**RHAB 4860**

**PROFESSIONALISM AND LEADERSHIP**

**Fall 2012**

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Office Hours: Tuesday/Thursday 1:00 - 3:00 pm or by appt.

Course Time/ Location: Tues/Thurs 9:30 a.m. – 10:50 p.m.

BLB 225

**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.

**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. Every Tuesday, the class will meet in the classroom. Starting on September 13th, the class will be taught via blackboard, so you will not need to come to the classroom on that Thursday or any of the remaining Thursdays throughout the semester. 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.

This is the only edition of this text available. You may however order a digital copy directly from the publisher at <http://www.coursesmart.com/IR//9780135002858>

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Supplemental readings (as indicated on course schedule) are available on the course BLACKBOARD site and will be included in the weekly learning modules.

**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). 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 will 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 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 explore the assigned readings, assignments and cases.

Discussion topics will be posted for one week. **Over that week, you should post your own response and provide at least 1 response to two different classmates' posting.** These postings should occur 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 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. *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.

***Quizzes (50 points total @25 points each):*** Students will complete two timed, short quizzes during the course of the semester. 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 generally not be acceptable (please review the “What is Critical Thinking” guidelines above).

***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 final 5 page paper 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 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:

* 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.

***Attendance******(30 points****):* Students will receive points for class attendance and participation. Please see attendance policy for additional details.

***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 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 a submission of your Project Outline (50 points) and submission of your signed Contract (10 points), prior to the final project completion.

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 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 5 and is worth 50 of your 200 total points.* You can choose to:

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

1. DESIGN YOUR OWN ADVOCACY EFFORT: Identify an issue that you would like to pursue through design of an advocacy campaign to be based in some public administration locale (e.g. government agency, not-for-profit organization, community group).
	1. 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

1. 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 November 27th – e.g. organizing a discrete event, completing a piece of research or outreach, reaching some distinct point in a longer process.
	1. Submit a preliminary outline of your expected duties, and describe briefly your rationale for participating in this particular project 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 cannot be completed under the guidance of private citizens. *Your signed Advocacy Project Contract is worth 10 points and will due Week 8.*

**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 on campus (where recipients might 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 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. 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.

**Grading Scale:**

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| **A** | 580 – 522 |
| **B** | 521 – 464 |
| **C** | 463 – 406 |
| **D** | 405 – 348 |
| **F** | 347 and below |