

# THE UNIVERSITY OF TEXAS AT EL PASO

Bachelor of Sciences in Rehabilitation Sciences

## SYLLABUS

### COURSE INFORMATION

DRSC 3311: Mental Health in Rehabilitation Science

CRN: 13497

Term: **Fall 2024**

Delivery method: Hybrid

- Tuesdays. In-person 10:30 – 11:50 am.
- Thursdays. Online 10:30 – 11:50 am (links on Blackboard “Zoom Lectures”).

Location: Health Sciences 206

### INSTRUCTOR INFORMATION

Dr. Georgina Sanchez-Garcia

Email: [gsanchezgarci@utep.edu](mailto:gsanchezgarci@utep.edu)

Please use my email address, not Blackboard messages

Office Hours: Wednesdays 12:00 – 2:00. Room CHS 455. Also available by appointment

### 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:

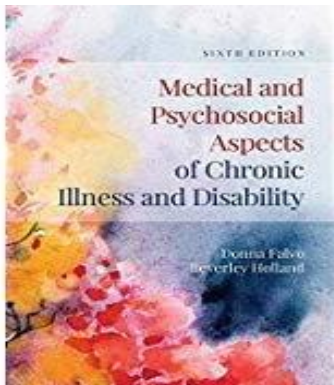
1. Describe the epidemiology, etiology, symptoms, and treatment

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.

Thus, by the end of the semester, students should make improvements in the following skill areas related to the UTEP Edge initiative:

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. R., & Holland, B. E. (2017). *Medical and psychosocial aspects of chronic illness and disability* (6th ed.). Jones & Bartlett

**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 (15 classes)	5	75
Mental model (5)	10	50
Discussion Post (2)	10	20
Quiz (4)	50	100
Exam (2)	200	400
Podcast (1)	200	200
Disability Resource Guide (1)	100	100
Self-care Plan (1)	55	55
<b>Total</b>		<b>1000</b>

## SUMMARY OF ASSIGNMENTS

**Important:** Check Blackboard for further guidelines on assignments

### Attendance and participation (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 your ability 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 it 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 some classes, 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 (15 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 one group project. To ensure professionalism and fairness, all teams must sign a group contract, similar to an informed consent form with clients or patients, so that all the parties agree with the plan and follow the treatment regimen. This will be discussed further in class.

## Mental Health Video Podcast (200 points)



Groups of four students will research and create a 12-minute (approx.) 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 13). 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](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)

You will develop a resource for people with disabilities, families, and communities on an assigned health condition. The guide should be 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 6 to 8 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 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. Gather information on support groups for individuals with a specific health condition**
  - Find 5 support groups and visit the organization's website
  - Identify their mission, goals, and key services they provide
  - Include support groups (if any) for family members and others impacted by the condition
  - Include shortcomings you noticed when reviewing the information
  - Prioritize support groups in the El Paso region

- c. **Create a website bibliography** of 10+ websites related to the condition, with URL, content description, and observations such as usability. Local-level organizations are preferred, but you can expand to the state and national levels if there are not enough organizations in El Paso.

### Quiz (25 points each)



There will be two 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 (55 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 optimal overall health.


## SCHEDULE OF CLASSES (Subject to Change)

\*Note: Lectures will be during live class sessions, Zoom lectures, and pre-recorded sessions

### WEEKLY SCHEDULE

	Date	Topic	Assignments	Assignments & Exams Due
Week 1	Mon, Aug 26	Class Introduction	Course Syllabus	
	Wed, Aug 28	Tour Learning Studio <b>UGLC 110</b>		Learning Studio reservation link <a href="https://www.utep.edu/technologysupport/Resources/RoomReservations.html">https://www.utep.edu/technologysupport/Resources/RoomReservations.html</a>
Week 2	Mon, Sept 2		LABOR DAY <b>No class</b>	
	Wed, Sept 4	- Models of disabilities - Psychosocial functional aspects (Zoom lecture)	Read Falvo & Holland, Ch. 1 & 2	<b>Mental model (CH 1) by 9/4</b>

Week 3	Mon, Sept 9	Psychiatric disorder	Falvo & Holland, Ch.13 & 14	Mental Model (due before class)
	Wed, Sept 11	Psychiatric disorders II (slides or recording)		
Week 4	Mon, Sept 16	Traumatic Brain Injury	Falvo & Holland, Ch 4	Discussion Post 1 by <b>9/22</b> at 11:59pm
	Wed, Sept 18	TBI (Zoom lecture or recording)		
Week 5	Mon, Sept 23	Stroke	Falvo & Holland, Ch 5 <a href="https://www.stroke.org/en/about-stroke/effects-of-stroke/emotional-effects/personality-and-mood-changes">https://www.stroke.org/en/about-stroke/effects-of-stroke/emotional-effects/personality-and-mood-changes</a>	Mental model (due before class)
	Wed, Sept 26	Traumatic spinal cord (Zoom lecture or recording)	Falvo & Holland, Ch 7	
Week 6	Mon, Sept 30	Arthritis	Falvo & Holland, Ch 25	<b>QUIZ 1</b> (BB online)
	Wed, Oct 2	Quiz 1		
Week 7	Mon, Oct 7	Chronic Pain	Falvo & Holland, Ch 27	Mental model (due before class)
	Wed, Oct 9	MID TERM REVIEW (Zoom meeting)		
Week 8	Mon, Oct 14			<b>MIDTERM EXAM</b> (In person)
	Wed, Oct 16	Multiple Sclerosis (slides or recording)	Falvo & Holland, Ch 8	
Week 9	Mon, Oct 21	Alzheimer's condition	Falvo & Holland, Ch 9 (pp 121-128)	Discussion Post 2 By <b>10/27</b> at 11:59pm
	Wed, Oct 23	Parkinson (slides or recording)		
Week 10	Mon, Oct 28	Cerebral Palsy	Falvo & Holland, Ch 11	<b>Disability Resource Guide by 11/3</b>
	Wed, Oct 30	Spina Bifida (recording)		
Week 11	Mon, Nov 4	Diabetes Mellitus	Falvo & Holland, Ch 23 & 28	Mental model (due before class)

	Wed, Nov 6	Cardiovascular condition (recording)	<a href="https://youtu.be/dD9RvQwGpz8">https://youtu.be/dD9RvQwGpz8</a>	
Week 12	Mon, Nov 11	Chronic kidney condition	Falvo & Holland. Ch 30	
	Wed, Nov 13	Quiz 2		<b>QUIZ 2</b> (Blackboard)
Week 13	Mon, Nov 18	Burns	Falvo & Holland. Ch 26 & 32	<b>Podcast project by 11/24</b>
	Wed, Nov 20	Amputations (slides or recording)	<a href="https://youtu.be/bX8QMO9YvLs">https://youtu.be/bX8QMO9YvLs</a>	
Week 14	Mon, Nov 25	Last Lecture: Self-care	Read article	
	Wed, Nov 27	Reflection (slides)	<i>Happy Thanksgiving</i> 	
Week 15	Mon, Dec 2	Exam review (zoom meeting)	Study for Final Exam	<b><i>Self-Care Plan DUE</i></b>
	Wed, Dec 4	Q & A session		
Week 16	Wed, Dec 11 10:00 am – 12:45 pm	Final Exam		<b>FINAL EXAM</b>

\*The information above is subject to change.

## COURSE INSTRUCTION FORMAT AND DESIGN

This course is in a hybrid format, which includes live class sessions, pre-recorded lectures, Zoom lectures, and online discussion boards. The live sessions will occur on the day and time indicated at the top of the syllabus and will be conducted in person. Please note that the course format is subject to change based on UTEP policies and/or changes in health circumstances.

This course uses Blackboard, so all course materials—syllabus—will be posted on Blackboard.

Note: Course announcements will be communicated in class, via Blackboard, and/or by email. Students are required to regularly check Blackboard and their email

## Technology Requirements

Course content is delivered in person and via the Internet through the Blackboard learning management system. Ensure your UTEP email 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 laptop computer with a working microphone and webcam. If you need a laptop this semester, you may apply to check one out via UTEP

### **Technology Support Equipment Checkout**

([https://www.utep.edu/technologysupport/TSCenter/tsc\\_eqcheckout.html](https://www.utep.edu/technologysupport/TSCenter/tsc_eqcheckout.html)). You will need to download or update the following software: Microsoft Office and Adobe Acrobat Reader. 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 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 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:** How we will stay in contact with each other:

- **Office Hours:** Students will have the option to attend office hours face-to-face (in person) or online (technology permitting). The times for my office hours are listed at the beginning of this syllabus.
- **Email:** UTEP email is the best way to contact me. When emailing me, please put the course title in the subject line. In the body of your email, clearly state your question. At the end of your email, be sure to put your first and last name.
- **Announcements:** Check the Blackboard announcements and your email for important messages.

### **Netiquette**

As we know, sometimes communication online can be challenging. It is 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 Policy and Course Drop Policy**

Attendance will be taken. Students are strongly encouraged to attend all live class sessions (in person). Students also are expected to listen to any pre-recorded lectures each week. Also, please note the following:

- The instructor reserves the right to accept, or not, excuses related to medical issues. Students with severe medical problems that result in missing a majority of the semester may want to consider a complete withdrawal from the university for medical purposes.
- Excuses for missed exams and other course assessments may not be accepted by the instructor as valid excuses. For example, missing any exams or other course assessments due to vacations and pre-booked travel arrangements is not a valid excuse.
- 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.

### **Illness Precautions**

Please stay home if you have symptoms of a communicable illness. If you are feeling unwell, please let me and the teaching assistant know via email as soon as possible, so that we can work on appropriate accommodations (documentation may be required). Our email addresses are available at the top of the syllabus. Please see below for specific policies on missed exams.

### **Final Exam Policy**

The Final Exam will be in-person and available through Blackboard during the Final Exam testing period (listed in the Schedule of Classes). Students are required to bring a laptop computer to class on the date of the exam. It will consist of multiple-choice questions and cover material from the course readings, class lectures, and/or class discussions after the midterm exam. The exam must be taken on the indicated day unless you have a valid university-accepted excuse. If it is allowable to take the final exam on a different day/time, then the exam may be of a different format than the original exam.

### **Midterm Exam Policy**

The Midterm Exam will be in-person during the class session. Students are required to bring a laptop computer (with a working microphone and webcam) to class on the date of the exam as it will be submitted on Blackboard. The midterm exam will consist of multiple-choice questions, and it will cover material from the course readings, class lectures, and/or class discussions up to the date of the midterm

exam. The midterm exam is considered over when the instructor is no longer in the room. Please do not be late.

**No make-up midterm** exam will occur without a student having provided to the instructor valid documentation explaining or excusing the absence. The instructor has the discretion to decide if make-up is allowable outside the university's excused absences. If you miss an exam due to an emergency or illness, you must email me (and confirm with me that I have received your notification attempt) as soon as possible to arrange a make-up exam. A make-up exam may be of a different format than the original exam.

### **Other Course Communication**

In addition to standard in-class announcements during live class sessions, other course announcements will be communicated via Blackboard and/or email. Students are required to regularly check Blackboard and their UTEP-recognized preferred email address (i.e., the email address that they indicated to UTEP as their preferred email address).

### **Other Course Policies and Expectations**

- Debate and discussion are important in the critical evaluation of health ethics. It is expected that students will treat the instructor and other students with respect, including refraining from disparaging remarks, personal insults, derogatory comments, and other unprofessional behavior, in person or electronically. Any problem related to disruptive or threatening behavior may result in immediate and follow-up responses by the instructor and/or relevant UTEP offices, including (but not limited to) the student being asked to leave the class and the student being dropped from the course.

### **Email Protocol**

When emailing me, please put the course title in the subject line. In the body of your email, clearly state your question, concern, or comment. At the end of your email, be sure to put your first and last name. Please do not email me about information you can obtain from the syllabus. I generally do not answer substantive material from lectures or readings via email, as it is not an effective means of communicating. If there is class material you are confused about, please come see me during my office hours.

### **Academic Integrity and Dishonesty**

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. 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.

### **Artificial Intelligence (AI)**

The use of artificial intelligence tools (such as Chat GPT) is NOT permitted in this course to complete any course activity. 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).

### **Plagiarism Detecting Software**

Some of your coursework and assessments may be submitted to SafeAssign, a plagiarism-detecting software.

### **Accommodations Policy**

The University is committed to providing reasonable accommodations to students with documented disabilities. Students who become pregnant may also request reasonable accommodations, following 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](mailto:cass@utep.edu), or apply for accommodations online via the CASS portal.

Students with accommodations approved by CASS are encouraged to set up a meeting with the instructor within the first two weeks of the semester (or within the first two weeks after receiving the accommodations if the accommodations are approved after the start of the semester). It is the student's responsibility to contact me and arrange a meeting date/time that is mutually convenient.

### **Resources for Students**

Many UTEP students are experiencing very difficult situations. Please remember that UTEP offers many assistance resources for students! Please see the information below for available services and support. This assistance is available and created for you!

#### UTEP Student Success Resource Hub

- This hub is a single website that lists all available services and support for UTEP students. You can visit the website through the QR code or the URL below. [https://www.utep.edu/advising/student\\_resources/student-success-resource-hub.html](https://www.utep.edu/advising/student_resources/student-success-resource-hub.html)



If you can't find the resources that you need or would like additional assistance, you can contact the UTEP Student Success Help Desk at [studentsuccess@utep.edu](mailto:studentsuccess@utep.edu) or (915) 747-8887. They are ready to help you. If you have any challenges with the UTEP Student Success Help Desk (or with finding assistance more generally), please contact me and I am happy to help!