REHB 474  
Introduction to Staff Supervision Fall, 2016  
COURSE SYLLABUS

Course Title: Introduction to Staff Supervision  
Course Number: REHB 474  
Credit Hours: 3  
Location & Time: Monday 2-4:50 pm, Communication Building, room 1018  
Instructor: Meagan Causey, M.S., BCBA  
   Email: mcausey@siu.edu  
   Office: 325 Rehn Hall  
   Office Hours: By appointment

Course Description and Goals:  
This course provides an introduction to the skills necessary to supervise staff in rehabilitation settings. Students will acquire the ability to manage subordinates, to work effectively with co-workers and upper management, and to manage oneself.

Upon successful completion of this course, you will understand and appreciate the following concepts as they pertain to staff supervision in rehabilitation and various workplace settings:

- Time management
- Delegation
- Disciplining
- Coaching
- Behavioral supervision
- Goal-setting
- Performance evaluation,
- Giving feedback
- Keeping documentation
- Listening
- Conflict resolution
- Facilitating meetings

Text and Assigned Readings:  

*Additional readings are required and are equally important to the textbook. You are responsible for all assigned readings on the due date.*
Class Sessions

Class periods will be devoted to a discussion of the material specified on the attached schedule and will include a combination of lecture and class discussions. It is to the student's advantage to have completed each session's reading assignment prior to its lecture. It is also to the student's advantage to attend each class session; materials presented during class sessions, as well as in assigned readings, will be included in exams. The course website will house pertinent course information (lecture slides, articles, assignments, and news). It is therefore necessary for each student to have an SIUC email account and access to D2L. Questions regarding access to D2L should be addressed to JP Dunn at JPDunn@siu.edu.

Requirements:

1. Class Participation (20 pts):

   It is imperative that you attend class and are actively involved in class discussions. You will be responsible for participation in discussions on the assigned readings, and your comments should be content-specific and pertain to the relevant topic as discussed in the readings and or lecture.

2. Examinations (60 pts each):

   There will be two exams scheduled during this course; a midterm and a final exam. Exams will incorporate questions from the material covered in class and in the assigned readings. Questions will consist of a variety of short answers and brief essays.

   Note: There will be no make-up exams.

3. Quizzes (10 pts each):

   There will be 12 quizzes scheduled during this course. You will have 20 minutes to complete the quizzes. Quizzes will consist of multiple choice and short answers and will incorporate questions from the material covered in class and in the assigned readings for the week. Your lowest two quiz scores will be dropped in the calculation of the total points for the semester.

4. Paper (60 pts):

   Each student will complete an interview with a person who is currently employed as a supervisor. You will then prepare a 6-page paper and submit it to D2L.

Late Assignments

Assignments will only be accepted through the D2L. Assignments will not be accepted via email unless otherwise specified. All assignments are due by 11:59 pm unless otherwise specified. **Assignments are to be turned in on the specific date assigned.** Late assignments will lose 20% of the total points earned for each day they are late.
Grading Scale:

Class Participation = 20 points
Exams: 2@ 60 points = 120 points
Quizzes: 10@10 points = 100 points
Interview and paper = 60 points
                      300 points

Letter Grades will be as follows:
A = 90% or 270 points
B = 80% or 240 points
C = 70% or 210 points
D = 60% or 180 points
F = 59% or less than 180 points

Academic Dishonesty
Each student is responsible for making himself or herself aware of the policies and procedures in
the Graduate Catalog (pp. 44-46) that pertains 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 Graduate Catalog (pp.
49-54), 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.

The instructor is committed to equal opportunity in education for all students, including those
with documented disabilities. It is the responsibility of students with documented disabilities to
contact the instructor during the first week of class to discuss appropriate accommodations to
ensure equity in grading, classroom experiences, and outside assignments. Documentation is to
be provided and accommodations are to be arranged with Disability Support Services.

Students with Disabilities
If you have a documented disability and need reasonable accommodations, please contact me
during the first week of class 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.”
The Office of Disability Support Services (DDS) offers various support services and can help
you with special accommodations. You may wish to contact DDS at 453-5738 or go to Room
150 at Woody Hall to verify your eligibility and options for accommodations related to your special need(s) or disability.

**Classroom Etiquette**

It is the goal of our faculty to provide everyone an opportunity to succeed in our courses. Therefore, they will make every effort to create an environment conducive to learning. They are respectful of you and your opinions. They also expect that you be courteous and respectful to them and to others in the class. Please do not create unnecessary distractions in class, such as by leaving your seat unnecessarily, using a mobile device, surfing the Internet, or talking with others during lectures. As noted before, if you do so our faculty or TA’s will ask you to leave the class. If you need to leave the class early, please sit near the door so you can leave with minimal disruptions to those around you.

**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](http://www.bert.siu.edu), Department of Public Safety's website [www.dps.siu.edu](http://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.

****This syllabus is subject to modification to correct errors, and to make additions or deletions aimed at improving the course. ****
<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Assigned Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/22</td>
<td>Overview of Staff supervision</td>
<td>Robbins, DeCenzo, &amp; Wolter (2013). Ch 1, 2</td>
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<td></td>
<td></td>
<td>Greer (2013)</td>
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<td>8/29</td>
<td>Supervisory Styles</td>
<td>Bolea (2011)</td>
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<td></td>
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<td>Smiles (2013)</td>
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<td>9/12</td>
<td>Delegation</td>
<td>Green, (2012) Ch 2</td>
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<tr>
<td>9/19</td>
<td>Goal Setting &amp; Decision making</td>
<td>Robbins, DeCenzo, &amp; Wolter (2013). Ch 3, 7</td>
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<td>9/26</td>
<td>Motivating &amp; Leading</td>
<td>Robbins, DeCenzo, &amp; Wolter (2013). Ch. 8, 9</td>
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<tr>
<td>**10/17</td>
<td>MIDTERM EXAMS</td>
<td></td>
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<tr>
<td>10/24</td>
<td>Meetings</td>
<td>Rebori (2004)</td>
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<td></td>
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<td>American Management Association (2015)</td>
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<td>Goodwin &amp; Griffith (2009) Ch 5</td>
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<td>11/7</td>
<td>Performance Appraisal Discipline</td>
<td>Robbins, DeCenzo, &amp; Wolter (2013). Ch. 12, 14</td>
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<td>11/14</td>
<td>Documentation</td>
<td>Sutherland (n.d)</td>
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<td>11/21</td>
<td>Conflict Resolution Interview paper</td>
<td>Robbins, DeCenzo, &amp; Wolter (2013). Ch 14</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>References</td>
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<td>12/5</td>
<td>Mentoring &amp; Coaching</td>
<td>Inzer &amp; Crawford(2005)</td>
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<td>Liu &amp; Batt (2010)</td>
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<tr>
<td>Week of 12/12</td>
<td>FINAL EXAMS</td>
<td>Time of exam to be determined by official SIU schedule</td>
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</tbody>
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# Rubric for Interview paper

<table>
<thead>
<tr>
<th>Criteria/Points</th>
<th>0</th>
<th>1-3</th>
<th>5-7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Quality</strong></td>
<td>Questions are not related to topic or designed to draw out information from person interviewed.</td>
<td>Some questions are related to topic or designed to draw out information from person interviewed.</td>
<td>All questions are related to topic or designed to draw out information from person interviewed.</td>
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<tr>
<td>Max 7pts</td>
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<tr>
<td><strong>Organization and Flow</strong></td>
<td>Lacks clear organizational plan. Reader is unable to follow the paper.</td>
<td>Student provided basic ideas, however the overall flow of the paper is not cohesive.</td>
<td>The student provided his or her information in a clear and logically sound manner which was easy for the reader to follow and understand.</td>
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<tr>
<td>Max 7pts</td>
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<tr>
<td><strong>Content Quantity</strong></td>
<td>The student did not provide an adequate amount of information for the project.</td>
<td>Student showed that there is potential for more information to be included.</td>
<td>Student provided sufficient information, but more is desired to reach an optimal amount.</td>
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<tr>
<td>Max 7pts</td>
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<tr>
<td><strong>English fundamentals</strong></td>
<td>Writing skills are so poor that understanding is hampered</td>
<td>Writing skills are sufficient that understanding is facilitated</td>
<td>Writings skills are excellent and there is clear understanding</td>
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<tr>
<td>Max 5 pts</td>
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