

DRSC 3311 Section 1
Mental Health in Rehabilitation Sciences
Spring 2023 Course Syllabus

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Office: College of Health Sciences Building Rm 455-A

Office Hours: Mondays 4:00pm - 6:00pm or by appointment

Class Type: Hybrid (50% to 85% online)

Class Meeting in-person: Tuesdays 12:00pm – 1:20 pm
College of Health Sciences Building Rm # 21 (attendance is mandatory).

On line Meeting: Thursdays 12:00pm – 1:20 pm through Zoom (check your left menu on Black Board for “Zoom Lectures.”)

Course Information

Catalog Course Description: Mental Health in Rehabilitation Sciences is a 3-credit course. This course provides exploration of the medical, psychological, and social barriers experienced by people with chronic disease 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 Prerequisites: Admission to the Bachelor of Science in Rehabilitation program or department approval.

Course Goals:

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.

Learner Objectives:

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 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.

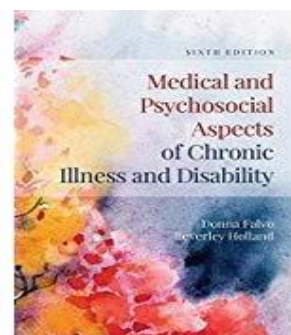
Learning Modules: This course is designed using a modular format. Each week is “packaged” as a single module so that all the materials (e.g., class PPT, assignments, etc.) are in one area for a given week.

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



Course Assignments and Grading Scale

Activity	Points	Total Max Points
Attendance (in Class and Online)	5	130
Quizzes (4)	25	100
Discussion Posts (4)	25	100
Group Contract	20	20
Exams (2)	200	400
Disability Resource Guide (1)	200	200
Podcast Presentation (1)	200	200
Podcast Review (2)	50	100
Self-care Plan (1)	50	50
TOTAL		1300

Grade Distribution

You are responsible for monitoring your grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

90% - 100% = A
80% - 89% = B
70% - 79% = C
60% - 69% = D
If you fall below a 60%, you will earn an F.

Summary of Assignments

Attendance (130 points)

You can maximize your learning through active class participation. We can all learn from each other and relearn from what we present to others. Thus, class participation is very important in this course. Your attendance grade starts from zero. You are accumulating your points by weekly zoom class join and actual participation. If you miss a total of five (5) classes – **UNEXCUSED absences**, you will get “0” in this course because missing 5 classes means you cannot demonstrate your learning of the course.

Quiz (25 points each)

There will be a total of 4 quizzes. Each quiz will be online and will require Respondus Lockdown. The quizzes will be available at a designated date and time. It is your responsibility to make sure you have access to a computer with Respondus Lockdown, have good internet/WiFi connection, and good time management. This means that “I forgot the day/time it was due.” Or “I don’t have good internet connection or Respondus Lockdown.” cannot be an excuse for you through the rest of the semester.

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Discussion Board Posts (25 points each)

Discussion posts will be based on writing self-reflections regarding learning material and project development in your groups. You will be required to write your own post, but to also provide feedback to 2 other posts for full credit for each discussion board.

Group Contract (20 points)

We have two (2) group projects that everyone needs to be involved in. When it comes to group project, we always experience individuals who do not pull their weight through the group assignment, which is NOT an ideal situation for our learning. Unfortunately, this can lead to some disagreement or miscommunication within the group. I do not want this happen to our class. To prevent this, I want all the groups review and sign the group contract and submit/upload the contract via Blackboard. You can understand this group contract as an informed consent form that we are doing with our clients 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 is worth 200 points each. It consists of multiple choice, true & false, short-answered questions, approximately 30 questions.

Disability Resource Guide (250 points)

A group of five (5) student is responsible for developing a **Disability Resource Guide** for persons with disability, family, and community. It does not need to be a condition or diagnosis discussed in this course. Each group is responsible for selecting a particular disability and presenting it to the instructor for approval by 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 you are covering in your presentation.** Collect literature from the support group and visit the organization’s web site. Information about the organization must be

condensed into a single page and posted for all class members to review. Be sure to include a link to the organization's web site and/or the URL address. Students should include any additional support groups they may come across for family members/support systems, etc. Students should address *at a minimum*: quality of resources available through support group, options for meetings in El Paso area, shortcomings you found when reviewing materials, etc.

- B. Create a web site bibliography.** Students must select *at a minimum 10 web-sites* of organizations who provide resources (i.e., literature, research findings, coordination or information, etc.) and or services (e.g., therapy, workshops, seminars, etc.) related to the condition they are presenting on and annotate on them. **Local level organizations are preferred, but if there are not enough organizations/resources, you can expand to national level.** The annotation must include the URL address, a description of the content of the site and your remarks. Remarks could include comments on strengths, weaknesses, and usability of the site. Include a description of the criteria you used to determine whether this is a good site (reliable, accurate, useable) or not. It is also suggested that the list include a combination of international, national, and local organizations.

Mental Health Podcast Presentation and Review (200points and 50 points)

Students will randomly be assigned to a group and topic on Mental Health issues. Each group is to research their topic in order to develop a 30-minute Podcast that will be uploaded for all students to view and provide discussion/feedback.

Each student MUST sign and upload the photo/media release that is provided on their website <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%2FFiles%2Fdocs%2Fuseful-forms%2FGeneralPhotoRelease-Bilingual.doc>

A copy of the release form will also be available on Blackboard. This form must be signed and returned to Technology Support. Each group must then reserve a date/time for their podcast. Each Group will be given a specific due date so 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>

In addition, you will have special guest speakers that you must be ready to interview/provide questions on the topic you are discussing. Each group will need to make sure that each group member has a speaking part and that each person has an equitable amount of time. Each group must also edit their content before uploading it to Blackboard so please be sure to save your podcast session. Once all podcasts have been uploaded, each student will be required to view at least 2 different podcasts and provide feedback (reviews) on the content and presentation of the selected (2) podcast recordings.

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	Assigned Readings	Topics	Class Type	Class Activity	HW & Exams
Week 1 1/17		Syllabus Review	C	Exchange your contact info. Groups assignment	Media Release Signed and Uploaded https://my.visme.co/utills/goto/1471925821?url=https%3A%2F%2Fwww.utep.edu%2Fvpba%2F_Files%2Fdocs%2FUseful-forms%2FGeneralPhotoRelease-Bilingual.doc
Week 1 1/19	Chapter 1	Models of Disability	O	Social location	
Week 2 1/24	Chapter 2	Psychosocial & Functional Aspects of Health Conditions	C	Assign Podcast Topic Tour Learning Spaces UGLC Room 110	https://www.utep.edu/technologysupport/Resources/RoomReservations.html
Week 2 1/26		Active Listening	O		
Week 3 1/31	Chapter 13	Psychiatric Disorders I	C	Introduction to DSM-5 Mini Mental State Examination	
Week 3 2/2	Chapter 14	Psychiatric Disorders II	O		QUIZ 1 <i>Discussion Post # 1</i>
Week 4 2/7	Chapter 11	Developmental Conditions (CP & Spina Bifida)	C	Gross Motor Classification System	Part 1 of Disability Guide Due
Week 4 2/9	Chapter 12	Developmental Disorder (ID & ASD)	O	ADHD	
Week 5 2/14	Chapter 4	Neurological Disorders (TBI)	C	Glascow Coma Scale Case Study	
Week 5 2/16	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 https://www.stroke.org/en/healthy-living/healthy-lifestyle/mental-health-and-wellbeing/meditation-to-boost-health-and-wellbeing
Week 6 2/21	Chapter 8, 9, 10	Neurological Disorders (Neuro degenerative)	C	Case Study Discussion	

Week 6 2/23	Chapter 7	Traumatic Spinal Cord Injury (SCI)	O	Resiliency TedTalk https://youtu.be/tP4qKqvB8pc	<i>Discussion Post # 2</i>
Week 7 2/28		Exam Review	O		
Week 7 3/2		Exam 1	O		Exam 1
Week 8 3/7	Chapter 27	Chronic Pain	C	Guided Imagery Relaxation therapy Meditation Neuroscience	
Week 8 3/9	Chapter 15	Substance Abuse	O	https://youtu.be/fGdi7tz5PF8	
SPRING BREAK					
Week 9 3/21	Chapter 17	Sensory Loss (Hearing loss)	C	Through Deaf Eyes	Part 2 of Disability Resource Guide Due https://www.gallaudet.edu/history-through-deaf-eyes/through-deaf-eyes-documentary
Week 9 3/23	Chapter 16	Sensory Loss (Visual Loss)	O		QUIZ 3 (open book)
Week 10 3/28	Chapter 28	Cardiovascular	C	Case Study	
Week 10 3/30	Chapter 23	Diabetes Mellitus	O	https://youtu.be/dD9RvQwGpz8	<i>Discussion Post # 3</i>
Week 11 4/4	Chapter 30	Chronic Kidney Disease	C	Diet specifics and psychosocial issues	
Week 11 4/6	Chapter 26	Amputation	O	https://youtu.be/bX8QMO9YvLs	QUIZ 4 (open book)
Week 12 4/11	Chapter 32	Burns	C	Psychosocial impact of scarring	
Week 12. 4/13	Chapter 21 & 22	Cancer	O	Survivorship	

Week 13 4/18	Chapter 25	Arthritis	C	Arthritis Foundation Emotional Health Webinar	<i>Discussion Post # 4</i>
Week 13 4/20		Exam review	O		All Podcasts should be uploaded to Blackboard
Week 14 4/25		Exam 2	C		Exam 2
Week 14 4/27		Podcast Debriefing	O		Upload Podcast Review
Week 15 5/2		Disability Resource Guide Presentation I	O		Self-care Plan Due
Week 15 5/4		Disability Resource Guide Presentation I	O		

Technology Requirements

Course content is delivered via the Internet through the Blackboard learning management system. 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; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, USB, Thumb Drive, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a 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 about [Microsoft Office 365](#) and follow the instructions.

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 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

Before and after the class is the best way to grab me and talk. I also have office hours on Mondays 4:00-6:00 pm. Email is the best way to contact me. I am normally fast to respond email. If I am

not responding your email **within 48 hours**, please send me another email. However, you are strongly encourage to use your “buddy system” for non-urgent questions such as 1) when is the assignment due? 2) do we have in-person class? and 3) what chapters are in mid-term or final exam?

- **Office Hours:** Mondays 4:00 -6:00 pm, or by appointment
- **Sign-up: Please sign up by sending me an email and provide several dates/times available.**
- **Email:** gsanchezga@miners.utep.edu
- **Announcements:** Check the Blackboard announcements or your UTEP email frequently for any updates and important messages
- **How to Write an Email:** Before emailing me, it is strongly encouraged you 1) to review the syllabus or 2) to check Blackboard announcement. If you still can't find answers you want, here is a way to write an email to me.
 - **Subject: DRSC3311_Your Name_Your Concern**

Hello Dr. Sanchez,

This is YOUR NAME, who is taking your DRSC3311. I am emailing you related to YOUR CONCERN...

Thanks,

YOUR NAME

Class Policies

Attendance and Participation: Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading all course materials to ensure understanding of assignment requirements
- Participating in engaging discussion with your peers on the discussion boards (grading rubric provided in the “grading information” area of each forum)
- 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.

Excused Absences and/or Course Drop Policy: According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.” See academic regulations in the UTEP Undergraduate Catalog for a list of excuse 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 hours 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 are at risk of receiving an "F" for the course.

Deadlines, Late Work, and Other Policies

MAJOR ASSIGNMENTS: Major writing assignments will be due on Sundays at midnight (11:59 PM). **No late work will be accepted if the reason is not considered excusable.**

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 back-up. 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 back-up 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: If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS). 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 on 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, or 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 ones' 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](#).

CLASS RECORDINGS: The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss an in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. You may not share recordings outside of this course. Doing so may result in disciplinary action.

COPYRIGHT STATEMENTS FOR COURSE MATERIALS: All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

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.

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:

- 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;
- 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;
- Collaborating with or seeking aid from another student for an assignment without authority;
- Substituting for another person, or permitting another person to substitute for oneself, to take a test; and
- 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

COVID-19 PRECAUTIONS: Please stay home if you (1) have been diagnosed with COVID-19, or (2) are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. The Student Health Center is equipped to provide COVID 19 testing.

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. Students are advised to minimize the number of encounters with others to avoid infection.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org

Resources

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.⁸
- [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.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- **Food Pantry**: At UTEP, we recognize that food insecurity is an obstacle to student success and think it's crucial that students' basic needs are being met. As a UTEP student you are eligible to use the Food Pantry, please visit <https://www.utep.edu/student-affairs/foodpantry/>
- El Pasoans Fighting Hunger Food Bank 9541 Plaza Cir. El Paso Texas 79927. 915-298-0353. <http://www.elpasoansfightinghunger.org/>
- Kelly Center for Hunger Relief. 915 N Florence St, El Paso, TX 79902. 915-261-7499 <https://www.facebook.com/915kmfp/>