**RHAB 4860**

**PROFESSIONALISM AND LEADERSHIP**

**Spring 2011**

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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.

119 Wooten Hall

**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:**

MacCluskie, K. C. & Ingersoll, R. E. (2001). *Becoming a twenty-first century agency counselor: Personal and professional explorations* (1st Ed.). Belmont, CA: Brooks/Cole.

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 can 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 a “cheat sheet” 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 (10 points per week 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. Students should expect alternative assignments as "make-up" assignments of original assignments/ exams. **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 an accommodation 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 seven (7) groups: Peer Counselors and Peer Support Staff; Agency Managers and Directors (Administrators), Intake Specialists and Case Managers, Traditional Service Providers (counseling, group leaders, etc.), Private Rehabilitation Service Providers, Family Support Specialists and Advocates, and Diverse Population Service Providers.

The class will be divided into teams and assigned to one (1) of these seven (7) 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 the professionals (each team must have at least three (3) practitioners) to share their 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 the class topic for the evening. Please encourage panel participants to bring any resource guides, helpline magnets, directories, etc… that may be useful to new professionals.

***Service Learning Project (200 points):*** Service learning is learning by doing-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. Students must complete 10 hours of service learning and demonstrate thoughtful and complete reflections on their learning. Students will meet with a local community agency director/manager to discuss current needs that may be addressed through a specific project the student will complete on the agencies behalf. Examples include an online community resource directory, creation and management of stakeholder list-serves, production of a promotional video, delivering a series of brown bag lunches on a variety of mental health issues, researching evidence-based practices, and creating and providing a parent training workshop. Students will then work along with the agency director/manager to carry out the project over the course of 10 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 reflection paper. The reflection papers should follow course formatting requirements and should be a minimum of 3 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).

***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, T/F and short essays.

**Grading Scale:**

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| **A** | 350 - 313 |
| **B** | 312 - 278 |
| **C** | 277 - 243 |
| **D** | 242 - 208 |
| **F** | Below 208 |

**Course Schedule:**

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| **DATE** |  | **TOPIC** | **READINGS & ASSIGNMENTS** |
| Week 1 | Jan. 18  Jan. 20 | Introduction to the Course  Therapeutic Professions | Chapter 1 |
| Week 2 | Jan. 25  Jan. 27 | Life as a Rehabilitation Practitioner | Chapter 2 |
| Week 3 | Feb. 1  Feb. 3 | Personal Development & Motivations for Working  NO CLASS – SERVICE LEARNING PROJECT ACTIVITY DAY | Chapter 3  \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\* |
| Week 4 | Feb. 8  Feb. 10 | Continuation of Personal Exploration and Philosophy of Helping  Counselor Self-Awareness | Chapter 3 |
| Week 5 | Feb. 15  Feb. 17 | Ethical Practices/Code of Ethics  Ethical Issues in Counseling | Chapter 4 and Supplemental Readings |
| Week 6 | Feb. 22  Feb. 24 | Ethical Issues in Counseling: Boundaries and Dual-Relationships  Ethical Issues in Counseling: Conflict Resolution | Chapter 4 and  Supplemental Readings |
| Week 7 | Mar. 1  Mar. 3 | Advocacy | Chapter 6 pp. 182-189, Supplemental Readings  **Peer Counselors and Peer Support Panel Presentation** |
| Week 8 | Mar. 8  Mar. 10 | Funding and Politics | Chapter 7 - **MIDTERM**  **Administrators Panel Presentation** |
|  | Mar. 15  Mar. 17 | SPRING BREAK – CLASSES CANCELLED  SPRING BREAK – CLASSES CANCELLED |  |
| Week 9 | Mar. 22  Mar. 24 | Services from Intake to Termination | Chapter 5  **Intake Specialists and Case Managers Panel Presentation** |
| Week 10 | Mar. 29  Mar. 31 | Services from Intake to Termination: Difficult Client Issues | Chapter 5  **Traditional Service Providers Panel Presentation** |
| Week 11 | April 5  April 7 | CLASSES CANCELLED – NCRE Conf | **Private Rehabilitation Providers Panel Presentation** |
| Week 12 | April 12  April 14 | Youth, Transition and Family Services | Supplemental Readings  **Family Support and Advocates Group Panel Presentation** |
| Week 13 | April 19  April 20 | Working with Marginalized and Racial-Ethnic Minority Populations | Supplemental Readings  **Diverse Population Counseling Panel** |
| Week 14 | April 26  April 28 | Research in Community Mental Health & Rehabilitation Practice – Review of Evidence-Based Practices  Program Evaluation | Chapter 6 pp. 191-208  Supplemental readings |
| Week 15 | April 3  April 5 | Working as an Agent of Change in Your Community  Scope of Practice | **Service Learning Projects Due** |