

Rehabilitation Administration
Development and Supervision of Rehabilitation Employees
REHB 576-951
Fall 2014

Faculty:

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Class Meets:

Online Aug 18- Dec 12
Thursdays (Time TBD)

Welcome

Welcome to Development and Supervision of Rehabilitation Employees (REHB 576-951). Thanks for signing up for this online/distance education class. This course is a required course in the Rehabilitation Administration core part of the Rehabilitation Counseling and Administration (RCA) program.

Class Attendance/Expectations

This course will be taught in both synchronous and asynchronous formats; that is, a combination of individualized study and online class meetings. All students are expected to attend classes regularly. Students in this online course must log into their D2L class or they will be counted as absent. Just like an on-campus class, your regular participation is required.

The goals and objectives for this course cannot be achieved without active (thinking/action) involvement/participation of the adult learner. It is my belief that adults, especially working rehabilitation professionals, bring a wide range of knowledge, skills and life experiences to the learning situation. Accordingly, it is anticipated, *and expected*, that students will share their knowledge, skills and learning experiences (and opinions) with others in the class so that all may benefit.

Catalog Course Description

- Current and progressive supervisory practices in rehabilitation with emphasis in employment development through in-service, periodic evaluation and related methods
- A contemporary course offering helpful to students interested in the principles and practices of effective supervision.

Student Learning Objectives/Outcomes

The purpose of this course is to facilitate your understanding, as future rehabilitation professionals (i.e., administrators, managers and supervisors), of the importance of their roles. Accordingly, in a short, four week period, we will focus on completion of the following course learning objectives:

1. Determine the similarities and differences between directing, managing and supervising
2. Better understand the skills and concepts basic to functioning effectively as a supervisor/manager
3. Identify the principles of work planning, organizing, directing, staffing, and controlling.
4. Identify the supervisor's roles and relationships to employees, relative to hiring, training, developing, evaluating, communicating, and enforcing disciplinary actions (if and when necessary)
5. Understand the concepts of leadership, leadership styles and supervision *and* their relevance to employee development
6. Describe diversity, the decision-making process, motivational tools, and leadership styles from the perspective of a supervisor

Required Texts

A) Readings packet, Student Manual, REHB 576, Rogers Fall 2014, available at the SIU Bookstore in Carbondale (618) 529-3115.

Readings for the course, from the Packet, were selected with the intent of generating discussion and dialogue. Other supplemental readings will be assigned throughout the course.

Course Requirements

A. Exam

There will be one exam in this course. **Online testing** (via D2L) will be used for the exam. The exam will generally be comprised of short answer and essay questions (based on information from readings, texts, manuals and class discussions). Evaluation of examination responses will be based on *correctness* and clarity of thought on responses. If you miss, or do not complete the exam in the allotted time, your score will reflect the percentage completed.

(25 points)

NOTE : NO MAKE-UP EXAMS WILL BE GIVEN

Cheating, plagiarism, and collusion will result in a failing grade for the course. This policy will be enforced for all examinations, discussions, and assignments. See Academic Dishonest statement below.

B. Vision Paper

Each student will develop and present a brief paper on his/her vision of supervision and leadership, based on Kouzes & Posner's *Leadership Challenge* (2012) Chapter 4, Envision the Future. Using the questions on clarifying your vision in the chapter, develop a 2-3 page paper, addressing responses to the questions focusing on vision. Students are required to facilitate a discussion related to their vision via the discussion board. More details to follow.

(10 points)

C. Field Interviews

Each student will interview a supervisor/manager from two of the following settings (state vocational rehabilitation agency, private/insurance rehabilitation agency, or community rehabilitation program). If working, student will select those different from their current employment setting. The purpose of this activity is to become aware of the supervision practices and leadership perspectives in contrasting rehabilitation settings. The student will collect data, write a paper detailing the information collected, and be prepared to present to the class his/her finding. Interview protocol will be provided.

(20 points)

D. Student Research / Presentation/Discussion

Students will select some aspect of supervision and/or employee development. The student will research that topic, prepare and provide a presentation of the topic to others in the class. Students will provide reading materials related to their topic (utilizing articles from the Packet and peer-reviewed, scholarly articles published within the last seven years). Students are required to facilitate a discussion related to their area of research during class, which will include a minimum of three questions related to the topic. Additionally, students will develop five questions in multiple choice, short answer, and fill in the blank format that reflect the information covered in the student's presentation. Topical areas that have been covered in the past include: supervisory skill development, performance appraisal, leadership style, staff burnout, employee motivation, workplace violence (or other - TBD). More details to follow.

(25 points)

E. Student Presentation Critique

Students will be required to write a one page response to their colleagues' student research presentations.

(5 points)

F. Assignments/Scenarios/Participation

A number of scenarios will be posted on the course homepage. Individually, students will review and post responses/replies in a timely fashion for faculty review. Scenarios are designed to assess understanding of leadership and supervision and their importance in staff development. Responses will be assessed for clarity and reasonableness.

(15 points)

NOTE: The D2L discussions are your opportunity to interact with your fellow students. Your interaction (via reflections/responses) will count towards participation grade. A minimum of 8 posts must be made per week, with a minimum of 3 three questions or reflections/reactions to other posts.

NOTE: Making relevant discussion posts will result in points being rewarded; Quality of contributions counts and you *should not* expect to get points for merely posting comments, such as ‘ I agree,’ ‘that’s right,’ etc. Unless those posts add something new to the discussions, they will not qualify for points. On the other hand, redundant posts may result in point reductions from previously earned points.

NOTE: Discussion board topics/assignments will be available for your review/input on a date/time-limited basis; so it is important to check the Discussion Board postings regularly.

Evaluation/Grading

There are **100** points available in this class. The standard departmental policy is followed for grading.

Grading Criteria

Exam	25 points
Vision Paper	10 points
Field Interviews/Presentations	20 points
Student Research/Presentation/Discussion	25 points
Student Presentation Critique	5 points
Assignments/Scenarios/Class/Participation	15 points

Grading Scale:

98-100 points A+	86-89 points B+	Below 80 points C
94-97 points A	83-85 points B	
90-93 points A-	80-82 points B-	

Academic Dishonesty

Each student is responsible for making himself/herself aware of the policies and procedures in the Student Conduct Code that pertain to Acts of Academic Dishonesty. These policies cover such acts as plagiarism, preparing work for another student, cheating by any method or means, falsifying or manufacturing data, furnishing false information to a university official relative to academic matters, and soliciting, aiding, concealing, or attempting conduct in violation of this code (p. 18).

Virtual Classroom Citizenship

The same guidelines that apply to traditional, didactic class settings will be observed in the virtual classroom environment. Proper internet etiquette (http://www.livinginternet.com/i/ia_nq.htm) is expected when interacting with class members and the instructor.

Reasonable Accommodation

Essentially, the Higher Education Act (HEA) requires that colleges and universities make reasonable adjustments necessary to eliminate discrimination on the basis of disability. It is the student’s responsibility to notify his professor of the need for such an accommodation. Disability Support Services provides support for students needing accommodations. For more information, students should contact Disability Support Services at (618) 453-5738 or www.siu.edu/dss.

Virtual Office Hours: By appointment

Tentative Course Sequence

DATES	CLASS ACTIVITIES
Aug 21 Aug 28	Introduction---Syllabus Section I
Sept 4 Sept 11	Section I Research Presentation 1 Section II
Sept 18 Sept 25	Section II Research Presentation 2 Section III
Oct 2 Oct 9	Section III Research Presentation 3 Kouzes & Posner Ch 4 (<i>Field Interviews Due</i>)
Oct 16 Oct 23	<i>Field Interview presentations</i> <i>Field Interview presentations (Vision Paper Due)</i>
Oct 30 Nov 6	<i>Vision Paper Discussions</i> Section IV
Nov 13 Nov 20	Section V Research Presentation 4 Research Presentations 5 & 6
Nov 27 Dec 4	THANKSGIVING Review and Wrap Up
Dec 11	FINAL EXAM