

Course Syllabus- Spring 2019
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 12:00 to 1:20

Class Location: HSSN 206

Faculty: Carolina Valencia, PhD

Contact: cvalencia4@utep.edu

Office Location: HSN 488

Office Hours: Tuesday and Thursday from 11:00 to 12:00, or by appointment.

Required Readings:

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

Additional readings will be provided to students electronically or in hard copy. Weekly articles, monographs, reports and web-based presentations will be assigned. 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: The course is interactive format where faculty will provide a structure and format for class sessions and students are expected to come prepared, make an active, significant contribution to the discussions. Students have the responsibility for demonstrating their knowledge of assigned readings which are expected to be

completed PRIOR to the session assigned. The course also includes several student presentations and in-class activities.

Blackboard: The electronic platform for this course will be Blackboard. Students are responsible for checking Blackboard 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.

Learner Objectives. By completing the class, the learner 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. Using 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. Participate in a service learning experience and provide reflection of knowledge and insights gained.
8. Complete a group project on a current health/rehabilitation professions issue, including a paper and a class presentation.

Course Assignment Descriptions:

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

A. Quizzes (5) (10%)

B. Career Aptitude Test (3%)

<https://www.yourfreecareertest.com/career-tests/health-career-test/>

<http://www.mshealthcareers.com/tools/careerguide.htm>

C. Midterm Examination (10%)

D. Student led topic presentation.

The student led presentations will be expected to last a minimum of 15 minutes and a maximum of 25 minutes. This time includes the presentation, discussion, and question/answer period. There is no standard format for the presentations, but students are encouraged to use methods that appeal to a wide range of learning styles and have fun (within reason while remaining professional). 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 included. The focus is to enable the class to better understand the main health/rehabilitation topic.

Students should work in groups (based on career preference or topic preference) and each member of the group will receive the same grade. Grading criteria include 1) Technical aspects of the presentation adhered to guidelines provided in class; 2) Oral presentation demonstrated appropriate skills discussed in class; 3) Content of presentation included a review of relevant journal article and specifics for the career choice 4) Creativity and originality; and, presenters facilitated class participation and/or discussion 5) use of clinical relevant data. Grading will be on a 0-5 scale for each criterion. Failure to adhere to the time to present of 15-25 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. The goal is to create a student initiated presentation, not an instructor-dictated presentation

- Written materials, 2 page summary (group grade) (10%)
- Presentation (group grade) (22%)

E. Self-assessment of career of interest: 3-4 page individual paper, including career aptitude test, interest for a health/rehabilitation career, **background** /foundation

(citations mandatory) including an individual development plan (long term goals, short term goals, strengths and weaknesses) (30%).

F. Final Examination (10%). Comprehensive final examination.

G. ICF model Project (5%).

Class Participation. Active participation in this course is very important. Students should be prepared to come to class to discuss, answer questions, and participate in all class activities.

Note: Participation is a key part of this course. Each day of unexcused absence will result in a 1-point (1%) reduction in the overall course grade. Each incident of tardiness/leaving early resulting in missing more than 30 minutes of the class session will result in a one-point (1%) deduction from the overall course grade.

iClicker Cloud

I will be using a cloud-based student response software by iClicker in class this semester. This will help me understand what you know, give everyone a chance to participate in class, and allow you to review the material after class. I will be using this software to keep track of attendance; please refer to the attendance policy of this syllabus.

You will need to create an iClicker Reef Student account to participate in class using your laptop, smart phone, or tablet connected to the university's Wi-Fi (UTEPSecure) or to your mobile data plan.

Creating Your iClicker REEF Student Account through Blackboard

Sign in to Blackboard and click my course [**DRSC 1301_Intro to Rehabilitation Sciences_Spring2019**]. Search for the iClicker REEF icon, this should be on the Home Page. Click this link to launch a special instance of REEF, then log in or create a new REEF account if you don't already have one. You should use your university email address (username@miners.utep.edu) when creating your account. If you need to change your email address or password, edit your REEF account profile. Signing into REEF through the link in Blackboard will automatically add you to my course.

Note: You will not need to purchase a subscription to use iClicker REEF this semester because it is provided to you for free.

Grading Scale:

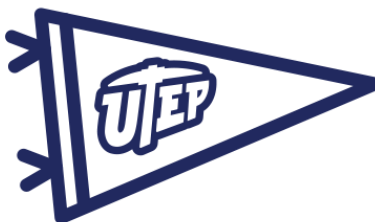
Grading Scale:	
A	> 90 %
B	80-89 %

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 Assignment
A. Quizzes (5)	10%
B. Career Aptitude Test	3%
C. Midterm examination	10%
D. Students Topic Presentation- Written summary	10%
- Presentation	22%
E. Self-Assessment of Career of interest paper	30%
F. Final Exam	10%
G. ICF model project	5%
Total	100%



COURSE SCHEDULE:

Week	Date	Topic/ Class Activity	Reading Assignment (subject to revisions)
Week 1	1/22	Introduction Course Requirements	
	1/24	Overview of U.S. Health Care Societal Needs and Trends	Stanfield, Chapter 1
Week 2	1/29	Health Services Career Planning	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.
	1/31	Determinants of Health	
Week 3	2/5	Disability and ICF model	https://www.cdc.gov/nchs/data/icd/icfoverview_finalforwho10sept.pdf
	2/7	Careers in Medicine (Physicians, Physician Assistant) Complementary and Alternative Medicine Dr. Francisco Morales	Stanfield, Chapter 9, 10
Week 4	2/12	Careers in Nursing Guest Speaker TBD	Stanfield Chapters 11, 32 Career aptitude Test Due (Submission through Blackboard)
	2/14	Careers in Diagnostic Imaging, Therapeutic Radiology Clinical Laboratory Sciences	Stanfield, Chapters 26, 27
Week 5	2/19	Groups Activity ICF Model Disability	ICF model Project Due (Submission through Blackboard)
	2/21	Careers in Physical Therapy, Guest Speaker Dr. Alvaro Gurovich	Stanfield, Chapter 17
Week 6	2/26	Rehabilitation in VA system Guest Speaker TBD	
	2/28	Careers in Occupational Therapy Guest speaker TBD	Stanfield, Chapter 18, 23
Week 7	3/5	Review/Activity	
	3/7	Mid-term Examination	
Week 8	3/12	Advising	Blackboard Readings
	3/14	Careers in Speech Language Pathology	

		Guest Speaker SLP	
Week 9	3/19	SPRING BREAK	
	3/21	Career Center Presentation	
Week10	3/26	Careers in Rehabilitation Counseling Guest Speaker TBD	
	3/28	Careers in Public Health Guest Speaker TBD	
Week 11	4/2	Counseling Center	
	4/4	Careers in Social Work	Stanfield, Chapter 13 Stanfield, Chapter 21
Week 12	4/9	Presentations/progress	
	4/11	Guest Speaker-Kinesiology TBD	Stanfield, Chapter 19
Week 13	4/16	Wrap-up session	
	4/18	Presentations/progress	Self-Assessment of career of interest Due (Submission through Blackboard)
Week 14	4/23	Group Presentations and presentation summary due	
	4/25	Group Presentations and presentation summary due	
Week 15	4/30	Group Presentations and presentation summary due	
	5/2	Group Presentations and presentation summary due	
Week 16	5/7	Group Presentations and presentation summary due	
	5/9		

Final Exam		TBD after census day	From Office of the Registrar
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*Course schedule is subject to change as the professor deems necessary

Conduct of Examinations:

- All examinations are “closed book”. 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.
- Seating, when assigned must be followed.
- 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: A student arriving 5 minutes late to an examination will not be permitted to sit for the examination. Lateness for more than 5 minutes will result in a grade of 0 (Zero).**
- Students are not allowed any electronic devices such as mobile phones, Blackberries, iPhones etc. during an examination.

Assignments

Assignments are due by 11:59pm (MST) on the due date calendar/course schedule. Assignments will not be accepted after the due date. Assignments submitted in a different way than submission platform (Blackboard) will not be accepted. 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 on the class calendar). Late quizzes will not be accepted. 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.

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." 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.

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	
Inclusion of career aptitude test	Well incorporated, demonstrates logical sequencing and structure.	Incorporated, but demonstrates illogical sequencing or structure.	Student mentioned, but is not incorporated in the self-assessment.	No utilization of career aptitude test.	
Inclusion of Individual development plan	Well incorporated, demonstrates logical sequencing and structure.	Incorporated, but demonstrates illogical sequencing or structure.	Student mentioned, but is not well described and demonstrates illogical sequencing	No utilization of development plan	
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.	
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					

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 3-4 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 3-4 pages paper).