

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 one self.

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:

Robbins, S. P., DeCenzo, D. A., & Wolter, R. M. (2013). *Supervision today* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

***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	= <u>60 points</u> 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 , 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.

*****This syllabus is subject to modification to correct errors, and to make additions or deletions aimed at improving the course. *****

Tentative Course Schedule:

Class	Topic	Assigned Readings
8/22	Overview of Staff supervision	Robbins, DeCenzo, & Wolter (2013). Ch 1, 2 Greer (2013)
8/29	Supervisory Styles	Bolea (2011) Smiles (2013)
9/12	Delegation	Green, (2012) Ch 2 Stone, (2003) Ch 5
9/19	Goal Setting & Decision making	Robbins, DeCenzo, & Wolter (2013). Ch 3, 7
9/26	Motivating & Leading	Robbins, DeCenzo, & Wolter (2013). Ch. 8, 9
10/3	Time Management	Walker, Wysocki & Kepner (2012) Scott et al (2006)
**10/17	MIDTERM EXAMS	
10/24	Meetings	Rebori (2004) American Management Association (2015)
10/31	Supervisory Communication & Feedback	Robbins, DeCenzo, & Wolter (2013). Chapter 10 Goodwin & Griffith (2009) Ch 5
11/7	Performance Appraisal Discipline	Robbins, DeCenzo, & Wolter (2013). Ch. 12, 14
11/14	Documentation	Sutherland (n.d)
11/21	Conflict Resolution Interview paper due	Robbins, DeCenzo, & Wolter (2013). Ch 14

11/28	Workplace Health & Safety	Robbins, DeCenzo, & Wolter (2013). Ch 13
12/5	Mentoring & Coaching	Inzer & Crawford(2005) Liu & Batt (2010)
Week of 12/12	FINAL EXAMS	Time of exam to be determined by official SIU schedule

Rubric for Interview paper

Criteria/Points	0	1-3		5-7
Content Quality Max 7pts	Questions are not related to topic or designed to draw out information from person interviewed.	Some questions are related to topic or designed to draw out information from person interviewed.		All questions are related to topic or designed to draw out information from person interviewed.
Organization and Flow Max 7pts	Lacks clear organizational plan. Reader is unable to follow the paper.	Student provided basic ideas, however the overall flow of the paper is not cohesive.	Student provided some structure to the organization and flow of the information, however, reader experienced some confusion of how it will all fit together.	The student provided his or her information in a clear and logically sound manner which was easy for the reader to follow and understand.
Content Quantity Max 7pts	The student did not provide an adequate amount of information for the project.	Student showed that there is potential for more information to be included.	Student provided sufficient information, but more is desired to reach an optimal amount.	Student provided comprehensive information on the tasks and responsibilities of a supervisor with respect to staff supervision.
English fundamentals Max 5 pts	Writing skills are so poor that understanding is hampered	Writing skills are sufficient that understanding is facilitated		Writings skills are excellent and there is clear understanding

