**RHAB 4860**

**PROFESSIONALISM AND LEADERSHIP**

**Spring 2012**

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Office Hours: Wednesday 12:00 - 4:00 pm or by appt.

Course Time/ Location: Tues/Thurs 11:00 a.m. – 12:20 p.m.

105 GAB

**Course Description**

This course examines the principles underlying legal and ethical issues arising within rehabilitation practice.  This course also reviews the role of rehabilitation leaders in ensuring quality, consumer-oriented rehabilitation services.  It includes a review of the human services provider code of ethics, accreditation, licensure and certification for rehabilitation professionals. This course covers issues specific to therapeutic helping in rehabilitation settings. Practical skills, knowledge, information, and suggestions unique to rehabilitation are provided.

**Course Objectives:** Upon successful completion of the course, students will be able to:

1. Describe the role of helping professionals in rehabilitation settings and distinguish this role from the roles of other human service/mental health professionals.
2. Discuss current trends in the rehabilitation profession.
3. Recognize ethical standards and laws related to service provision.
4. Describe and identify major professional associations in the rehabilitation profession.
5. Recognize and explain major occupational specializations within rehabilitation.
6. Identify and discuss common services from intake to termination.
7. Name and describe ethical issues specific to rehabilitation service provision.
8. Discuss major sources of funding and the impact on service provision.
9. Explain the implications that diverse sociocultural, demographic, and lifestyles have on the model of rehabilitation service provision and begin development as culturally skilled practitioners.

**Methods and Activities:** A variety of methods will be used to facilitate learning in this course. Outside readings, discussion, interactive activities, lecture, online discussion, panel presentations, community-based interactions and out of class readings will be critical to integrating, synthesizing, and understanding the rehabilitation profession.

**Required Text(s)/Readings:**

Erford, B. T. (2010). *Orientation to the counseling profession: Advocacy, ethics and essential*

*professional foundations*. Boston: Merrill.

Supplemental readings (as indicated on course schedule) are available on the course BLACKBOARD site.

**Instructor Policies**

**Attendance:** Successful class participation involves both punctual attendance and active involvement in class discussion and activities. Excessive absences, late arrivals, early departures, and/or failure to actively participate in class discussions and activities will negatively affect your grade. Make-up exams/class activities will not be allowed for unexplained absences (please see late work policy). Additionally, class materials/notes will not be provided to students who have unexplained absences, late arrivals or early departures.

**Written Assignments:** Because clear and understandable written communication is an essential skill of all helping professionals, **all papers, reports and assignments** submitted in this course must be typed, double-spaced, with 1–inch margins and in 12 point font. Each paper should be thoroughly proofread by the student for clarity and organization of content, grammar, spelling, punctuation, etc. Poorly written papers will directly affect your grade. In addition, papers with extreme flaws will not be graded or may be returned for revision before being given a grade. Papers returned for such revision will be treated as late papers.

Unless otherwise noted, all written assignments must be typed and follow the *American Psychological Association Publication* *Manual* (6th edition) format. If you do not own the APA manual, there is an “APA Guide” available at our course Blackboard site.

**Late Work: ALL** assignments are to be submitted by the due date indicated (this includes exams and tests). Assignments submitted late **without** valid and verifiable medical (or other emergency) documentation may not be accepted and if accepted, will be subject to a penalty of reduced points (20 points per day late). Assignments submitted late **with** valid and verifiable medical (or other emergency) documentation, will be accepted within 1 week of the assignment due date, unless otherwise noted by the instructor. **It is your responsibility to notify the instructor as soon as possible of known/upcoming absences that will impact your timely submission. Failure to do so can result in a score of 0 for the missed assignments, as deemed fit by the instructor.**

**Academic Integrity:**

Plagiarism is a serious violation of academic integrity. To prevent plagiarizing someone else’s work, credit for the words and ideas must always be given. Quotation marks are used to indicate another person’s exact words. Paraphrasing is summarizing a passage or taking the ideas of the sentences and constructing a new sentence in your own words. The revised sentence must be substantially altered for it to be your work and correctly citing the source is still necessary because you took the idea from another source. *Plagiarism is academic misconduct and may result, at minimum, in a failing grade on the assignment or in the course. Further disciplinary action may result per university policy.*

**Incomplete Grades**: Students are expected to complete the course within the session time frame. A grade of incomplete will only be given in very special circumstances as indicated by university policy and with specific requirements to be fulfilled by the end of the following semester. If you fail to complete the course requirements by the due date, you will receive a grade of “F”. Grades of incomplete should be considered as an absolute last resort and are not appropriate for cases of procrastination or poor time management.

**Accommodations:** 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.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform me of your need for an accommodation. Requests for accommodation must be given to me no later than the first week of classes for students registered with the ODA as of the beginning of the current semester. If you register with the ODA after the first week of classes, your accommodation requests will be considered after this deadline.

Grades assigned before ODA documentation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNT Policy 18.1.14, at www.unt.edu/oda, and by visiting the ODA in Room 321 of the University Union. You also may call the ODA at 940.565.4323

**Student Behavior**: 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)

**I have a zero tolerance policy for being on-line or checking e-mail or utilizing computers/laptops/cell phones/PDA phones for anything other than note-taking during class.** Twenty points will automatically be deducted from your final grade if I become aware of unacceptable use. No exceptions.

**Academic Freedom**: The academic climate is based on a concept of free and open discussion and exploration of ideas. This freedom to explore carries with it an equally important responsibility to act with professional integrity in all aspects of the course.

You are encouraged to become familiar with the information posted by the University Center for Student Rights and Responsibilities in the Student Handbook (http://www.unt.edu/student/). The policies regarding student conduct and academic dishonesty posted at this location apply to this class.

I am sure these policies will help us in respecting the learning experience and illustrating professional courtesy for all in attendance.

**IMPORTANT:**

**This syllabus may be modified as the Instructor sees fit over the course of the semester to support the learning process.**

**Methods of Evaluation:**

***Community Linkages - Resource Panels & Service (100 points):*** There is tremendous value in learning from and networking with community rehabilitation practitioners on “the front lines.” New helping professionals often have many questions, concerns, and anxieties that can be uniquely addressed by individuals in the field. We will use our classroom as a comfortable place to begin informal discussions with helping professionals by focusing on ten (10) groups: **Peer Counselors** (AA/NA/OA/NAMI); **Peer Support Specialists** (JobFit, The Hope Concept (Ft. Worth), DARS); **Agency Managers and Directors** (Administrators at various counseling service provision agencies MHMR, DARS, University Counseling Center), **Intake Specialists and Case Managers** (MHMR, DARS, Right Step), **Traditional Service Providers** (counseling, group leaders, etc.), **Private Rehabilitation Service Providers**, **Family Support Specialists and Advocates** (the ARC, Disability Rights Texas, REACH), **Education/Accommodation Service Providers** (Denton ISD, UNT ODA), **Diverse Population Service Providers** (Homeless population, Ethnic-Minority focused groups, Spiritually focused providers) and **Legislative** (Denton County Emergency Preparedness, Texas Legislature)

The class will be divided into teams and assigned to one (1) of these ten (10) groups. As a team you will identify professionals practicing in these areas and will: (a) meet with the professional at their place of practice to learn more about the work they perform; and (b) invite professionals (each team must have at least three (3) practitioners) to share their professional experiences with the class.

Each team will be responsible for hosting the panel of participants (e.g., providing directions to the class, parking instructions, confirming date/time), facilitating the panel developing at least three (3) substantive questions to be asked of the panel, and following-up with each participant to thank them for sharing their time with the class. In addition, team members will also serve on the panel by sharing their personal reactions/experiences from their visit with the panelist. Finally, each panel presentation must address/ask a few questions that relate to relevant class topics. Please encourage panel participants to bring any resource guides, helpline magnets, directories, etc… that may be useful to new professionals.

Students will present a short presentation giving an overview of their topic and introducing their panel members. Students should include important information regarding the professional roles, credentials/certification and education/experience. This Powerpoint should be submitted by the group **1 week** prior to their panel presentation. The overall panel should last 30-35 minutes total. Your papers should be submitted the day of your presentation. Please see Community Panel Presentation Rubric in the Course Resources and Assignments folder at the course Blackboard site.

***Service Learning – Advocacy Project (200 points):*** Service learning is learning by doing, thus a process of action/reflection. It is a cooperative project of faculty, students and community that provides an educational opportunity outside the classroom. Students will receive first-hand experience with persons with disabilities and rehabilitation professionals in a local community/ social service agency.

Guest speakers from active advocacy campaigns, as well as field study, will expose you to some inspiring

examples of current advocacy work. Students must complete 15 hours of service learning and demonstrate thoughtful and complete reflections on their learning. This will be a multi-part project.

Students will meet with a local community agency director/manager to discuss current needs that may be addressed through a specific project the student(s) will complete on the agencies behalf.

Students will develop a advocacy project outline or brief project description, 1-3 pages long. This assignment is a preliminary step in completion of your final project. You can choose to:

(a) DESIGN YOUR OWN ADVOCACY EFFORT, or (b) PARTICIPATE IN AN EXISTING ADVOCACY CAMPAIGN

(a) DESIGN YOUR OWN ADVOCACY EFFORT: Identify an issue that you would like to pursue through design of an advocacy campaign to be based in your own workplace, or some other public administration locale (e.g. government agency, not-for-profit organization, community group). Submit a preliminary outline of the various dimensions of your proposed campaign -- your rationale, strategies, targets, allies, timetable and tasks. Identify similar models or useful examples that can provide some guidance in your own effort.

OR

(b) PARTICIPATE IN AN EXISTING EFFORT: Identify an advocacy organization in Denton or Dallas County that is doing work of particular interest to you in the field of rehabilitation. Contact that organization and identify the contact person for their recent or current advocacy work. Volunteer to work with them for at least 15 hours on a specific project that can conclude prior to May 3rd – e.g. organizing a discrete event, completing a piece of research or outreach, reaching some distinct point in a longer process. For this first assignment, outline your expected duties and describe how these relate to aspects of advocacy discussed in class or found in our readings.

Both options must meet instructor and agency approval prior to implementation. These projects can not be completed under the guidance of private citizens.

**Sample Advocacy Projects**    
This list is not all inclusive but is designed to give you an idea of what sort of projects might fulfill the requirements.

* Organize a collection drive (example recipients include the North Texas Food Bank, Austin Street Shelter)
* Hold a community health/education event (health fair, disability awareness classes)
* Develop a resource tool for children and families (educational brochures or posters for community locations)
* Develop a resource tool for service providers (quick reference advocacy guide to community resources)
* Commit to regularly staffing an existing community program (the ARC, REACH, Student Veterans Association program)
* Identify a community problem and work with partners to enact solution (fundraising support, participate in rally to bring awareness to a particular issue)
* Online community resource directory
* Production of a promotional video
* Delivering a series of brown bag lunches on a variety of mental health issues
* Creating and providing a parent training workshop.

Students will work along with the agency director/manager to carry out the project over the course of 15 hours during the semester.

This project provides students with the opportunity for in depth learning about the operation and needs of community agencies. Students must get prior approval of the agency and the proposed project from the instructor. This project may not be completed at the student’s place of employment. To earn credit for this assignment, students must submit a copy of all materials relating to the project (in Service Learning folder at Blackboard Course site).

Students will also be required to submit a log reflecting completion of hours. The student will also complete a final reflection paper. The reflection papers should follow course requirements and should be a minimum of 5 pages. The reflection paper should be submitted to Blackboard no later than 5:00 pm on the due date **(see Late Policy).** Papers that do not meet the minimum page length requirement will be counted as an incomplete assignment (incomplete papers will be counted as late).

The final paper will describe your advocacy project in detail (utilizing literature from our course as well as outside readings) and will provide a reflection of the knowledge you gained from the experiences in relation to your work with professionals, consumers of services and the community. This paper should include APA formatted references regarding advocacy and other relevant topics from the course regarding professional preparation.

YOUR OWN DESIGN: Present your design for an advocacy campaign. Describe your rationale, strategies, targets, allies, and implementation process. Explore potential barriers and obstacles. Use our course text or other outside resources as references.

OR

(b) YOUR EXPERIENCE WITH AN ADVOCACY EFFORT: Assist an organization with an existing advocacy campaign. Describe your experience in the context of the topics we have covered in this class. Describe the advocacy experience that you have had, and analyze it in retrospect, utilizing new literature and web research

as well as class readings.

***Midterm Exam (60 points):***  Students will complete a midterm exam. This exam will cover all material covered prior to the date of the exam. The exam will include multiple choice, T/F and short essays.

***Attendance******(30 points****):* Students will receive points for class attendance and participation.

**Grading Scale:**

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| --- | --- |
| **A** | 380 - 342 |
| **B** | 341 - 304 |
| **C** | 303 - 266 |
| **D** | 265 - 228 |
| **F** | Below 228 |

**Course Schedule:**

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| **DATE** |  | **TOPIC** | **READINGS & ASSIGNMENTS** |
| Week 1 | Jan. 17  Jan. 19 | Introduction to the Course  Therapeutic Professions | Chapter 1 |
| Week 2 | Jan. 24  Jan. 26 | Professional Identity and Professionalism | Pgs. 24, 29, 39-53 and 235-241 |
| Week 3 | Jan. 31  Feb. 2 | Personal Development & Motivations for Working  IN CLASS – Community Linkages PROJECT ACTIVITY DAY | Supplemental Readings  \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\* |
| Week 4 | Feb. 7  Feb. 9 | Exploration of the Philosophy of Helping  Counselor Self-Awareness | Chapter 5  Supplemental Readings |
| Week 5 | Feb. 14  Feb. 16 | Ethical Practices/Code of Ethics  Ethical Issues in Counseling | Chapter 3 and Supplemental Readings  **SL/Advocacy Project Outline Due** |
| Week 6 | Feb. 21  Feb. 23 | Ethical Issues in Counseling: Boundaries and Dual-Relationships  Ethical Issues in Counseling: Conflict Resolution | Chapter 3 and  Supplemental Readings |
| Week 7 | Feb. 28  Mar. 1 | Advocacy  ***Advocacy Panel*** | Chapter 13 - 14 and Supplemental Readings; ***MIDTERM REVIEW AVAILABLE COURSE BLACKBOARD SITE*** |
| Week 8 | Mar. 6  Mar. 8 | Services from Intake to Termination | **MIDTERM**  Chapter 11  **Agency Managers/Directors** |
| Week 9 | Mar. 13  Mar. 15 |  | **Peer Counselors**  **Peer Support Specialists** |
|  | Mar. 20  Mar. 22 | SPRING BREAK – CLASSES CANCELED |  |
| Week 10 | Mar. 27  Mar. 29 | Services from Intake to Termination: Difficult Client Issues | Chapter 11 and 12  **Intake Specialists and Case Managers Panel Presentation** |
| Week 11 | April 3  April 5 | Youth, Transition and Family Services | **Traditional Service Providers Panel**    Supplemental Reading |
| Week 12 | April 10  April 12 | Youth, Transition and Family Services  CLASS CANCELLED – NCRE CONFERENCE | **Family Support and Advocates Panel**  \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\* |
| Week 13 | April 17  April 19 | Working with Marginalized and Racial-Ethnic Minority Populations | Chapter 7  **Diverse Population Counseling Panel** |
| Week 14 | April 24  April 26 | Outcome Research – Review of Evidence-Based Practices  Program Evaluation | Chapter 16  **Private Rehabilitation Providers Panel** |
| Week 15 | May 1  May 3 | Accountability in Counseling; Scope of Practice | **Legislative Panel; Education and Accommodations Panel**  Chapter 15  **Service Learning Projects Due** |

**Final Exam Time Scheduled: Thursday, May 10th 10:30 a.m. – 12:30 p.m. At this time, students may see the total course scores with the exception of the final projects. There is NO FORMAL FINAL EXAM.**