Course Syllabus
DRSC 3311
Mental Health in Rehabilitation Sciences
The University of Texas at El Paso

Course Number: DRSC 3311

Course Title: Mental Health in Rehabilitation Sciences
Catalog Course Description: Exploration of the medical issues, psychological and social barriers experienced by people with chronic disease and disabilities and the dynamics of coping with these conditions in individuals and families. We will also discuss 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 neurological disorders.

Course Prerequisites: Admission to the Bachelor of Science in Rehabilitation program or department approval.

Semester Credit Hours: 3

Class Schedule: Tuesdays & Thursdays, 12-1.20 PM. This class will be fully online. Lectures and corresponding class materials will be provided on Blackboard (BB) by the original class time (i.e., Tuesdays and Thursdays at 12 PM). A live lecture will be held via Zoom on Tuesdays from 12-1.20 PM on a weekly basis (Thursday live lectures may be added or replace a Tuesday lecture in exceptional cases). All live lectures will be recorded and posted on BB for students who are unable to attend.

Class Location: Online

Instructor: Isabel K. Latz, Ph.D.
Contact: iklatz@utep.edu

Office Hours: Wednesdays from 3:00-4:00 PM, or by appointment, via Blackboard Collaborate Ultra.

For any questions about class materials, submission requirements, Blackboard, this syllabus, or anything else related to this class, feel free to contact me at any time.

Required Readings:

Additional readings and videos will be posted on Blackboard. Students are required to read and watch all relevant class materials prior to class according to the schedule in the syllabus and content on Blackboard, and be prepared to discuss them in discussion board posts and during live lectures. Students are expected to research and find resources required for assignments.

Format: The course is going to be fully online with all relevant materials shared via Blackboard (BB). Students will be asked to make an active, significant contribution in weekly live lectures and during discussion board posts following new lectures, submit assignments on time, and take exams via BB. Students have the responsibility for demonstrating their knowledge of assigned readings and additional materials which are expected to be completed in line with the course schedule on p.8&9.

Blackboard (BB): The electronic platform for this course will be BB. All course materials including this syllabus, PowerPoint presentations, videos, and additional materials will be added onto the BB course page organized into 4 modules to make it easier for students to find materials for each week in the semester. Materials for weeks 1-4, weeks 5-8, weeks 9-11, and weeks 12-15 will each be included in separate modules. Assignments and instructions for uploading materials will be provided on BB as well. Please note that any assignments given are to be uploaded onto BB by the specified deadline. Late submissions will receive point reductions. Students are responsible for being aware of assignments and uploading them onto BB by the designated due date. Students are responsible for checking BB and their UTEP Email regularly for course announcements and updates.

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.
4. To the extent that is safe and possible during the Covid-19 pandemic and depending on community need, support student participation in experiential learning in workplace and/or community settings (this may be via telehealth,
online, or phone interventions) to ground their understanding of the influence of language, culture, and environmental contexts on chronic illness and disability; alternatively, students' knowledge will be deepened through research about available rehabilitation services and local organizations for a course paper.

Learner Objectives. Upon completion of this course the student 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.

Course Exams & Assignment Descriptions

The following exams and assignments will be required as part of this course:

(1) Exams (400 possible points)
- Four exams will be provided at the end of each module to assess your knowledge of all course materials up to that point. Each exam is worth 100 points based on 50 multiple-choice questions, worth 2 points each. Exams will be open-book exams, available on BB. You will have 75 minutes to complete an exam (1 ½ minutes per question). Exams will be available between Thursdays at noon and Sundays of the last week of each module (except for exam 4, available from Monday, May 10 to Thursday, May 13). You will only be able to take an exam once. If you are experiencing difficulties with an exam submission because of a technical issue, lost connection, or similar issue, please contact the UTEP Help Desk or let me know, so I can arrange for you to re-submit the exam.
- If you miss an exam without a reasonable excuse (e.g., illness, family emergency, participation in a college sponsored activity), you will receive 0 points for the missed exam. No make-up exams will be given. No late submissions will be accepted.
- If you miss an examination for a legitimate reason, then your other examination will be counted extra to compensate for the missed work (e.g., the average points of three exams you took would substitute your score for the exam you missed).

(2) Discussion board participation (200 possible points)
- Students will be asked to add 1 comment or question and 1 response to another student to each weekly discussion board. For every 2 lectures, there will be 1 discussion board forum (=15 in total / 1 per week)
• **Unless otherwise specified, discussion board comments or questions are always due on FRIDAYS at 11:59 PM and responses to another student are due on SUNDAYS at 11:59 PM.**

• You will receive **10 points** for each of your comments/questions and response posts; if you only post a comment/question or only a response to another student, you will get **5 points**. **You will receive 0 points** if you make no contribution. Late contributions will be subject to point reduction.

• **For week 1, please introduce yourself in your discussion board post** – this will count for 10 points and replace the requirement to post a question/comment and response to another student.

• If you contribute to each weekly discussion board forum with a comment/question and response to another student, you will receive an **additional 50 points** at the end of the semester. These posts have to be made on time to receive the 50-point credit.

• Your discussion board participation for the whole semester is worth up to **200 points**.

• Comments, questions, and responses need to demonstrate some level of engagement with the class materials. For instance, it is not sufficient to just agree/disagree with another student, but in addition, a reasoning behind the agreement/disagreement would be required. Similarly, if you are asking a question, please explain what led you to ask this question. Otherwise, there are no specific length requirements for a post, as long as they meet these requirements. Failing to meet these requirements will result in a lower score for your discussion board posts.

(3) **Group presentation (200 possible points)**

• The instructor will form groups of 4-5 students to create a presentation together, focused on a disability or chronic disease we will learn about in class. Groups can work on presentations virtually, using Blackboard, their UTEP Email, and other online tools.

• Presentations would not need to be presented orally – instead, groups should submit the MS Power point slides for their presentation.

• Specific instructions regarding possible topics, presentation formats, and contents will be provided to you on BB.

• **Due date:** May 10, end of day (no late submissions accepted)

(4) **Service learning activity* or research paper (200 possible points)**

• Students will be asked to either contribute 20 hours of service-learning (depending on community need*) or write a research paper focused on an organization providing rehabilitation services – students can choose between these options.

  +*Community need for service learning is currently being determined by the Center for Community Engagement

• Guidelines for the paper include: APA format, double spaced, at minimum 5 pages (not including title page or references). Further instructions will be provided during live lectures and on BB.
• Successful completion of either of these activities is worth up to 200 points.
• **Due date: May 10, end of day (no late submissions accepted)**

**Grade Distribution:**

Students can potentially earn **1,000 points** in this course based on successful completion of the following assignments and exams:

- 400 points: 4 Exams
- 200 points: Discussion board participation
- 200 points: Group presentation
- 200 points: Service learning activity or research paper

**Grading Scale:**

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,000 - 900</td>
<td>A</td>
</tr>
<tr>
<td>899 – 800</td>
<td>B</td>
</tr>
<tr>
<td>799 – 700</td>
<td>C</td>
</tr>
<tr>
<td>699 – 600</td>
<td>D</td>
</tr>
<tr>
<td>599 points or below</td>
<td>F</td>
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</tbody>
</table>

**Class Policies**

**Participation is a key part of this course.** Students should read/view all class materials prior to each class (see course schedule). That way, students will be able to better understand each lecture and make informed contributions to the live lectures and discussion board. I ask each of you to take responsibility for building an online classroom environment based on trust, respect, and community while at the same time challenging each other in intellectually rigorous discussions.

**Attendance Policy:** Since this class will be fully online, your class participation will be assessed based on contributions during live lectures and in the discussion board (in addition to completion of examinations and assignments by their due date).

**Guidelines for online communication:** 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 guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider your 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 on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

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.

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.

Incomplete grade policy: An “I” (incomplete grade) can only be considered only if requested by the student in advance of the conclusion of the course and only for legitimate, documented emergencies. Failure to request and negotiate the terms of an “Incomplete” grade before the conclusion of the course will result in a denial except in the most extraordinary circumstances.

Class recordings: The use of recordings will enable students to have access to live lectures they are unable to attend. 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 statement 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.

Covid-19 accommodations: Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact Center for Accommodations and Support Services (CASS) to discuss temporary accommodations for on-campus courses and activities (none scheduled for this class). Apply at cassportal.utep.edu and fill out a three-question
application. You will be scheduled to meet with disability coordinator to discuss your unique situation.

**COVID-19 precautions:** 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. Reports should be made at [screening.utep.edu](http://screening.utep.edu). 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.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website ([screening.utep.edu](http://screening.utep.edu)) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection. Wear face coverings when in common areas of campus or when others are present.

**Resources: Where you can go for assistance**

**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.
- **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.
**COURSE SCHEDULE**:  

<table>
<thead>
<tr>
<th>Course Week</th>
<th>Date</th>
<th>Topics</th>
<th>Reading Assignment (please always check the class folders for additional readings/viewing materials)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>1/19</td>
<td>Course introduction; syllabus; BB learning environment; “Far from the tree” introduction</td>
<td>Syllabus</td>
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<tr>
<td></td>
<td>1/21</td>
<td>Far from the tree – experiences of “Otherness” based on disability, identity, and deviation from social norms</td>
<td>Reading provided on Blackboard</td>
</tr>
<tr>
<td>Week 2</td>
<td>1/26</td>
<td>Conceptualizing Chronic Illness and Disability; Psychosocial/ Functional Aspects</td>
<td>Chapter 1; Service learning activities overview* (*tentative)</td>
</tr>
<tr>
<td></td>
<td>1/28</td>
<td>Conceptualizing Chronic Illness and Disability; Psychosocial/ Functional Aspects (cont.)</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Week 3</td>
<td>2/2</td>
<td>Psychiatric Disorders (Guest speaker: Monica Chavira)</td>
<td>Chapter 13</td>
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<tr>
<td></td>
<td>2/4</td>
<td>Psychiatric Disorders (cont.)</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>Week 4</td>
<td>2/9</td>
<td>Substance-related and addictive disorders;</td>
<td>Chapter 15</td>
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<tr>
<td></td>
<td>2/11</td>
<td><strong>Exam #1</strong></td>
<td><strong>Exam covers weeks 1-4</strong></td>
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<tr>
<td>Week 5</td>
<td>2/16</td>
<td>Neurodevelopmental disorders (Autism Spectrum Disorder)</td>
<td>Chapters 12</td>
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<tr>
<td></td>
<td>2/18</td>
<td>Developmental conditions (Cerebral Palsy, Spina Bifida)</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>Week 6</td>
<td>2/23</td>
<td>Nervous System; Neurological Disorders (TBI)</td>
<td>Chapters 3&amp;4</td>
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<td></td>
<td>2/25</td>
<td>Neurological Disorders (Stroke)</td>
<td>Chapter 5</td>
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<tr>
<td>Week 7</td>
<td>3/2</td>
<td>Neurological Disorders (Multiple Sclerosis)</td>
<td>Chapter 8</td>
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<tr>
<td></td>
<td>3/4</td>
<td>Neurological Disorders (Epilepsy)</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Week 8</td>
<td>3/9</td>
<td>Conditions of the Eye and Blindness</td>
<td>Chapter 16</td>
</tr>
<tr>
<td></td>
<td>3/11</td>
<td><strong>Exam #2</strong></td>
<td><strong>Exam covers weeks 5-8</strong></td>
</tr>
</tbody>
</table>

*March 15-19 Spring Break – Enjoy your break!*
<table>
<thead>
<tr>
<th>Week 9</th>
<th>3/23</th>
<th>Introduction to the Immune System</th>
<th>Chapter 19</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>3/25</td>
<td>Hearing Loss &amp; Deafness</td>
<td>Chapter 17</td>
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<tr>
<td>Week 10</td>
<td>3/30</td>
<td>Chronic Pain</td>
<td>Chapter 27</td>
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<td></td>
<td>4/1</td>
<td>Musculoskeletal System</td>
<td>Chapter 24</td>
</tr>
<tr>
<td>Week 11</td>
<td>4/6</td>
<td>Rheumatic Conditions &amp; Lupus</td>
<td>Chapter 25</td>
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<td></td>
<td>4/8</td>
<td>Conditions of the Cardiovascular System</td>
<td>Chapter 28</td>
</tr>
<tr>
<td>Week 12</td>
<td>4/13</td>
<td>Conditions of the Cardiovascular System (cont.)</td>
<td></td>
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<tr>
<td></td>
<td>4/15</td>
<td><strong>Exam #3</strong></td>
<td>Exam covers weeks 9-12</td>
</tr>
<tr>
<td>Week 13</td>
<td>4/20</td>
<td>Diabetes and other endocrine conditions</td>
<td>Chapter 23</td>
</tr>
<tr>
<td></td>
<td>4/22</td>
<td>Chronic kidney disease</td>
<td>Chapter 30</td>
</tr>
<tr>
<td>Week 14</td>
<td>4/27</td>
<td>Introduction to cancers</td>
<td>Chapter 21</td>
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<tr>
<td></td>
<td>4/29</td>
<td>Specific cancers &amp; their management</td>
<td>Chapter 22</td>
</tr>
<tr>
<td>Week 15</td>
<td>5/4</td>
<td>Special topics lecture: Mental health challenges during Covid-19</td>
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<tr>
<td></td>
<td>5/6</td>
<td>Pulmonary disease, Asthma, conditions of pulmonary system</td>
<td>Chapter 29</td>
</tr>
<tr>
<td>Week 16</td>
<td>5/10</td>
<td><strong>Exam #4 (available till Thursday, May 13)</strong></td>
<td>Exam covers weeks 12-15</td>
</tr>
</tbody>
</table>

*This schedule is tentative, as dates/contents of lectures and exams may be changed.*
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 the university that all suspected cases or acts of alleged scholastic dishonesty must be referred to the Dean of Students for investigation and appropriate disposition. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. “Cheating” includes:

1. Copying from the test paper of another student, engaging in written, oral, or any other means of communication with another student during a test, or giving aid to or seeking aid from another student during a test;
2. 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;
3. Collaborating with or seeking aid from another student for an assignment without authority;
4. Substituting for another person, or permitting another person to substitute for one’s self, to take a test; and
5. 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](http://www.utep.edu/dos/acadintg.htm) for further information.

**Special Accommodations:** I will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please contact me prior to or in the first two weeks of this course to discuss any special needs you might have. If you have a documented disability and require specific accommodations, you will need to contact the Center for Accommodations and Support Services in the East Union Bldg., Room 106 within the first two weeks of classes. The Center for Accommodations and Support Services can also be reached in the following ways:

Web: [http://sa.utep.edu/cass/](http://sa.utep.edu/cass/)
Phone: (915) 747-5148 voice or TTY
Fax: (915) 747-8712

Any errors in the above syllabus are subject to correction and all course requirements are subject to revision. Students will be notified in writing of all changes made to this syllabus.

*If any of the information in this syllabus is unclear to you or you have any questions, please don’t hesitate to reach out to me at: iklatz@utep.edu*

*If this syllabus needs to be corrected or updated, the instructor will share a revised copy with students.*

*Thank you and I look forward to sharing this semester with you!*