use this petition to request that a member be fired from your team for clearly stated reasons concerning the behavior of that person. Unanimous agreement among all other members is required before the process can be started. If all remaining members agree unanimously that one member should be fired, the following actions will need to be taken.

- 1) The team will present the petition in person to the rest of the class. They will give clear evidence and logical reasons as to why the member should be removed from their team, including a complete and accurate list of violations of their FVC.
- 2) Following the team's presentation, the member whose removal is being petitioned will have an opportunity to respond to the petition.
- 3) Following these presentations each member of the rest of the class will vote anonymously to accept or reject the petition. A majority of 66% is needed to approve the petition. Any percentage less than 66% leads to rejection of the team's petition.
- 4) If the petition is rejected, the member in question has to remain on the team and the team will have to develop a written agreement that will function as a contract and will be signed by all members.
- 5) If the petition is accepted by the class, the member in question loses his or her membership on the team.
- 6) The removed member can request to be adopted by another team. S/he may select the team s/he wants to join. The team must unanimously accept the request. One dissenting voice leads to rejection of the request.
- 7) If none of the remaining teams will unanimously accept the member, this person will not receive the Team grade scores and will have to complete the class outside any team, or may drop the class.

On this date _____ we,

_____, _____
_____, _____
_____, _____

petition that _____ be removed from our team for the
(name of student)

following reasons:

Attached are the violations of our Team FVC.

Assessment of Student-Led Topic Presentation

Date of Presentation: _____

Career/Title of

presentation: _____

Presenters: _____

Please rate the presentation using the following criteria based on a 0-10 point scale
(0=poor/unacceptable; 10= excellent/outstanding)

- 1) Presentation adhered to guidelines provided in class
- 2) Presentation style was clear/understandable and demonstrated originality/creativity
- 3) Presentation was based upon information that was accurate, included different sources, and included specifics for the career choice (content)
- 4) Presenters facilitated class participation and/or discussion
- 5) Presentation included an application and/or tie-in to use with clinically relevant data

Please answer the following two questions in 1-3 sentences:

- 1) *What did you find as the most interesting/useful portion of the presentation?*

- 2) *What do you think could have been done to improve this presentation (content or presentation style related)?*

SELF-ASSESSMENT GRADING SCALE

RATING	4	3	2	1	Score
Articles/Original work	Information is supported from multiple, research-based sources.	Information is supported from multiple sources.	Information is supported from a limited number of sources.	There is no support from literature. Or, the information was copied a 0 (zero) in the overall assignment will be assigned- ACADEMIC DISHONESTY	
What you have learned from your future career	Well incorporated, demonstrates logical sequencing and structure.	Incorporated, but demonstrates illogical sequencing or structure.	Student mentioned, but is not incorporated in the self-assessment.	Student did not incorporate it.	
Background/Foundation	Detailed conclusions are reached from the evidence offered. Support for chosen health care career	Conclusions are reached from the evidence offered.	There is some indication of conclusions from the evidence offered.	No conclusions are made from the evidence offered.	
Inclusion of Individual development plan	Well incorporated, demonstrates logical sequencing	Incorporated, but demonstrates illogical sequencing or structure.	Student mentioned, but is not well described and	No utilization of development plan	

	and structure.		demonstrates illogical sequencing		
Reference Sheet	Information is cited properly using multiple, research-based sources.	Information is cited properly.	Information is cited, but has errors or does not use multiple sources	Information is not cited, or is cited incorrectly.	
TOTAL POINTS					

Self-assessment of career of interest- Information

3-page (not including cover page or citations) individual paper, interest for a health/rehabilitation career, what you have learned this semester from your future career, **background** /foundation (citations mandatory) including an individual development plan (long term goals, short term goals, strengths and weaknesses)

Title page

Should include the following information: Title of the Assignment, Submitted by Student's Name, Course Number and Name, Month, Day, Year of Submission (this page will not count on the overall 3 pages paper).

Font

Use size 12 Times New Roman font. This includes the title page, headings, subheadings, references, and any other pages in the document. Use only black color.

Indenting

All paragraphs are to be indented a full ½ inch.

In addition, numbered and bulleted lists should also align with the ½ inch indent requirement with the number or bullet being indented ½ inch following by the text of the information.

Text Alignment

Use only left margin alignment for all writing.

Line Spacing

Use only double line spacing throughout your paper.

Page Numbering

Page numbers should be placed in the upper right corner of the HEADER row.

The page numbers must be the same font size and style as the paper so once you insert the page number, highlight it and reset the font to size 12 Times New Roman.

Margins

Margins provide a frame for your paper. The margins for all papers should be 1 inch on the top, bottom, and both sides.

References

The references should be placed on a separate page (this page will not count on the overall 3 pages paper).

Student led topic presentation- Topic examples from previous years

(You can work on any topic related to rehabilitation that you are passionate about, please check with the instructor before starting)

- Augmentative and Alternative Communication Devices
- Feeding Strategies for Children with Cleft Lip and Palate
- Cochlear Implants in Childhood Sensorineural Hearing Loss
- Dysphagia in Post Stroke Patients
- Autism Spectrum Disorder
- Spina Bifida
- Stroke
- Traumatic Brain Injury (TBI)
- Physical Therapist Roles: Beyond the Clinic
- SLP in School Setting
- Alzheimer's Disease
- Pediatric Chromosome 8p Deletion - Therapeutic Interventions
- Down syndrome
- Virtual Reality in Rehabilitation
- Amyotrophic Lateral Sclerosis (ALS)
- Dance Therapy
- Spinal Fusion
- Robotics in rehab sciences
- Aquatherapy
- Voice and Communication services for transgender and gender diverse
- Muscular Dystrophy
- Cerebral Palsy
- Double Amputation
- Women Health
- Cleft Palate
- Hippotherapy
- Articulation Disorder
- Hearing Aids and Sign Language
- Dysphagia in the Geriatric Population
- Etc, etc, etc