

**The University of Texas at El Paso**  
**Department of Rehabilitation Sciences**  
**Course Syllabus - DRSC 3311 Mental Health in Rehabilitation Sciences**  
**CRN#28913**  
**Spring 2019 (January 22<sup>nd</sup> – May 17<sup>th</sup>)**

**Faculty:** Dr. Roshanak Jafari, MD

**Contact:** [rjafari@utep.edu](mailto:rjafari@utep.edu)

**Office Location:** Health Sciences and Nursing Building, Room 419 (main campus)

**Office Hours:** MW: 1:30 – 2:30 p.m.

**Class Schedule:** Tuesdays & Thursdays, 5.00 – 6:20 p.m.

**Class Location:** Campbell Building, Room 212

**Important dates:**

<b>Jan 22</b>	<b>Classes begin</b>
<b>Mar. 18 - 22</b>	<b>Spring Break (No Classes)</b>
<b>Mar. 29</b>	<b>Cesar Chavez Day Observance/ Spring Study Day (No Classes)</b>
<b>Apr. 5</b>	<b>Course drop deadline (Last day to drop with an automatic W)</b>
<b>May 9</b>	<b>Last day of classes</b>
<b>May 14</b>	<b>Final exam: 4:00 p.m. – 6:45 p.m.</b>

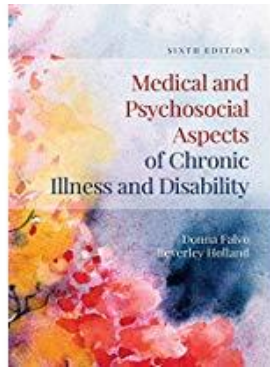
**Catalog Course Description:** Exploration of the medical issues, psychological and social barriers experienced by people with chronic disease and disabilities and the dynamics of coping with these conditions in individuals and families. Models of change, linguistic and cultural issues involved with 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 neurological disorders.

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

**Semester Credit Hours:** 3

**Required Readings:**

Falvo, D. *Medical and Psychosocial Aspects of Chronic Illness and Disability*. 6<sup>th</sup> Edition. Jones and Bartlett Publishers, Sudbury, MA. 2018



Additional readings and videos will be posted on Blackboard. Students are required to read these and be prepared to discuss them during class. Students are expected to research and find resources required for group assignments.

**Format:** The course is interactive format where faculty will provide a structure and format for class sessions and students are expected to come prepared, make an active, significant contribution to the discussions. Students have the responsibility for demonstrating their knowledge of assigned readings which are expected to be completed PRIOR to the session assigned. The course also includes the use of i-Clicker Reef and in-class group activities.

**Classroom Polling (iClicker):**I'm excited to let you know that I will be using a cloud-based student response software by iClicker in class this semester. This will help me understand what you know, give everyone a chance to participate in class, and allow you to review the material after class. I will be using this software to keep track of attendance; please refer to the attendance policy of this syllabus. In-class participation through iClicker will account for 10 % of your final grade.

You will need to create an iClicker Reef Student account to participate in class using your laptop, smart phone, or tablet connected to the university's Wi-Fi (UTEPSecure) or to your mobile data plan.

**Creating Your iClicker REEF Student Account through Blackboard:** Sign in to Blackboard and click my course [28913.201920: Spring 2019 - Mental Health in Rehab Science \(DRSC-3311-002\)](#). Search for the iClicker REEF icon, this should be on the Home Page. Click this link to launch a special instance of REEF, then log in or create a new REEF account if you don't already have one. You should **use your university email address** ([username@miners.utep.edu](mailto:username@miners.utep.edu)) when creating your account. If you need to change your email address or password, edit your REEF account profile. Signing into REEF through the link in Blackboard will automatically add you to my course.

**Note:** You will not need to purchase a subscription to use iClicker REEF this semester because it is provided to you for free.

**Creating Your iClicker Reef Student Account:** (if not using Blackboard)  
Students who do not have an existing REEF account, need to go to [iclicker.com/students](http://iclicker.com/students) or download the iClicker Reef Student app from the App Store or Google Play to sign up for a Reef

account. iPad users need to change the search to iPhone App. You should **use your university email address** (@miners.utep.edu) when creating your account. If you need to change your email address, or password, edit your account profile. Do ***not*** create and use more than one Reef account as you will only receive credit from a single account.

**Note:** You will not need to purchase a subscription to use iClicker REEF this semester because it is provided to you for free.

**Cheating:** I consider submitting votes for a fellow student to be cheating and a violation of the University Honor Code. If you are caught voting for another student or have votes in a class that you did not attend, you will forfeit all Reef points and may face additional disciplinary action.

**Blackboard:** The electronic platform for this course will be Blackboard. All course material, including this syllabus, Power Point presentations, videos, and additional articles will be added onto the Blackboard course page. Weekly materials will also be organized into 4 Modules to make it easier for students to find material pertaining to each week in the semester. For example, material for weeks 1-4, weeks 5-8, weeks 9-11, and weeks 12-15 will each be included in separate Modules. ***Please note that any assignments given are to be uploaded onto Blackboard by the specified deadline. No late submissions will be accepted.*** Students are responsible for being aware of assignments and will upload them onto Blackboard before the designated due date. Students are responsible for checking Blackboard daily for course announcements and updates through the my.utep.edu portal.

### **Course Goals:**

1. Introduce students to models of chronic illness and disability in both physical and mental health contexts.
2. Help students to develop a working knowledge of various conditions that result in chronic illness, mental illness, and disability.
3. Provide an opportunity to explore psychosocial aspects of living with a chronic illness or disability.
4. Facilitate student participation in experiential learning in workplace and/or community to ground their understanding of the influence of language, culture and environmental context on chronic illness and disability.

**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 in persons with chronic illness and disabilities.

## Course Assignment Descriptions

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

- Exams (40%)
  - Four exams will be provided to assess your knowledge of material and class discussions. Three exams will be given during the semester. The final exam will be given during the finals week of this semester on Tuesday, May 14. Each exam is worth 10% of your final grade and will cover one of the four modules of the course. No make-up exams will be given!
  
- Service Learning Project (20%)
  - Students will submit a one-page summary of the SL location they've contacted, their potential schedule for completion of hours, and possible activities and/or observations they would like to conduct at those sites. Summary is due by **Thursday, February 14<sup>th</sup> @ 5 p.m.**
  - Students will complete a total of 20 SL hours in two community settings that provide services to residents who experience chronic illness, mental illness, or disabilities. ***Please note that you are required to complete 3-5 hours (out of the 20) at an Emergence Health Network site.*** Students will be given a list of selected sites to complete these hours and will be responsible for documenting their time on the CUE website. Students will also submit log of hours completed and signed by SL site supervisor to the CCE office. Service Learning hours must be completed by **Tuesday, April 30<sup>th</sup>, 2019 at 5 p.m.**
  - Students will submit a 2-page single spaced reflection paper on their service learning experience. Reflection paper will be due on **Tuesday, May 7<sup>th</sup>, 2019 at 5 p.m.**
  
- I-Clicker – Quizzes relating to content of the day (20%)
  - Professor will create short quizzes that relate to the material being covered on that specific day. Students are to log on and use the I-Clicker app to sign in and respond to the questions being given. Individual scores will be collected and added towards the total score.
  
- Group Activities (20%)
  - 5-8 graded group activities are planned in the semester
  - Students will be placed into groups randomly by the professor in the first week of class; students will remain in the same group through the semester
  - Students will form into groups of 5-6 and will be given a task to complete related to the week's content, *with all students getting the same grade*
  - Each group will submit a 2-page summary of their discussion and recommendations pertaining to the case study presented
  - Absence of **any** member will result in loss of 50% of grade for that week. Continued absences will result in removal from group and student will work independently or be given a zero for this course component.

**Note: Participation is a key part of this course.** Students should read and complete assignments beforehand, and should be prepared to come to class to discuss, answer questions, and participate in all class activities. Power Point material is being provided to you ahead of time to encourage you to review prior to class. ***Note that I-Clicker quizzes will be given regularly and it's in your best interest to be familiar with the content of the lecture to do well on these quizzes.*** I ask each of you to take responsibility for building a classroom environment based on trust, respect, and community while at the same time challenging each other in intellectually rigorous discussions.

Each day of absence will result in a (1%) reduction in the overall course grade. Each incident of tardiness/leaving early resulting in missing more than 30 minutes of the class session will result in a (1%) deduction from the overall course grade. Please contact me ahead of time via email to report reasons for your absence.

**Grading:**

Your grade in this course is based on a combination of Exams, Service Learning and Participation (i-Clicker quizzes & Group Activities) in class. Grades are based on a straight percentage scale; there is no curve and no +/- grades are awarded. So, an A=100-90%, a B=89-80%, a C=79-70%, a D=69-60%, and F=<60%.

**Grading Policy:**

- 40%: 4 Exams (10% each)
- 20%: Service Learning (SL) broken down into the following:
  - a. One-page summary of SL location and schedule/activities (4%)
  - b. Completion of 20 SL hours (8%)
  - c. Completion of 2-page Reflection Paper (8%)
- 20%: I-Clicker quizzes
- 20%: Group Activities

**COURSE SCHEDULE**

*\*the following schedule is tentative, as dates of lectures and exams may be changed*

<b>Course Outline</b>	<b>Date</b>	<b>Topic/ Class Activity</b>	<b>Reading Assignment (subject to revisions)</b>
Week 1	1/22	Course Introduction and Guidelines & I-Clicker overviews	Class Introductions 2 Guest presentations (I-Clicker & Intro to Service Learning)
	1/24	Service Learning	Class Introductions Guest presentations (SL)
Week 2	1/29	Conceptualizing Chronic Illness and Disability; Psychosocial & Functional Aspects	Chapters 1 & 2
	1/31	Case studies / Group Activities	

Week 3	2/5	Psychiatric Disorders	Chapter 13 (Emergence Health Network -TBA)
	2/7	Psychiatric Disorders	Chapter 14 (Emergence Health Network - TBA)
Week 4	2/12	Substance Abuse Disorders	Chapter 15 (Emergence Health Network – TBA)
	2/14	<b>Exam #1</b>	<i>Emergence Health Network Exam covers weeks 1-4 SL Summary Due</i>
Week 5	2/19	Autism Spectrum Disorder / Intellectual Disabilities	Chapters 11 & 12
	2/21	Group Activities	
Week 6	2/26	Neurological Disorders (TBI, Stroke)	Chapters 3-5
	2/28	Group Activities	
Week 7	3/5	Neurological Disorders (Epilepsy, Multiple Sclerosis)	Chapters 6 & 8
	3/7	Group Activities	
Week 8	3/12	Conditions of the Eye	Chapter 16
	3/14	<b>Exam #2</b>	<b>Exam covers weeks 5-8</b>
	3/18-3/22	<b>Spring Break – No Classes</b>	
Week 9	3/26	Hearing Loss & Deafness	Chapter 17
	3/28	Case studies/Group Activities	
Week 10	4/2	Musculoskeletal System/Rheumatic Conditions	Chapters 24-25
	4/4	Case Study/Group Activities	
Week 11	4/9	Chronic Pain	Chapters 27
	4/11	<b>Exam #3</b>	<b>Exam covers weeks 9-11</b>
Week 12	4/16	Conditions of the Cardiovascular System	Chapter 28
	4/18	Case Study/Group Activities	
Week 13	4/23	Diabetes / Chronic Kidney Disease	Chapters 23 & 30

	4/25	Case Study/Group Activities	
Week 14	4/30	Pulmonary System	Chapter 29 <i>Service Learning Hours Due</i>
	5/2	Reflection of Service Learning Experience; Group Activity	<i>Guest speaker: Jenna Lujan, CCE</i>
Week 15	5/7	Cancers	Chapters 21-22 <i>Service Learning Reflection Paper due 5/7/19 by 5 pm</i>
	5/9	Case Study/Group Activities	
Final Exam	5/14	<b>Exam #4</b> 4:00p.m. - 6:45 p.m.	<b>Exam covers weeks 12-15</b>

### Class Policies

**Attendance Policy:** It is university policy that all students attend ALL scheduled classes and the final class session. Attendance will be taken at each class. Students are advised that pets, family, work and early vacation plans are not excuses for continual lateness, absences or missed exams and assignments. When a student registers for a course, it is assumed that she/he has made arrangements to avoid such conflicts.

**Policy on Electronic Devices in Class.** Use of personal laptops, cell phones, and other wireless devices (PDAs, MP3 players, smart phones etc.) is permitted as long as use pertains to material being covered in class. The necessity of classroom discussion and other interaction in this course negates the usefulness of laptops as a note-taking device. The use of personal laptops and other electronic devices is also distracting to your classmates and instructor so do not bring these to class or turn them off before coming to class.

**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. Possession and/or use during a test of materials which are not authorized by the person giving the test, such as class notes, books, or specifically designed “crib notes”;
3. 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;
4. Collaborating with or seeking aid from another student for an assignment without authority;
5. Substituting for another person, or permitting another person to substitute for one's self, to take a test; and
6. 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.html> for further information.

**Special Accommodations:** I will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please see me personally before or after class in the first two weeks or make an appointment, 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/>

Phone: (915) 747-5148 voice or TTY

Fax: (915) 747-8712



**Resources:** Academic Writing

For help with writing any assignments for this course, please visit the University Writing Center in person located in the UTEP library Room 227, or online at <http://academics.utep.edu/Default.aspx?tabid=57766> For further information on the writing centers services and hours please call (915) 747-5486.

**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.**