

The University of Texas at El Paso
Department of BS in Rehabilitation Sciences
SYLLABUS

COURSE INFORMATION

DRSC: 3311 Mental Health in Rehabilitation Sciences

CRN: 14137

Term: Fall 2023

Delivery method: Hybrid

- Mondays. Online: 10:30 – 11:50 am, Virtual unless otherwise specified in the schedule (links on Blackboard “Zoom Lectures”).
- Wednesdays. In-person: 10:30 – 11:50 am. Location: Business Administration Building, room 302.

INSTRUCTOR INFORMATION

Georgina Sanchez-Garcia, PhD

gsanchezgarci@utep.edu

Office Hours

In-person Wednesdays 12:00 -1:30 pm or by appointment

Office Location: College of Health Sciences, Room 455

TA Haley Gutermilch

hcgutermilch@miners.utep.edu

COURSE DESCRIPTION:




Mental Health in Rehabilitation Sciences is a 3-credit course. This course provides an exploration of the medical, psychological, and social barriers experienced by people with chronic diseases and disabilities and the dynamics of coping with these conditions in individuals and families. Models of change, linguistic, and cultural issues involved with tertiary prevention and treatment adherence in chronic disease or disability. Special emphasis is given to the application of these principles in diabetes, cardiovascular disease, cancer, psychiatric, developmental, substance-related, orthopedic, and neurologic disorders.

COURSE OBJECTIVES AND UNIVERSITY LEARNING OUTCOMES:

1. Introduce students to models of chronic illness and disability in both physical and mental health contexts.
2. Help students develop a working knowledge of various conditions that result in chronic illness and disability.
3. Provide an opportunity to explore psychosocial aspects of living with a chronic illness or disability.

At the end of the course, students will be able to:

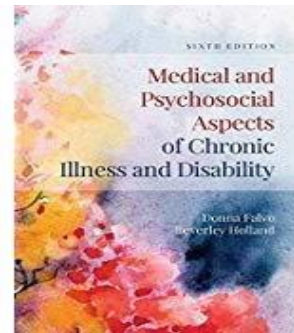
1. Describe the epidemiology, etiology, symptoms, and treatment of common chronic illnesses and disabilities.
2. Discuss the impact of medical, psychosocial, and environmental factors on the function and participation of persons with chronic illnesses and disabilities.
3. Appreciate the “lived experience” of a person with a chronic illness or disability.
4. Differentiate the roles of post-acute, rehabilitation, educational, and vocational services in promoting optimal function and participation among persons with chronic illness and disabilities.

Student Learning Objective	Outcome
Demonstrate the ability to consider different points of view and to work effectively with others to support a shared purpose	 Teamwork Skills
Draw on existing knowledge bases to “transform” knowledge.	 Critical Thinking Skills
Increase awareness of community challenges and, through the acquired knowledge, contribute to solving an identified problem.	 Social Responsibility

Required Textbook:

Falvo, D. & Holland, B. (2017). *Medical and Psychosocial Aspects of Chronic Illness and Disability* (6th ed). Jones and Bartlett Publishers.

ISBN-13: 978-1284105407
ISBN-10: 1284105407



ASSIGNMENTS AND GRADING

This course uses a modular format, with each week containing all materials for that week in one place. Assignments are based on rubrics that can be accessed by clicking "View Rubric" on the assignment link in Blackboard.

Grade Distribution

1000-900=A 899-800=B 799-700=C 699-600=D 599 and Below=F

Activity	Points	Total Max Points
Attendance (in class and online)	10	150
Quizzes (4)	25	100
Discussion Posts (4)	20	80
Exams (2)	200	400
Disability Resource Guide and APA Style (1)	100	100
Podcast Presentation (1)	120	120
Self-care Plan (1)	50	50

TOTAL	1 000
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Summary of Assignments

Important: Check Blackboard for rubrics on assignments under each week.

Attendance (150)

Class participation is essential in this course. Your attendance grade starts from zero. You are accumulating your points through weekly Zoom classes and actual participation. Missing five classes will result in a grade of "F" as it may hinder your ability to showcase your understanding of the course.

Quiz (25 points each)

There will be 4 online quizzes that require Respondus Lockdown. Each quiz has a designated date and time. It's your responsibility to have a computer with Respondus Lockdown, a good internet/WiFi connection, and good time management.

Discussion Board Posts (20 points each)

Discussion posts will be based on writing self-reflections regarding learning material. For each discussion post, you must write a post and provide feedback to two others to receive full credit.

Group Contract

We have two group projects that require full participation. To ensure professionalism and fairness, all teams must sign and submit a group contract via Blackboard, similar to an informed consent form with clients, so that all the parties agree with the treatment plans and follow the treatment regimen. This will be discussed more in the class.

Exams (200 points each)

There are two exams, which are worth 200 points each. It consists of multiple choice, true and false, short-answered questions, approximately 30 questions.

Disability Resource Guide (100 points)

A group of six students will develop a Disability Resource Guide for persons with disabilities, family, and community. It does not need to be a condition or diagnosis discussed in this course. Each group will choose a particular disability and propose it to the instructor for approval by the end of **Week 4 (part 1)**. The Disability Resource Guide must include the following information, which will be due by the end of **Week 9 (part 2)** and **posted to Blackboard**:

- A. Identification and information on a support group(s) for persons with the specific condition.** Collect literature from the support group and visit the organization's website. Students should include any additional support groups they may come across for family members and others impacted by the condition. Students should prioritize support groups in El Paso area. Also, include shortcomings you identified when reviewing materials (one page. APA-7 ed style).
- B. Create a website bibliography** of at least 10 websites from organizations that offer resources or services related to the topic. Annotations should include the site's URL, a description of its content, and your remarks on its strengths, weaknesses, and usability. Include criteria for evaluating the site's reliability, accuracy, and usability. Local-level organizations are preferred, but if there are not enough organizations/resources, you can expand to the state and national levels.

Mental Health Podcast (120points)

Groups of six students will research and create a 10–15-minute podcast on an assigned Mental Health topic. The podcast will be uploaded on Blackboard (week 12) for all students to view and discuss (week 13). Each student MUST sign and upload the photo/media release form that is provided on their website. This form must be signed and returned to Technology Support.

<https://www.utep.edu/technologysupport/learning-environments/learningstudio.html> and/or at the following link:

https://my.visme.co/utis/goto/1471925821?url=https%3A%2F%2Fwww.utep.edu%2Fvpba%2F_Files%2Fdocs%2Fuseful-forms%2FGeneralPhotoRelease-Bilingual.doc

Please **do not wait** until the end of the semester to complete your recordings. You can reserve the room at the UGLC by using the following link:

<https://my.visme.co/utis/goto/1471925821?url=https%3A%2F%2Fairtable.com%2FshrRNHtPXhZbFv6wB>

Consider inviting guest speakers to discuss the topic at hand. Each group will need to ensure that **each group member** has a speaking part and that each person has an **equitable amount of time**. Before uploading to Blackboard, each group must edit their content and save the podcast session. Once all podcasts are uploaded, each student must watch at least two of the podcasts and prepare to give feedback on their content and presentation.

Self-care Plan (50 points)

Self-care activities maintain good health and improve well-being. During periods of stress, self-care sometimes takes a back seat to other responsibilities. You will create a self-care plan that contains each day of the week in a one or two-page chart.

Course Schedule

Class Dates	Reading	Topics	Class Type	Class Activity	HW & Exams
Week 1 8/28		Syllabus Review	C	Introductions	
Week 1 8/30			C	- Teams Formation - Group Contract - Tour Learning Studio UGLC Room 110 https://www.utep.edu/technologysupport/Resources/RoomReservations.html	Media Release Signed and Uploaded https://my.visme.co/utis/goto/1471925821?url=https%3A%2F%2Fwww.utep.edu%2Fvpba%2F_Files%2Fdocs%2Fuseful-forms%2FGeneralPhotoRelease-Bilingual.doc
9/4	LABOR DAY				
Week 2 9/6	Chapter 1	Model of Disability	C	Designated topic for Group Podcast	Discussion Post # 1 Due

Week 3 9/11	Chapter 2	Psychosocial & Functional Aspects of Health Conditions	O		
Week 3 9/13	Chapter 13	Psychiatric Disorders I	C	Mental State Examination	
Week 4 9/18	14	Psychiatric Disorders II	O		QUIZ 1 <i>Open Book</i>
Week 4 9/20	Chapter 11	Developmental Conditions (CP & Spina Bifida)	C	Gross Motor Classification System	Part 1 of Disability Guide Due (topic)
Week 5 9/25	Chapter 12	Developmental Disorder (ID & ASD)	O	ADHD	Discussion Post # 2 Due
Week 5 9/27	Chapter 4	Neurological Disorders (TBI)	C	Glasgow Coma Scale	
Week 6 10/2	Chapter 5	Neurological Disorders (Stroke)	O	https://www.stroke.org/en/about-stroke/effects-of-stroke/emotional-effects-of-stroke/post-stroke-mood-disorders	QUIZ 2
Week 6 10/4	Chapter 8, 9, 10	Neurological Disorders (Neuro degenerative)	C	Case Study Discussion	
Week 7 10/9	Chapter 7	Traumatic Spinal Cord Injury (SCI)	O		
Week 7 10/11		Exam Review	C		Exam Review
Week 8 10/16		Exam 1	O		Exam 1
Week 8 10/18	Chapter 27	Chronic Pain	C	Guided Imagery Relaxation therapy Meditation	
Week 9 10/23	Chapter 25	Arthritis	O		Part 2 of Disability Resource Guide Due

Week 9 10/25	Chapter 17	Sensory Loss (Hearing loss)	C	Through Deaf Eyes	Discussion Post # 3 Due
Week 10 10/30	Chapter 16	Sensory Loss (Visual Loss)	O		
Week 10 11/ 1	Chapter 28	Cardiovascular	C	Case Study	
Week 11 11/ 6	Chapter 23	Diabetes Mellitus	O	https://youtu.be/dD9RvQwGpz8	QUIZ 3
Week 11 11/ 8	Chapter 30	Chronic Kidney Disease	C	Diet specifics and psychosocial issues	
Week 12 11/ 13	Chapter 26	Amputation	O	https://youtu.be/bX8QMO9YvLs	All Podcasts should be uploaded to Blackboard
Week 12 11/ 15	Chapter 32	Burns	C	Psychosocial impact of scarring	
Week 13 11/ 20	Chapter 21 & 22	Cancer	O	Survivorship	Discussion Post # 4 Due
Week 13 11/ 22	Article	Self-care	C	- Mindfulness - Window of tolerance	
Week 14 11/ 27			O		QUIZ 4
Week 14 11/ 29	Chapter 15	Substance Abuse	C	https://youtu.be/fGdi7tz5PF8	
Week 15 12/ 4	Article	Trauma & Resilience	O	https://youtu.be/HJvDrT6N-mw?si=H7iK6KYiqOkOR38W	
Week 15 12/ 6			C		Exam Review
Week 16 12/11			O		Self-care Plan Due
Week 16 12/13	TBA	Final Exam	C		Final Exam

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard.

You will need a computer/laptop, scanner, webcam, USB, thumb drive, and microphone. Ensure that you have Microsoft Office, Adobe Acrobat Reader, Windows Media Player, and QuickTime installed or updated. Check that your hardware and software are up-to-date and compatible with the course.

If you do not have word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook, and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information [Microsoft Office 365](#)

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with the technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

COURSE COMMUNICATION

I am available for office hours every Wednesday from 10:30 – 12:20 a.m. For any inquiries, email me or Hayley (TA), and we will respond promptly. If we do not reply within 48 hours, please send another email. However, you are strongly encouraged to use your “buddy system” for non-urgent questions such as: 1) *When is the assignment due?* 2) *Do we have in-person class?* 3) *What chapters are in the mid-term or final exam?*

- **Office Hours:** Wednesday 12:00- 1:30 p.m., or by appointment. Please send me an email and provide several dates/times available. Office Number: 455-A
- **Email:** gsanchezgarci@utep.edu
- Before emailing me, it is strongly encouraged that you,
- Review the syllabus or
- Check the Blackboard announcement. If you still can't find the answers you want, write an email to me indicating the course name.
- **Announcements:** Check the Blackboard announcements or your UTEP email frequently for any updates and important messages

ATTENDANCE AND PARTICIPATION

Our class meets in person every Wednesday from 10:30 to 11:50, beginning August 28th to December 6th, in the Liberal Arts Building, room 108. Our online meetings are every Monday via Zoom from September 11 through December 4, likewise, from 10:30 -11:50 a.m.

Attendance in person and Zoom class. Your participation is important not only for your learning and success but also for creating a community of learners. Participation is determined by:

- Reading the book chapters, synthesizing, writing your questions or arguments, and preparing to participate in class.
- Participating in engaging in discussion with your peers on the discussion boards
- Participating in scheduled Blackboard Collaborate sessions
- Other activities, as indicated in the weekly modules

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

ILLNESS PRECAUTIONS

Please stay home if you have symptoms of a communicable illness. If you are feeling unwell, please let me know as soon as possible so that we can work on appropriate accommodations.

EXCUSED ABSENCES AND/OR COURSE DROP POLICY

According to UTEP Catalog, “At the discretion of the instructor, a student can be dropped from a course because of excessive absences or lack of effort. A grade of “W” will be assigned before the course drop deadline and a grade of “F” after the course drop deadline.” See Policies and Regulations in the UTEP Undergraduate Catalog for a list of excused absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24-hour advance notice via email.

OR

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar’s Office](#) to initiate the drop process. If you do not, you risk receiving an “F” for the course.

DEADLINES, LATE WORK, AND ABSENCE POLICIES

- Assignments must be submitted through Blackboard on the date specified in the course schedule. Late work will only be accepted with valid reasons.

MAKE-UP WORK

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is, therefore, important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you **submit** your work **with plenty of time** to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document file as a backup. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your backup document as a last resort.

INCOMPLETE GRADE POLICY

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services, and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship for the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

GUIDANCE ON ARTIFICIAL INTELLIGENCE

The use of generative AI tools such as Chat GPT is permitted in this course for the following activities, which must be noted or cited:

[insert list of activities for which using AI is allowed in your course]

However, you may not use AI tools to complete the following activities:

[insert list of activities for which using AI is not allowed in your course]

Students must cite any borrowed content sources to comply with all applicable citation guidelines, copyright law, and avoid plagiarism. Instances that violate these guidelines will be referred to the Office of Student Conduct and Conflict Resolution.

PLAGIARISM DETECTING SOFTWARE

Some of your coursework and assessments may be submitted to SafeAssign, a plagiarism-detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

COURSE RESOURCES. Where you can go for assistance

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources, including online, full-text access to thousands of journals and eBooks, plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help, and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor, and explore other history resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial, and Fact Sheet, and Quick-Start Guide.
- [The Miner Learning Center](#): Join peer-led study sessions in person or online to review content and discover study strategies in core curriculum courses.
- [UTEP Edge](#): UTEP's cross-campus framework for student success and empowerment – develops students' assets through high-impact experiences made possible by the expertise and dedication of faculty, staff, alumni, and community partners.