

THE UNIVERSITY OF TEXAS AT EL PASO

Department of BS in Rehabilitation Sciences

SYLLABUS

COURSE INFORMATION

DRSC: 3311 Mental Health in Rehabilitation Sciences

CRN: 23233

Term: Spring 2024

Delivery method: Hybrid

- Tuesdays. Online: 12:00 – 1:20 pm. Virtual unless otherwise specified by the instructor. Links on Blackboard “Zoom Lectures.”
- Thursdays. In-person 12:00 – 1:20 pm. Location: Health Sciences 211

INSTRUCTOR INFORMATION

Georgina Sanchez-Garcia, PhD gsanchezgarci@utep.edu

Office Hours: Wednesdays 12:00 - 2:00 pm or by appointment. Location: Health Sciences 455

TA Joshua Solorzano jasolorzano@miners.utep.edu



iClicker code <https://join.iclicker.com/NYPO>

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 applying 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
2. of common chronic illnesses and disabilities.
3. Discuss the impact of medical, psychosocial, and environmental factors on the function and participation of persons with chronic illnesses and disabilities.

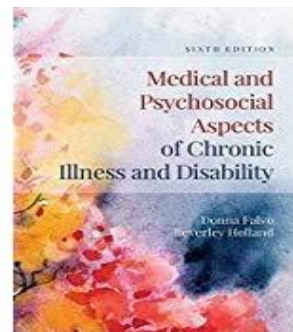
4. Appreciate the “lived experience” of a person with a chronic illness or disability.
5. Differentiate the roles of post-acute, rehabilitation, educational, and vocational services in promoting optimal function and participation among persons with chronic illness and disabilities.

| 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 |
| Engage as a community of writers who dialogue across texts |  Communication 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 follows a modular format where all materials for the week are grouped by module in one segment.

GRADE DISTRIBUTION

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

| Activity | Points | Total Max Points |
|---|--------|------------------|
| Attendance & participation (26 classes) | 5 | 130 |
| Mental model (10) | 10 | 100 |
| Discussion Post (3) | 10 | 30 |
| Quiz (4) | 25 | 100 |
| Exam (2) | 200 | 400 |
| Podcast (1) | 100 | 100 |
| Disability Resource Guide (1) | 100 | 100 |
| Self-care Plan (1) | 40 | 40 |
| Total | | 1000 |

SUMMARY OF ASSIGNMENTS

Important: Check Blackboard for further guidelines on assignments.

Attendance (5 points per class)

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

Mental Model (10 points each)

A mental model is a framework or thought process to help us understand the class topic better. Sometimes is hard to remember or understand all the details of a new concept, we can use symbols and representations to break it down into simpler and organized pieces of information.

In preparation for each class, students should submit a one to two-page mental model of the topic to be covered, as per the syllabus, on Blackboard before class. Consider the following:

- Choose and organize the content according to the topic that will be covered.
- Find and use reliable and relevant support information.
- Use images and symbols to reinforce the theme.

Discussion Board Post (10 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 another fellow student to receive full credit.

Group Contract

We have two group projects. 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 plan and follow the treatment regimen. This will be discussed further in class.

Mental Health Video Podcast (100 points)

Groups of six students will research and create a 10–12-minute podcast on an assigned Mental Health topic. Consider inviting a guest speaker to discuss the condition at hand. Ensure each member participates equally.

The podcast will be uploaded to a social media platform, and each team member must submit the link to the corresponding *assignment* tab in Blackboard (Week 9). All students must sign the photo/media release format provided on the website and return it to Technology Support.

<https://www.utep.edu/technologysupport/learning-environments/learningstudio.html>

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

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>

Disability Resource Guide (100 points)

A group of six students will develop a resource for people with disabilities, families, and communities on an assigned health condition. The guide should be presented in Word format following APA 7th—style, including the title page and reference list at the end. The length of the document can be between 10 to 12 pages. Before submitting it on Blackboard, revise your paper on the UTEP Writing Center <https://www.utep.edu/uwc/> phone (915) 747-5112, located on the library's second floor (make an appointment ahead of time).

The Disability Resource Guide must include the following information, due by the end of **Week 12 (part 1)** and **posted on Blackboard** in the designated *assignment* tab.

A. Describe the condition, including etiology, epidemiology, symptoms, and treatment

(max. 3 pages), highlighting the role of the following:

1. medical services
2. psychological services
3. interpersonal relationships
4. social, educational, and work barriers

B. Identification and information on support groups 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 for family members and others impacted by the condition. Students should prioritize support groups in El Paso region. Also, include shortcomings you identified when reviewing materials.

C. Create a website bibliography of 10+ websites related to the condition, with URL, content description, and observations on strengths, limitations, and usability. Local-level organizations are preferred, but if there are not enough organizations/resources, you can expand to the state and national levels.

D. In Week 14 (part 2), each team will present the disability resource guide findings to the class in 10-12 minutes. Focus on key points, use visual aids such as PowerPoint, and graphics. Please allow equitably participation for each team member.

Quiz (25 points each)

There will be four online quizzes with designated dates and times that require using Respondus Lockdown. Students must have a computer with Respondus Lockdown, a reliable internet connection, and time management skills.

Exam (200 points each)

There are two exams, each worth 200 points. It consists of 50 multiple-choice questions on the covered topics.

Self-care Plan (40 points)

Self-care is essential for maintaining good health and well-being. However, it's often neglected during stressful times. Create a one or two-page chart with daily self-care activities to ensure good overall health.

COURSE SCHEDULE

| Class Dates | Reading | Topics | Class Type | Class Activity | Assignments & Exams |
|----------------|------------|--|------------|--|--|
| Week 1 1/16 | | Syllabus Review | C | Introductions | |
| Week 1 1/18 | | | C | <ul style="list-style-type: none"> - Teams Formation - Group Contract - Tour Learning Studio UGLC Room 110 | <p>Media release signed and uploaded</p> <p>https://my.visme.co/utills/goto/1471925821?url=https%3A%2F%2Fwww.utep.edu%2Fvpba%2F_Files%2Fdocs%2Fuseful-forms%2FGeneralPhotoRelease-Bilingual.doc</p> |
| Week 2 1/23 | Chapter 1 | Models of disabilities | O | Topic assignment for group podcast | <p><i>Mental Model</i> (due before class)</p> <p>Studio Reservation</p> <p>https://www.utep.edu/technologysupport/Resources/RoomReservations.html</p> |
| Week 2 1/25 | Chapter 2 | Psychosocial & functional aspects of health conditions | C | | <i>Mental Model</i> (due before class) |
| Week 3 1/30 | Chapter 13 | Psychiatric disorders I | O | Mental state examination | <p><i>Mental Model</i> (due before class)</p> <p>Discussion post # 1 due</p> |
| Week 3 2/ 1 | 14 | Psychiatric disorders II | C | | <i>Mental Model</i> (due before class) |
| Week 4 2/6 | Chapter 11 | Developmental conditions (CP & spina bifida) | O | Gross Motor Classification System | QUIZ 1 |
| Week 4 2/8 | Chapter 12 | Developmental disorders (ID & ASD) | C | | <i>Mental Model</i> (due before class) |
| Week 5 2/13 | Chapter 4 | Neurological disorders (TBI) | O | Glasgow Coma Scale | Discussion Post # 2 due |

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|---------------------------------|------------------|---|---|---|--|
| Week 5 2/15 | Chapter 5 | Neurological disorders (Stroke) | C | https://www.stroke.org/en/about-stroke/effects-of-stroke/emotional-effects-of-stroke/post-stroke-mood-disorders | <i>Mental Model (due before class)</i> |
| Week 6 2/20 | Chapter 8, 9, 10 | Neurological disorders (Neuro degenerative) | O | Case Study Discussion | QUIZ 2 |
| Week 6 2/22 | Chapter 7 | Traumatic Spinal Cord Injury (SCI) | C | | <i>Mental Model (due before class)</i> |
| Week 7 2/27 | Chapter 27 | Chronic Pain | O | Relaxation technique | <i>Mental Model (due before class)</i> |
| Week 7 2/29 | | | C | Midterm Exam Review | Midterm Exam Review |
| Week 8 3/5 | | | O | Midterm Exam | MIDTERM EXAM |
| Week 8 3/7 | Chapter 25 | Arthritis | C | | |
| SPRING BREAK 3/11 - 3/15 | | | | | |
| Week 9 3/19 | Chapter 17 | Sensory Loss (Hearing loss) | O | Through deaf eyes | |
| Week 9 3/21 | Chapter 16 | Sensory Loss (Visual Loss) | C | | Podcasts due |
| Week 10 3/26 | Chapter 28 | Cardiovascular | O | Case study | <i>Mental Model (due before class)</i> |
| Week 10 3/28 | Chapter 23 | Diabetes Mellitus | C | https://youtu.be/dD9RvQwGpz8 | <i>Mental Model (due before class)</i> |
| Week 11 4/2 | Chapter 30 | Chronic Kidney Disease | O | | QUIZ 3 |

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|-------------------------|--------------------|-------------------|---|---|---|
| Week 11 4/ 4 | Chapter 26 | Amputation | C | https://youtu.be/bX8QM09YvLS | Discussion Post # 3 due |
| Week 12 4/ 9 | Chapter 32 | Burns | O | Psychosocial impact of scarring | Disability resource guide due (part 1) |
| Week 12 4/ 11 | Chapter 21 & 22 | Cancer | C | Survivorship | <i>Mental Model (due before class)</i> |
| Week 13 4/ 16 | Article | Self-care | O | Window of tolerance | |
| Week 13 4/ 18 | Chapter 15 | Substance Abuse | C | https://youtu.be/fGdi7tz5PF8 | QUIZ 4 |
| Week 14 4/ 23 | | | O | | Disability resource guide presentations (part 2) |
| Week 14 4/ 25 | | | C | https://youtu.be/HJvDrT6N-mw?si=H7iK6KYiqOk0R38W | Disability resource guide presentations (part 2) |
| Week 15 4/ 30 | | | O | Final exam review | Final exam review |
| Week 15 5/2 | | | O | Q & A | Self-care plan due |
| Week 16 | 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 12:00 – 2:00 p.m. For any inquiries, email me or Joshua (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 topics are in the mid-term or final exam review?*

- **Office Hours:** Wednesday 12:00- 2:00 pm. Office Number: 455-A
- **Email:** gsanchezgarci@utep.edu
- Before emailing me, it is strongly encouraged that you,
 - Review the syllabus or
 - check the Blackboard announcements
 - If you still can't find the answers you want, write an email to the TA or me indicating the course name.
- **Announcements:** Check Blackboard announcements or your UTEP email frequently for any updates and important messages.

NETIQUETTE

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider the audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public Internet venue; all postings to it should be considered private and confidential. Whatever is posted in these online spaces is intended for classmates and professors only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

ATTENDANCE AND PARTICIPATION

Our class meets in person every Tuesday from 12:00 to 1:20 pm in the Health Sciences building, room 211. Our online meetings are every Thursday via Zoom from 12:30 to 1:20 pm. However, in the first week of the course, we will meet in person as you will be given more information about the group projects, and the teams will be formed.

Your participation is important not only for your learning and success but also for creating a community of thinkers. Participation is determined by:

- Reading the course material, synthesizing, creating the mental model, writing your questions or arguments, and preparing to participate in class.
- Participating in engaging in discussion with your peers on the discussion boards
- 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

- Writing assignments will be due on the dates indicated in the syllabus via Blackboard. 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 if 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 to students with documented disabilities. Students who become pregnant may also request reasonable accommodations, by state and federal laws and regulations and University policy. Accommodations that constitute undue hardship are not reasonable. To make a request, please register with the UTEP Center for Accommodations and Support Services (CASS). Contact CASS 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

Some AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, can be beneficial during the early brainstorming stages of an activity, and you are welcome to explore them for that purpose. However, keep in mind that AI-generated ideas are not your own and may hinder your ability to think critically and creatively about a problem. It is also important to remember that these technologies often “hallucinate” or produce materials and information that are inaccurate or incomplete—even providing false citations for use.

That said, you are not allowed to submit any AI-generated work in this course as your own. If you use any information or materials created by AI technology, you are required to cite it like you would any other source. Consider how this will affect your credibility as a writer and scholar before doing so. Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR).

COURSE RESOURCES. Where you can go for assistance.

UTEP provides a variety of student services and support. Please refer to the QR code below for a listing of campus resources.

