

**University of North Texas**

RHAB 4100: RehabilitationService Delivery Systems

Spring 2012 Syllabus

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**Office Hours:** Tuesday 2–3PM& Thursday 2-3 PM or by appointment

**Course Time:** Tuesday/Thursday 12:00- 1:20 PM

**Course Location:** GAB 310

**I. Rationale:**

This course is a review of service delivery systems currently in use in the rehabilitation field within their organizational contexts. The course examines service delivery models and dynamics, as well as their application through public and private resources. The course will review the interaction and overlap between service delivery systems, as well as examine current legislation and administrative policy governing rehabilitation agencies. Agency structures, populations served, and skills/qualifications/functions of agency personnel will be discussed. The roles of related community service agencies and service providers in relation to rehabilitation services will also be examined. The course also includes a review of program evaluation strategies, advanced communication skills practice, field visits, and a review of the practicum application process.

The course will involve a combination of lecture/discussion and experiential learning. Two days will be reserved for Agency Visits and you will not attend class. The course will involve significant collaborative work; therefore, students will be expected to contribute equally to any group work assigned. Students are expected to have read any assigned materials prior to class and to come to class prepared to participate in discussions.

**II. Course Objectives:**

***Specific Learning Objectives:***

1. Identify various agencies and systems of service delivery for individuals with disabilities
2. Demonstrate a general knowledge of the legal basis and administrative regulation of service delivery systems in rehabilitation
3. Identify differences and similarities among service delivery systems and the populations they serve
4. Demonstrate a basic knowledge of program evaluation for rehabilitation service delivery systems
5. Demonstrate intermediate competency in listening skills required for entry-level helping professionals.
6. Demonstrate responding skills that effectively communicate understanding.
7. Demonstrate communication skills necessary to assist another individual in identifying, clarifying and understanding a personal problem situation.
8. Apply critical problem-solving skills to assist in the development of an action plan for a group activity.
9. Apply critical thinking and problem solving techniques as related to life challenges and achieving goals.
10. Understand and explain core ethical principles relevant to human services and other professional fields including cultural awareness.
11. Identify one’s personal strengths, limitations, needs, and values as a human service or other career professional.
12. Demonstrate the ability to plan, organize, prepare and present written and/or oral information.

**III. Format and Procedures:**

This course will meet each week in the classroom. Class time outside the classroom has also been allotted for agency visits and group work. Please see the course schedule for more information.

**IV. REQUIRED TEXT:**

Brody, Ralph, (2005). Effectively Managing Human Service Organization (3rd Ed). Sage Publications.

**VI. Course Assignments/Grading Procedures:**

**1. Attendance, Participation and Professionalism – 50 points**

Students will be monitored for these three attributes. Attendance is critical as some of the classes will include meeting time for group projects. If your grade falls on a cusp (ex. 89) then these three attributes will be considered.

**2. Response Papers– 100 points**

There are four response papers for this class with each addressing a different topic. Papers should be **2 pages** in length, double-spaced, typed with a 12-point font, with your name as the page heading, and a title (no title pages). These should be written in “APA” style meaning that the sentences and paragraphs should be well written and constructed (including appropriate transitions), the paper is well organized, coherent, and focused; spelling, punctuation, and grammar has been checked carefully before submittal.

**3. Agency Site Visit & Report – 50 points**

In order to become familiar with various agencies and service systems, students will visit a site based on a variety of rehabilitation service providers and complete evaluation/assessment forms. As this is a very full class, you may pair up for Agency visits so as not to overwhelm the agencies.

**4. Resource Guide– 50 points**

In an effort to develop a resource guide for rehabilitation services in the North Texas area, each student will research an agency that provides services to people with disabilities. Students will complete informational questionnaires and evaluation forms. This information will then be compiled into a resource guide and provided to each student at the end of the course.

**5. Group Project Presentation & Report – 150 points**

Students will complete an in-depth group project relating to rehabilitation service delivery. Specific instructions and guidelines for completing the assignment will be provided within the second week of the course. Students are expected to make significant contributions to assigned group work and to resolve group concerns in a professional manner. Reflected in your grade will be how your peers rate YOU during the group work.

**Grading**

**A** = 150- 135

**B** = 134- 120

**C** = 119- 105

**D** = 104- 90

**F**= 89- 0

**Late Submissions**

It is the responsibility of the student to complete all work by the scheduled deadline. Should this work not be completed the student is responsible for contacting the instructor. Late work may be accepted at the discretion of the instructor up to **one week** after the assignment deadline. Points will be deducted for all late assignments.

**VII. Academic Integrity**

Each student in this course is expected to abide by the University Of North Texas Code Of Academic Integrity, which can be located online at:

<http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf>

Any work submitted by a student in this course for academic credit will be the student's own work.

You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e mail, an e mail attachment file, a diskette, or a hard copy.

Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action.

**VIII. Accommodations for Students with Disabilities**

The Department of Rehabilitation, Social Work, and Addictions is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course. Grades assigned before an accommodation is provided will not be changed.

*The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student.  For additional information see the Office of Disability Accommodation website at* [*http://www.unt.edu/oda*](http://www.unt.edu/oda)*. You may also contact them by phone at 940.565.4323.*

**VIIII. Student Behavior in the Classroom**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.  The Code of Student Conduct can be found at [www.unt.edu/csrr](http://www.unt.edu/csrr)

**X. Evaluation**

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught.  I am very interested in the feedback I get from students, as I work to continually improve my teaching. The SETE is considered to be an important part of your participation in this class.



**University of North Texas**

RHAB 3100: Disability & Society

Tentative Course Schedule

**\*Note: All learning modules/assignments will open Monday at 8:00 AM and close the following Sunday at 11:59 PM.**

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| **Week** | **Date** | **Topic** | **Readings** | **Assignment** |
| 1 | 1/15-1/17 | Course Intro/overview |  |  |
| 2 | 1/22-1/24 | Leadership and Planning | Chapter 1 & 2 |  |
| 3 | 1/29 | Communication and Team Building | Chapter 18 & 19 |  |
| 4 | 2/5 | Developing and Implementing Programs | Chapter 3& 4 | Response Paper #1 |
| 5 | 2/12 | Problem Solving | Chapter 5 | Attend PACS Fall Forum |
| 6 | 2/19 | Time Management | Chapter 6 |  |
| 7 | 2/26 | Hiring and Managing Employees | Chapter 7 & 8 |  |
| 8 | 3/5 | Supervising Employees | Chapter 9 & 10 |  |
| 9 | 3/19 | Compensation | Chapter 11 | Agency visit #1 |
| 10 | 3/26 | Financial Planning | Chapter 12, 13, & 14 |  |
| 11 | 4/2 | Funding development | Chapter 15 & 16 | Response Paper #3 |
| 12 | 4/9 | Future Planning |  |  |
| 13 | 4/16 | No Class: Complete Resource Guide Materials |  | Resource Guide Materials |
| 14 | 4/23 | Presentations |  | Response Paper #4 |
| 15 | 4/30 | Presentations |  | Group Project |
| 16 | 5/7 | Wrap Up |  |  |