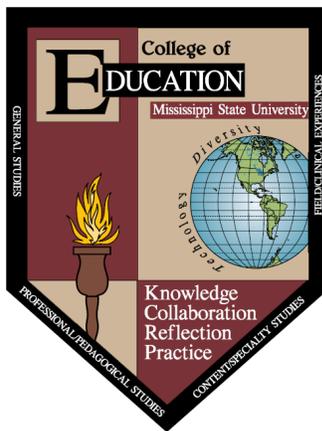


**MISSISSIPPI STATE UNIVERSITY  
COLLEGE OF EDUCATION**

**DEPARTMENT of COUNSELING and EDUCATIONAL PSYCHOLOGY  
COURSE SYLLABUS**

<b>Course Prefix &amp; Number:</b>	COE 3313
<b>Course Title:</b>	Rehabilitation Services
<b>Credit:</b>	3 hours
<b>Course Type:</b>	Lecture
<b>Prerequisite:</b>	None
<b>Catalog Description:</b>	Three hours lecture. Concepts, philosophies, and methods of rehabilitation services for physically, emotionally, or mentally disabled people

**College of Education Conceptual Framework:**



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus

that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

### **Course Objectives:**

At the conclusion of the course, the student should be able to demonstrate attainment of the following course objectives:

1. Student will demonstrate knowledge of experiences and potential challenges for individuals with disabilities in the areas of education, employment, transportation, access to services and communication.
2. Student will demonstrate knowledge of the disabilities from an individual and social perspective.
3. Student will demonstrate knowledge of the definition of rehabilitation and service provisions.
4. Student will demonstrate knowledge of the different rehabilitation services and professionals which assist people with disabilities in living productive and meaningful lives.
5. Student will understand different types of conditions that may qualify as a disability for an individual.
6. Student will understand ethical and legal issues related to individuals with disabilities and employment, transportation, access to services, and other human services activities.

**(NOTE:** Mississippi State University's College of Education is accredited by **NCATE**. As a non-teaching graduate program, the School Counseling program is part of the College of Education's **Advanced Program–General**. The *Conceptual Framework Program Outcomes (CFPOs)* referenced in this syllabus are part of this Advanced Program–General model <http://www.educ.msstate.edu/CEdEPy/Ncate/align.htm> .

### **Topics covered in course:**

Reading Notebook/Log (4)

Quiz (6)

Midterm Exam

Final Interview Paper (Signature Assignment)

### **Texts:**

Bowe, F. (2000). *Physical, sensory, and health disabilities: An introduction*. Upper Saddle River, NJ: Merrill.

Additional readings may be required. In addition, see the bibliography for recommended readings.

## **Recommended Text(s)**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th Ed.). Washington, DC: Author.

## **Method of Instruction:**

Lecture, discussion, small group activities, experiential learning activities, and guest speakers will be integral components of instruction.

## **Student Activities:**

### ***Readings:***

Students are expected to read all chapter assignments and additional assigned readings prior to class and be prepared to discuss topics on scheduled dates. Students should have (3) topics regarding the assigned readings written down to discuss in class. Active participation in all activities is expected (i.e., small group discussion, class-wide discussion, and presentations).

### ***Guidelines for Reading Notebook/Log:***

Keep an annotated record (log) of assigned readings. There are several useful outcomes from keeping a log of readings. First, outlining helps clarify and organize subject matter for more comprehensive understanding of the material. Second, it allows me the opportunity to provide feedback and organizational suggestions in a timely manner. Last, but not least, reviewing your reading log allows me to reward your diligence.

The log will be collected four (4) times during the semester (as noted in the schedule) and a maximum of ten (10) points can be earned for each (total possible = 40). The log may be hand-written (if legible). Points are assigned as follows:

Hand it in on time	3 points
Comprehensiveness	7 points
Total	10 points

### ***Examples for further details:***

1. The length of each entry is generally one paragraph per chapter and one for any assigned readings or videos.
2. You are to **submit your log by the date/time noted on syllabus via blackboard**. This will allow the instructor time to read your log, make comments if necessary, and respond to you in class before the next group meeting. As noted in the syllabus, your log will not be graded for specific content or style. If your log presents a summary of what happened in group but does not include *your reactions* and/or does not include your analysis of *how events and member behaviors influence the group*, you will be asked to rewrite it before you receive your points.

***General Guidelines:***

1. Write the chapter portions of your log as soon as you can in order to help you prepare for class.
2. Try to make the log an a reflection on your experiences or new knowledge from reading the content rather than a summary.

***Include the Following:***

1. Your understanding of the material and awareness your on how this how is impacting society or yourself.
2. Your awareness about your own thoughts feeling or behavior

**\*Signature Assignment: Guidelines for Personal Interview (100 points)**

The purpose of the personal interview is for each student to gain insight into the life of a person who has what society terms a “disability.” It is one thing to possess an understanding of the pathology, diagnosis, and prognosis of disability; it is quite another thing to understand what those words mean in the lives of those who are being “sentenced” to those labels.

Topics of information to report must include but are not limited to, the following information about the person:

- Basic Demographics – gender, age, ethnic association, employment status, education
- Disability – what type(s); how long has the person had this/these disability(s); how the disability affects the person (strengths and limitations); what type of accommodations, modifications, or adjustments the person must make in their day-to-day living as a result of the disability?; what is the individual’s view on rehabilitation services they have or have not received.
- Activity – daily activities (i.e., employment; family; entertainment)
- Goals – what does the person plan/hope to accomplish this year; in five years; in ten years?

The final section of your paper should discuss your impressions of the person, the likelihood of them achieving their goals, and the type(s) of assistance the person may need to help them achieve their goals.

(Remember when reporting information of a personal nature, confidentiality requires the removal of ALL personal identifiers from the material. The reader has no business knowing the name or other identifying characteristics of the interviewee, unless the interviewee has stated you to do so.)

## **Guidelines Examinations (160 points total – 100 Midterm, 60 cumulative by 6 Quizzes)**

There will be a cumulative Mid-term examination as noted on the schedule. Student comprehension of the material covered in the second half of the semester will be examined via quizzes as noted in the course syllabus. (Note: Also as noted in the schedule, there will be a structured review before the Mid-term exam.)

### **Honor Code:**

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

**"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."**

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Student Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Student Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Student Honor Code. For additional information please visit:

<http://www.honorcode.msstate.edu>

### **Technology:**

Technology will be used when students post their reading logs, during lectures (videos), and during brainstorming (automated phone text surveys).

### **Diversity:**

Mississippi State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. Mississippi State University conforms to Title IX of the education amendments of 1972, section 503. The department of counseling and educational psychology encourages the recruitment, acceptance, and enrollment of minority students of the region and beyond. Efforts are made to ensure that programs are diverse in terms of age, gender, ethnicity, race, sexual orientation, religion, socioeconomic status and disability. Members of minority groups are strongly encouraged to seek admission in the department.

### **Disability:**

In accordance with University policy, Students with disabilities requiring accommodations to meet the expectations of this course are encouraged to bring this to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student Support Services and Disability Support Services is located in 01 Montgomery Hall. The phone number is (662-325-3335) and their web address is <http://www.sss.msstate.edu/>

### **Field Component:**

N/A

**Evaluation of student progress:**

**Grading Point Scale**

40 points Reading Log (10 points each, x4)

100 points Personal Interview

100 points Midterm examination

60 points Quizzes (10 points each x6)

300 total points

A = 270-300    B = 240-269    C= 210-239    D = 180-209    F= below 179