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|  |  | Fall 2015 (Online course)  |
| RHAB 4500Assessment in Rehabilitation |  | Instructors: Paula Heller-Garland, MS, LCDCRachita Sharma, PhD-C, LPC, CRCE-Mail: Rachita.sharma@unt.eduPhone: (940) 565-2488; Fax: 940-565-3960Office: Chilton Hall, Suite 218Office Hours: via phone or in-person by appointment M-F |
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# **Overview**

Representing the advanced stage of the undergraduate program, this course is designed to provide students with exposure to assessments frequently conducted in appropriate rehabilitation settings. Emphasis is placed on the application of the concepts, principles, and skills required to assess clients in substance use, mental health, and other rehabilitation settings. An overview of different areas of assessment will enhance the diagnostic and treatment planning skills of students.

# **Objectives**

Upon completion of this course, the student should be able to:

1. Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to properly assess individuals for related behavior, substance use, and mental processes.
2. Demonstrate familiarity with common methods of assessments used in the rehabilitation field.
3. Understand and apply basic techniques of assessment in developing comprehensive reports about different aspects of an individual’s overall functioning.

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| **Requirements**1. Students will work in groups of six for several assignments and turn in one combined assignment
2. Participation in guided group discussions throughout the course
3. Being proactive in accessing content in each week’s learning module.
4. Completion of brief, standardized assessments, as required.
5. Ability to properly synthesize information into comprehensive reports of overall functioning level.

**Materials*** Blackboard Learn
	+ Other articles/readings may be assigned and will be available in the Blackboard Course site.
	+ See Course Schedule for Due dates.

**Prerequisites**None |  |  |   |

***All forms for the assignments and documentation are already created for you and are located under “Forms” on Blackboard.***

***Class attendance and participation:***Weekly participation in the coursework is mandatory so that students may get the most out of their experience in this course. It is the student’s responsibility to log into the Blackboard course at least twice a week to access course materials and submit assignments. No email submissions of assignments will be accepted by instructor.

***SASSI (20 points):***Student will review the SASSI and guidelines of administering. Student discuss and respond to two classmates regarding: personal opinion of the difficulty level of this instrument, from the client perspective; professional opinion of the effectiveness of this instrument; discussion of the applicability of differences in screening versus assessment related to this instrument.

***Assessment of personality characteristics (30 points):***Student will complete the Myers Briggs Personality Inventory and share results with small groups of 6. Student will compare and contrast their personality types with members of their group. The group will complete a power point presentation of each personality type possessed by group members, including: Characteristics of each personality type (of small group members); Pros and cons of each and how this will benefit being a helping professional and liabilities each personality type might bring to the helping profession.

***Assessment of Health (20 points)***After completing the Healthy Living Questionnaire, write a personal reflection of your level of health and how this might impact your ability, positively or negatively, to provide services in the helping profession.

***Assessment of selfie disorder (20 points):***Students will work in groups of 6 for this assignment. In your groups, work together to create an assessment for a new mental-health disorder called Selfie disorder. As a group, come up with at least 7 different characteristics of selfie-disorder. In doing so, get creative! Use criteria like time-since-onset, quantity of selfies taken in a certain time period, emotional reactions to selfie, time spend editing selfies etc. After the group has finalized the diagnostic criteria, screen each member of the group using the criteria, to assess whether he/she has a selfie disorder. Include all information in one document and submit one assignment/document as a group. Students will earn 14 points for the content, 4 points for adhering to the guidelines of the assignment, and 2 points for use of proper spelling and grammar.

***Assessment Interview (30 points)***Students will work in their groups of 6 for this assignment. After reading the article posted in this week's readings about components of an unstructured assessment interview, students will develop a 2-3 page summary of the article. Group members will work on establishing a way in which the article will be evenly divided among all 5 members so that each member is responsible for summarizing a specific part of the article. Once all 5 group members have completed the summaries of their respective section, these will be combined into a single document with each student's name and summarized section, which will then be submitted on BB as a collective group assignment.

***Suicide Risk Assessment (20 points):***Students will pair up with a classmate and administer a suicide screening to him/her, then write a brief (1 page) report assessing this person's risk for suicide. The report will contain specific information gathered during the screening to support student’s clinical opinion, decisions, suggested course of action etc. This assignment works best if the chosen "client" reports being suicidal and then answers student’s questions from the perspective of a suicidal individual. Students will earn 10 points for including relevant information, 4 points for using proper assessment criteria, 4 points for using appropriate language when reporting assessment results, and 2 points for use of proper spelling and grammar.

***Assessment of functional living skills (20 points):***Students will work in groups of 6 for this assignment. Together, each group will select a celebrity of choice (Beyonce, Lady Gaga, Brad Pitt, Donald Trump, Paris Hilton, Barrack Obama etc.) and then imagine that their celebrity is downgraded to the lifestyle of an "average" human being. This means that they have to scale their lifestyle down to a salary of $45,000 a year, find a job based on their skills, and learn how to live without the assistance of  chauffeurs, butlers, chefs, maids, stylists etc. in a small town by the Bayou in a Cajun-French speaking part of Louisiana.

As a group, complete a functional skills assessment of this individual by listing his/her strengths, limitations/barriers, skills, support system etc. based on their new lifestyle. What might be some things this person might struggle with during the transition and what are some recommendations you would make as a group to assist him/her with the transition? What kind of jobs might this person now be good at in his/her new location? Will this person be able to manage a budget, take care of his/her home, take care of self, and integrate well into society by himself/herself?

Each GROUP will turn in only one typed document approximately 2 pages in length.

***Assessment of Group Members (20 points)***Each student will assess the performance of each of the four group member that he/she has worked with all semester. The student will create his/her own assessment criteria and then measure the group member's performance using this assessment criteria. Student will also assess his/her own performance using this criteria. Student's grade will based on the creation of the assessment criteria (7 points; is it relevant, reliable, and valid?), justification behind choosing the criteria (4 points; why did you pick a specific criteria?), and the quality of their written report of their group members' performance using this criteria (11 points; Did the student address each criteria when assessing each group member? Did the student assess self, using the same criteria? Was proper language, grammar, spelling, and punctuation used throughout?)
 ***Discussion Board (5 points for each DB= 20 points):***Students will submit 4 discussion board entries during the semester. Each entry will constitute a response to the question prompt, AND a response to the entries made by two of your peers on the same topic, spaced at least 2 days apart. Each discussion board will open at the start of the particular week and close by the end of it. It is the student’s responsibility to check the course schedule and access the discussion board while it is open. Students will earn 3 points for their post to the weekly prompt, and 1 point each for two entries made in response to their peers’ posts.

**Grade Distribution**

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| Total points | Letter Grade |
| 180-200 | A |
| 160-179 | B |
| 140-159 | C |
| 120-139 | D |
| 119 & below | F |

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| Assignment | Points |
| Discussion Boards (5 points each) | 20  |
| Healthy Living Reflection | 20 |
| SASSI Efficacy | 20 |
| MBPI Power Point Presentation | 30 |
| Assessment Interview | 30 |
| Assessment of Selfie Disorder | 20 |
| Suicide Risk Assessment | 20 |
| Assessment of Functional Living Skills | 20 |
| Assessment of group members | 20 |
| TOTAL | **200** |

**COURSE EVALUATION**All students are encouraged to complete course evaluations before the end of the semester. Additionally, if you have feedback regarding the course that you feel comfortable discussing with me directly, I invite you to do so at any time during the semester.

**SCHOLARLY EXPECTATIONS**All works submitted for credit must be original works created by the scholar uniquely for the class.  It is considered inappropriate and unethical to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. 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 may be referred to the student to the Dean of Students 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.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu)

**Inclement Weather**In the event of inclement weather that requires the university to close, course materials will be posted to Blackboard.

**Copyright Notice**Some or all of the materials on this course Web site may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies

**Syllabus Change Policy**Syllabus, course information, and due dates may be subject to change upon Instructor’s discretion.

**Instructor contact Policy**
All communication intended for instructor should be emailed directly to the module instructor. For learning module 2-8, communication should be emailed to paula.heller-garland@unt.edu while communication regarding modules 9-16 should be send to Rachita.sharma@unt.edu. Please allow up to 24 hours for the instructor to respond back to your email. On the weekends, response to emails may take longer than 24 hours. If you do not receive a response by the end of this time, please feel free to send a (polite) reminder email after 48 hours.

**Feedback Policy**Instructor feedback onsubmissions can be expected within a week of the due date. However, if instructor is unable to provide feedback within a week, students will be informed via a course announcement about the anticipated time by which they can expect feedback.

**UNT POLICIES**

**Student Conduct and Discipline**: [*Student Handbook*](http://www.unt.edu/student/).
***Please refer to the UNT Faculty Handbook or your department regarding the Student Code of Conduct Policy.***

**ADA Policy***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://disability.unt.edu/>*. You may also contact them by phone at 940.565.4323.*

# Important Notice for F-1 Students taking Distance Education Courses

**Federal Regulation**

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at <http://ecfr.gpoaccess.gov>. The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f)(6)(i)(G)” and can be found buried within this document: <http://frwebgate.access.gpo.gov/cgi-bin/get-cfr.cgi?TITLE=8&PART=214&SECTION=2&TYPE=TEXT>

The paragraph reads:

(G) For F–1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F–1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

**University of North Texas Compliance**

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

1/15/04

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**Add/Drop Policy***Please refer to the UNT Faculty Handbook or your department regarding the Add/Drop Policy.*

**University of North Texas Compliance with Federal *Visa Policy***To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.If such an on-campus activity is required, it is the student’s responsibility to do the following:
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**TECHNICAL REQUIREMENTS / ASSISTANCE**The following information has been provided to assist you in preparation for the technological aspect of the course.

UIT Help Desk: <http://www.unt.edu/helpdesk/index.htm>
Hardware and software necessary to use Bb Learn: <http://www.unt.edu/helpdesk/bblearn/>
Browser requirements: [http://kb.blackboard.com/pages/viewpage.action?pageId=84639794](http://kb.blackboard.com/pages/viewpage.action?pageId=101285989)Computer and Internet Literacy: <http://clt.odu.edu/oso/index.php?src=pe_comp_lit>
Blackboard Technical Requirements: [https://bbsupport.unt.edu/TechnicalRequirements](http://goo.gl/1lsVF)
Internet Access with [compatible web browser](http://kb.blackboard.com/pages/viewpage.action?pageId=101285989)
Mac users should obtain Microsoft office products for their Mac. This is available at a discounted rate for UNT students: <https://it.unt.edu/hardwaretour>

**Student Resources**As a student, you will have access to:

* Student Orientation via Blackboard Learn. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.
* Blackboard’s [On Demand Learning Center for Students](http://ondemand.blackboard.com/students.htm) . It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.
* From within Blackboard, you will have access to the “*UNT Helpdesk* “ tab which provides student resources and Help Desk Information.

**Minimum Technical Skills Needed:**

* Using the learning management system (BlackBoard)
* Using email with attachments
* Creating and submitting files in commonly used word processing program formats (MS Word and Adobe)
* Copying and pasting
* Downloading and installing software
* Scanning Documents

**RESOURCES**Links to Academic Support Services, such as Office of Disability Accommodation, Counseling and Testing Services, UNT Libraries, Online Tutoring, UNT Writing Lab and Math Tutor Lab can be located within Blackboard Learn on the “Academic Support” tab.

* UNT Portal: <http://my.unt.edu>
* UNT Blackboard Learn Student Resources: Technical Support: <http://www.unt.edu/helpdesk/>
* UNT Library Information for Off-Campus Users:
<http://www.library.unt.edu/services/facilities-and-systems/campus-access>
* UNT Computing and Information Technology Center:
<http://citc.unt.edu/services-solutions/students>
* UNT Academic Resources for Students: <http://www.unt.edu/academics.htm>
* Computer Labs: *[provide information if departmental labs are available for use to students*]. General access computer lab information (including locations and hours of operation) can be located at: <http://www.gacl.unt.edu/>

**Student Technical Support**The University of North Texas provides student technical support in the use of Blackboard and supported resources. The student help desk may be reached at:
Email: helpdesk@unt.edu Phone: 940.565-2324 In Person: Sage Hall, Room 130

Regular hours are maintained to provide support to students. Please refer to the website (<http://www.unt.edu/helpdesk/hours.htm>) for updated hours.

**Student Support Services**Also known on at the University of North Texas campus as SSS. All activities and services provided by SSS are intended to help students progress through their degree to an *on-time graduation*. Please refer to the website (<https://trio.unt.edu/sss>) for detailed list of services.

**Course Schedule**

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| Date | Week | Topic | Assignments due(by end of the week) |
| 8/24/15 | 1 | Intro to course:  | **Form groups of 6 students****Discussion Board 1** |
| 8/31/15 | 2 | Building Rapport |  |
| 9/7/15 | 3 | Assessment of Substance Use Disorder | **Discussion Board 2** |
| 9/14/15 | 4 | Healthy Living | Assessment of Health |
| 9/21/15 | 5 | SASSI |  |
| 9/28/15 | 6 | SASSI contd. | SASSI Opinion |
| 10/5/15 | 7 | Myers Briggs Personality Inventory |  |
| 10/12/15 | 8 | Myers Briggs Personality Inventory contd.  | Myers Briggs Presentation |
| 10/19/15 | 9 | Assessment of Mental Health | Assessment of Selfie Disorder |
| 10/26/15 | 10 | Assessment Interview | Assessment Interview Summary |
| 11/2/15 | 11 | Assessment of Safety Risk | Suicide Risk Assessment |
| 11/9/15 | 12 | Cultural considerations in Assessment | **Discussion Board 3** |
| 11/16/15 | 13 | Assessment of functional skills | Assessment of Functional Living Skills |
| 11/23/15 | 14 | Thanksgiving Break |  |
| 11/30/15 | 15 | Assessment of Special populations  | **Discussion Board 4** |
| 12/7/15 | 16 | Assessment report writing ; Wrap Up | Assessment of group members |

**“NETIQUETTE”**

**GROUND RULES FOR ONLINE INTERACTION**

You are probably already aware of the ground rules in a traditional, face-to-face classroom environment, but there is an additional code of conduct students should be aware of when interacting with others in an online environment: "netiquette."

The following are some general netiquette guidelines to keep in mind in addition to the normal rules of behavior for a classroom setting.

1. Adhere to the same standards of behavior online that you follow in real life and in a real classroom.
2. Know where you are in cyberspace, and understand that many people will view what you type.
3. Respect other people's time and bandwidth so contribute valuable comments rather than "noise."
4. Express yourself clearly online and respect the views of others.
5. Share expert knowledge rather than "keeping it to yourself." And share this knowledge with respect rather than using it to put others down.
6. Don't start "flame wars" (emotionally charged opinions) and work to douse flaming whenever you see it.
7. Don’t type in ALL CAPS! If you do, it will look like you’re screaming.
8. Respect other people's privacy by not sharing or spreading inappropriate information. If someone posts information that you think may have been posted accidentally, let them know about it privately.
9. Be sure to spend time reviewing your messages before posting to ensure that they are written clearly.
10. Be forgiving of other people's mistakes, and cheerfully acknowledge your own mistakes if you make them. Don't correct insignificant problems in front of the entire class.
11. Use proper and respectful language and refrain from any off color jokes, insults, or threats.
12. Challenge ideas rather than the students who offer the ideas. When you challenge an idea, do so respectfully and with the goal of increasing everyone's knowledge.

** FOR MORE INFORMATION**

**RULE OF THUMB**

* The Core Rules of Netiquette

<http://www.albion.com/netiquette/corerules.html>

**If you wouldn’t do it or say it in real life, don’t do it online either.**

* Top 26 Most Important Rules of Email Etiquette
<http://www.albion.com/netiquette/corerules.html>