**RHAB 4860**

**PROFESSIONALISM AND LEADERSHIP**

**Fall 2015**

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Office Hours: Wednesday 10- 12 – Dr. Carey

 Wednesday 10 -2 p.m. Devyn Walker.

Course Time/ Location: Monday 2 pm. – 3:20 p.m./Sage Hall Rm 356

**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. Students will review program evaluation and research methods related to various rehabilitation settings. This course covers issues specific to therapeutic helping in rehabilitation settings. A strong emphasis on advocacy, 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. Explore advocacy strategies and the role of advocacy for persons with disabilities in rehabilitation settings.
3. Recognize ethical standards and laws related to service provision.
4. Describe and identify major professional associations in the rehabilitation profession.
5. Understand the role of program evaluation and research 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.

**Course Format, Methods and Activities:** A variety of methods will be used to facilitate learning in this course.

This course is intended to be blended and will have two teaching modalities. The course will meet on campus and via Blackboard Learn. Outside readings, discussion, interactive activities, lecture, online discussion, panel presentations, and community-based interactions will be critical to integrating, synthesizing, and understanding the rehabilitation profession.

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

Woodside, M. & McClam, T. (2015). *An introduction to human services* (8th ed.). Stamford, CT: Cengage Learning.

*Additional Course Readings available in Blackboard Learn in Weekly Learning Modules.*

**Instructor Policies**

**Attendance:** Successful class participation involves both punctual attendance and active involvement in class discussion and activities. Make-up exams/class activities will not be allowed for unexplained absences (please see late work policy). Additionally, although class materials/notes are available via Blackboard, additional instruction 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, and must follow the *American Psychological Association Publication Manual* (6th Edition) format. **This includes an APA formatted title page, page headers, page numbering, no more than a 12 inch font, double spacing throughout the text (not in between paragraphs), headings (if included) and references (when noted by assignment).**

If you do not own the APA manual, there is an “APA Guide” available at our course Blackboard site.

Your papers should demonstrate that they have been 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.

**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 will not be accepted. **It is your responsibility to notify the instructor as soon as possible of known/upcoming absences that will impact your timely submission.**

**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. According to the student code, you are also not allowed to submit your own original work for multiple courses. Please only submit original works for this course. ***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”. Please review the University Policy regarding the requirements for I grades at *http://essc.unt.edu/registrar/academic-record-incomplete.html*

**Accommodations:** The Department of Rehabilitation, Social Work, and Addictions is committed to full academic access for all qualified students.

*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.*

**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 questions, 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:**

***Web Exercises (60 points total @ 20 points each):*** Students will complete three web exercises over the course of the semester. These exercises should be completed fully on-line and will expand on students’ knowledge of the material covered during the course.

***Discussion Boards (40 points total @ 10 points each):*** Discussion Boards will be assigned throughout the semester and will cover material from the textbook and other sources from course learning modules. Each discussion board assignment is worth a maximum of 10 points. These activities are to assess your comprehension of concepts rather than retention of facts. We will use the class discussion boards to further explore the assigned readings, assignments and cases.

Discussion topics will be posted for one week. **Over that week, you should 1st post your own response and provide at least 1 response to two different classmates' posting during the week. These postings must occur on different days, over a 24-hour time frame.** Although you are only required to respond to two other persons, I would encourage you reviewing and responding to as many as you see appropriate.

Discussion Board postings should reflect an understanding of the readings and show evidence that you are critically thinking and evaluating the question or issue at hand. With the exception of Discussion Board 1 – you are required to provide at least one scholarly source supporting your assertions in the discussion. This source must be referenced in APA format. *Please do not copy and paste writing from authors or other sources without attributing their work (see Instructor Policy on Academic Integrity).*

**What is Critical Thinking???** Washington State University's Critical Thinking Project developed a set of guidelines for encouraging critical thinking skills in students. The guidelines are outlined below. You may also wish to take a moment to review the guidelines to critical thinking at WSU's Project page: http://wscutproject.wsu.edu/ctr.htm

Critical thinking identifies and summarizes the problem/question at issue (and/or the source's position).

1. Identifies and presents the STUDENT’S OWN perspective and position as it is important to the analysis of the issue.
2. Identifies and considers OTHER salient perspectives and positions that are important to the analysis of the issue.
3. Identifies and assesses the key assumptions.
4. Identifies and assesses the quality of supporting data/evidence and provides additional data/evidence related to the issue.
5. Identifies and considers the influence of the context of the issue.
6. Identifies and assesses conclusions, implications and consequences.

Although you are not expected to demonstrate all seven elements of critical thinking in every posting, you are expected to demonstrate thinking skills that contribute to fruitful and valuable discussions among your classmates. Please review the Discussion Board rubric to optimize your success.

***Quizzes (50 points total @25 points each):*** Students will complete two timed, short quizzes during the course of the semester. Both quizzes will be offered electronically via Blackboard Learn. These quizzes will cover material covered from the weeks prior to and including the week of the exam. For instance, if there were a quiz during week 4, content from weeks 1 – 4 would be covered on the quiz. **Students should not use any course materials during these exams.**

Students are encouraged to prepare and take the quizzes early rather than risk potentialities like power failures and technical problems, which may be encountered at the last minute. Technical glitches, power failures, and the like are not sufficient grounds for waiver of the late quiz penalty (see course late policy). If you do encounter technical issues during a quiz, contact the Blackboard Learn student help desk for technical support and inform me of the situation as well.

***Ethics Case Study (50 points total @25 points each):*** Two case studies focused on ethical practice are assigned during the course. Each case study is worth a maximum of 25 points. Students are encouraged to give each case careful consideration and answer the questions associated with the case as completely and descriptively as possible. One-sentence responses to the questions presented will not be acceptable (please review the “What is Critical Thinking” guidelines above) and will result in deducted points for the assignment.

***Professional Interview (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. Based on a students’ own professional aspirations (field of choice, i.e. substance abuse, vocational rehabilitation, counseling, peer support, etc.); students will select one professional to meet with and interview. While a list of potential agencies will be available to you, you will identify professionals practicing in your area of interest and will: (a) meet with the professional at their place of practice to learn more about the work they perform; (b) develop at least three (3) substantive questions to be asked of the professional that is directly related to the type of work they perform, and have the interviewee respond to additional questions; and lastly (c), you will write a paper that details the information you gathered and then critiques it (compares and contrasts) based on the information you learned in class and your general understanding of that professional position.

Your 4 to 5-page paper, written in APA format, should be divided into 4 sections:

1. Overview of the professional setting and what types of services professionals in this setting provide.
2. Overview of the information you gathered from the individual you interviewed. This should be presented in a narrative fashion, not Q & A. You should also give a brief introduction to your interviewee, their credentials and professional role.
3. Critique (compare and contrast of the information gathered during your interview versus what you have learned in class and via readings)
4. Conclude your paper discussing whether or not this interaction has influenced your own professional goals and what you learned that you were previously unaware of by interacting with this professional.

Potential Questions for your professional (although you may ask others):

* How has current legislative and/or economic policy impacted the work you are able to do with the individuals you serve?
* How important is licensure and/or certification to the work you do?
* Since you began this position, what has changed in the way individuals are served?
* How has ethical practice played a role in your own professional development?
* How relevant has cultural competency been to the type of services you are able to provide?
* What are your views on research and its relationship to practice?

***Midterm Exam (50 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, short essays responses. **Students are not to use any course materials during the midterm exam.**

***Participation and Professionalism******(60 points****):* As a blended course on Professionalism, it is integral to each student’s success to be prompt, prepared and engaged in each class meeting. Students will receive up to 4 points for class attendance, professional promptness and participation. Points will be deducted for unexcused late arrivals and early departures.

***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 by developing an advocacy project with professionals who serve persons with disabilities and rehabilitation professionals in a local community/ social service agency. This assignment will include several steps: 1) a submission of your proposed Project Outline (50 points); 2) submission of your signed Contract (10 points), and 3) the final project reflection paper and supplements (140 points).

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

examples of current advocacy work. Students may work in groups of 5 (at a maximum). Students who work in groups **MUST** have separate and distinct advocacy roles and must submit separate and distinctly different outlines, contracts and final reflection papers. Students must focus their efforts on agencies primarily serving persons with disabilities from the following populations:

* Persons with mobility impairments
* Persons who are dually diagnosed (substance use disorder/mental health)
* Persons with developmental or intellectual disabilities
* Persons with cognitive or learning disabilities
* Persons who are Deaf or hard of hearing
* Persons who are blind or visually impaired
* Persons who are aging with disabilities
* Veterans with disabilities
* Persons with substance use disorders (addictions)
* Persons with severe mental illnesses

Students must **individually** complete 15 hours of advocacy work and demonstrate thoughtful and complete reflections on their learning. Each student must have a separate and distinct role toward completion of the project. This will be a multi-part project.

Students will meet with a local community agency director/manager to discuss current advocacy needs that may be addressed through a specific project the student(s) will complete on the agencies behalf. Several agencies have on-going developed projects that would work well for those interested in working in groups: Winning the Fight, Solutions of North Texas, the Arc of Denton County, Substance Abuse Resource Center, Best Buddies of North Texas and Special Abilities of North Texas.

Students will develop an advocacy project outline or brief project description, 2-3 pages long. This assignment is a preliminary step in completion of your final project. *It will be due Week 6 and is worth 50 of your 200 total points.*

These projects cannot be completed under the guidance of private citizens. Either project MUST focus on advocacy, etc. for or with individuals with disabilities and be conducted in collaboration with community professionals. *Your* ***signed*** *Advocacy Project Contract is worth 10 points and will be due Week 9.*

**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.

* 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).
* Identify a community problem and work with partners to enact solution (fundraising support, participate in rally to bring awareness to a particular issue).
* 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.

Student(s) will work along with the agency professional 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 that provide services to and/or advocacy for individuals with disabilities. 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. You may use your practicum site; however, your advocacy duties have to be in **addition to, and different** from your current practicum duties.

Students will be required to submit a log reflecting completion of hours. This log should also include a final evaluative narrative from the project supervisor. The student will also complete a final reflection paper. The reflection papers should follow course requirements and should be a minimum of 5 pages. 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 while advocating for or with individuals with disabilities. This paper should include APA formatted references regarding advocacy and other relevant topics from the course regarding professional preparation.

**Grading Scale:**

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| **A** | 610 – 549 |
| **B** | 548 – 488 |
| **C** | 487 – 427 |
| **D** | 426 – 366 |
| **F** | 365 and below |