REHB 407, Basic Practices in Rehabilitation
12:00 – 2:50 Tuesday
Wham 303
Fall 2016 Course Syllabus and Calendar

Instructor Information

Instructor: D. Shane Koch Rh.D, CRC, CAADC
Office: 311A Rehn
Office Hours: Tuesday 9-12/Wed 12:30-3:30
Email: dskoch@siu.edu

Course Text and Materials

Required:
http://www.aspenprofessionalservices.com/textbooks/rehabilitation-services/

Assigned additional readings will be disseminated in class and/or delivered via D2L. It is the student's responsibility to check the D2L site each week to assure that they are familiar with additional resources for the course.

Bring the relevant study objectives and reading materials for each unit to lecture. I will refer to them frequently.

Recommended:


Although this text is not required, I strongly suggest it for anyone planning on pursuing a career in the areas of counseling, behavior analysis, or speech language pathology. You will also have assignments in this class that will be required to be in APA format.

General Course Description

This course will provide students with the basic pragmatic knowledge and skill base necessary for effective day-to-day practice in entry-level rehabilitation positions. The material will include but is not limited to: personal attributes of successful human services workers, clinical interviewing and relationship building skills, active communication skills, legal rights and advocacy, ethics and ethical decision-making, intervention and psychotherapy models, diversity issues, managed care, psychopharmacology, avoiding burn-out, record-keeping, report writing, and information management.

General Course Objectives

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

- Appreciate the personal characteristics that contribute to success in the human services field
- Demonstrate intake interviewing skills
- Develop active communication skills
- Recognize the rights guaranteed to consumers participating in rehabilitation settings, steps taken to
protect those rights, and actions that can be taken when a consumer's rights are violated.

- Understand the role of ethics in day-to-day practice, including but not limited to: duty to warn, confidentiality, and informed consent.
- Demonstrate ethical decision-making skills
- Demonstrate an awareness for working with consumers of diverse backgrounds and cultures
- Appreciate the steps that a human services worker can take to avoid burn-out
- Demonstrate effective report-writing skills and understand how consumer information should be effectively managed
- Be familiar with the basic components of case management.
- Become familiar with the Rehabilitation Field and the roles and functions of rehabilitation professionals.

**General Course Format**

Three-four class lectures followed by a 50-point exam. Students and instructor will set exam dates in class.

**Course Grades**

Your course grade will be based on the number of points that you earn on quizzes, exams and on your assignments. Points cannot be earned by doing alternative or extra activities.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90</td>
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<tr>
<td>B</td>
<td>80</td>
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<tr>
<td>C</td>
<td>70</td>
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<tr>
<td>D</td>
<td>60</td>
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<tr>
<td>Fail</td>
<td>&lt;60*</td>
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*<“* means less than

**Students with Disabilities**

If you have a documented disability and need reasonable accommodations, please contact me during the first week of classes so that I can ensure that your needs are met in a timely manner. Students with disabilities should contact the University’s Disabled Student Resources and Services and the Office of Services for Students with Learning Disabilities at the beginning of the semester to inform them of the disability and obtain information about services that can facilitate learning. According to University policy: “Any student with a documented disability who needs to arrange reasonable accommodations must contact the professor and the appropriate Disability Services office at the beginning of the semester.”

**Unit Exams**

Exams will consist of a mix of, fill in the blanks, matching, listing information, and short-answer essay questions (I do occasionally use multiple-choice questions, but it is rare). They will be based on the study objectives and ANY additional material that I provide in lecture. Significant portions of each exam will be based on lecture material that is not provided in the text. If you miss a lecture, you are still responsible for the material covered and therefore you should get the notes from a fellow classmate or have someone tape record the lecture for you. Neither the course assistant nor I will review the missed material for you, give you the notes, or record the lecture. We will set exams during class so that students have an opportunity to participate in the process. Each exam will be worth 50 points. My goal will be to offer at least 4 exams.
EXAM ATTENDANCE: Make every effort to be in the classroom at the beginning of class on exam days. Once I have handed out the answer sheet for an exam, no one will be allowed to start the exam.

Assignments

The following five assignments should be completed individually. Extensive similarity between student assignments may be considered evidence of academic misconduct. More detailed descriptions of these assignments will be provided in class. Due dates are listed on the course calendar at the end of the syllabus. Start early on assignments so you have time to ask questions if you have them!

1. The agency I would like to work at (25 points)
2. Review of research article (2 x 25)
3. Lit Review (25 points)

Quizzes

There will be a short quiz at the end of each class. Each quiz will be worth 20 points.

Late Assignments

Assignments will only be accepted during class periods. Assignments will not be accepted by email OR blackboard. If an assignment is due on a Tuesday and is received the following Thursday, its final score will be reduced by 15%, e.g. an “A” score will become a “B” score. If an assignment is due on Thursday and is received the following Tuesday, its final score will be reduced by 25%, e.g., an “A” score will become a “C” score. If an assignment is exactly one week late, its final score will be reduced by 35%, e.g., an “A” score will become a “D” score. Assignments more than a week late will not be accepted.

Attendance at Lectures

Attendance at lectures is not required. However, if you miss a lecture for whatever reason you are responsible for the lecture material and any announcements regarding changes in the weekly assignment, exam schedule, room change, etc. If you must miss a lecture, you should ask another member of the class to take notes for you or, better yet, to tape record the lecture. As indicated earlier, I will not review the missed material with you, take notes for you, or record the lecture for you.

Cell Phones and Pagers

Cell phones and mobile devices must be turned off or silenced during all classes.

Academic Dishonesty

Each student is responsible for making himself or 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. The student is also responsible for making himself or herself aware of the procedures applicable to cases of academic dishonesty as outlined in the Student Conduct Code, including jurisdiction at the department or college level, informal resolution, and formal disciplinary measures. A student must consult with the instructor if he or she has questions pertaining to academic dishonesty prior to the submission of an assignment or test.

If you wish to drop this course, you must do so after the date designated by the university. A grade of Incomplete will be given under the conditions specified in the university catalog.
In completing the University’s policy, a grade of incomplete can only be given if a student has completed more than half of the semester and is passing the course. An incomplete exists to help those students who would have passed the course had they been able to continue, but extreme circumstances exist such that the student cannot continue.

In keeping with the University’s policy, I will NOT give an incomplete as a substitute for a failing grade – the failing grade stands.

Incompletes

Incomplete/Incomplete

In the event that classes are officially canceled (due to an inland hurricane, for example), the following schedule changes will automatically be in effect:

1. If the day canceled is a day on which an exam has been scheduled, then the exam will be given on the first day that classes resume. For example, if an exam is scheduled on Tuesday, and classes are canceled on Tuesday, the exam will be given on Thursday. If Thursday classes are canceled as well, the exam will be given on the following Tuesday.

2. If the lecture day that immediately precedes the exam is canceled or if both lecture days are canceled, the exam will be given on the regularly scheduled day, or on the first day that classes resume. For example, if an exam is scheduled on Thursday, and the preceding Tuesday lecture is canceled, then the exam will be given as scheduled on Thursday.

PLease read the emergency class cancellation policy carefully. It is not possible to predict when classes will be canceled and thus I am not able to review this policy at the critical time.

Emergency Procedures

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT's website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.
Religious Observances

I am dedicated to maintaining the rights of students to observe religious holidays. If you need to miss a class to observe a religious holiday, I request that you contact me a week in advance to discuss any arrangements.

Classroom Etiquette

It is my goal to provide everyone an opportunity to succeed in this course. Therefore, I will make every effort to create an environment conducive to learning. I will be respectful of you and your opinions. I also expect that you be courteous and respectful to me and to others in the class. Please do not create unnecessary distractions in class, such as by leaving your seat unnecessarily, using your cell phone or mp3 player, surfing the internet, or talking with others during lectures. If you need to leave the class early, please sit near the door so you can leave with minimal disruptions to me and those around you.
## Tentative COURSE CALENDAR
(I reserve the right to modify readings schedule)

<table>
<thead>
<tr>
<th>Week:</th>
<th>Topic</th>
<th>Chapters</th>
<th>Event</th>
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<tbody>
<tr>
<td>Week I:</td>
<td>Syllabus Review/Study Buddy/Contact List&lt;br&gt;Effective Helpers/Entering the Agency</td>
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<td>Week II:</td>
<td>Helping Relationships&lt;br&gt;Foundation /Common Skills</td>
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<td>Week III:</td>
<td>History of Rehab&lt;br&gt;Philosophy Social Policy and Rehabilitation</td>
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<td><strong>Class will meet online</strong></td>
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<td>Week IV:</td>
<td>Helper Centered Skills</td>
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<td>Week V:</td>
<td>Attitudes Toward Disability</td>
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<td>Week VI:</td>
<td>Psychosocial Adaption to Disability&lt;br&gt;State/Federal Vocational Rehabilitation</td>
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<td>Week VII:</td>
<td>Rehabilitation Act and the ADA&lt;br&gt;Intake/Assessment</td>
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<td>Week VIII:</td>
<td>Psych Assessment and Voc Eval&lt;br&gt;Solution Focused Approaches</td>
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<td><strong>AR 1 Due</strong></td>
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<tr>
<td><strong>Fall Break</strong></td>
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<tr>
<td>Week IX</td>
<td>Motivational Enhancement&lt;br&gt;Multidimensional Models</td>
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<td>Week X</td>
<td>Individual Planning&lt;br&gt;Case Management</td>
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<td>Week XI</td>
<td>Professionalism&lt;br&gt;Ethics and Ethical Issues</td>
<td></td>
<td><strong>LIT REVIEW Due</strong></td>
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<td>Week XII</td>
<td>Diversity&lt;br&gt;Alcohol, Drugs, and Disability</td>
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<td>Week XIII</td>
<td>Assistive Technology&lt;br&gt;Independent Living</td>
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<td><strong>AR 2 Due</strong></td>
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<td>Week XIV</td>
<td>Workers’ Disability Benefits Programs&lt;br&gt;Thanksgiving Break</td>
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<td>Week XV</td>
<td>Careers and Credentials&lt;br&gt;More on Special Populations</td>
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<td><strong>AGENCY</strong></td>
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<tr>
<td>Week XVI</td>
<td>Final Exam</td>
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