REHB 570 - 951  Introduction to Rehabilitation Administration  
Fall 2016  
Class Meets: Online, Desire 2 Learn (D2L)  
SYLLABUS  

Faculty  
Terri Lewis, MS, PhD  Instructor  
Office: Meetings by appointment (TBA)*  I am teaching from an overseas location (Taiwan).  
There is a 10 -11 hour time difference between Taipei time zone and Carbondale (CST). When it  
is daytime in Carbondale, it is nite in Taiwan and visa-versa  
My Email: tlm7291@siu.edu,  facebook:  https://www.facebook.com/terri.lewis.37  
skype  terri.a.lewis  or  skype direct dial 615-649-4374  
REHB570-951 facebook group:  https://www.facebook.com/groups/905781956135068/  
D2L Access your course link http://cte.siu.edu/idblog/student-resources/online-student-success-guide/  

Course description  
This course has been designed to introduce the theories and tools of administrative  
practices in rehabilitation and allied health programs. It will focus on creating an awareness of  
laws and rules; decision practices; tools to manage processes; communication systems; and the  
underlying strategic activities that support program implementation, administration, and  
management. Students will select a not for profit organization or state agency within which to  
conduct a organizational case study designed to identify, apply, integrate, and support these  
learning activities. Course materials are largely posted online.  

Instructional Materials  
Flowers, C., Soldner, J. & Roberson, S., Editors (2014). Clinical Supervision and Administrative  
2-3.  
Other materials provided by instructor (see course tools).  
Materials located by student and shared with others.  

Use of the Distance Learning Platform (http://siu.edu/jiffy/ guide to campus resources)
This course is delivered online through a combination of virtual D2L tools, online collaboration through the discussion board, and group work. You should be fully prepared to take advantage of all of the features of this course. If your electronic or digital tools will impose limitations on your participation, please take care of these issues before you get too far along in the course. If you are working from your desktop within a state agency with firewalls that prevent your use of certain applications, please contact your agency computer support staff to ensure that your desktop is fully functional for the use of SIU’s D2L applications. One of your first tasks will be to complete an orientation to navigating in the online environment.

**Technology Requirements**

Laptop or desktop with Wireless connectivity

Software: Microsoft Office Suit (Word, Excel, PPT) Adobe reader, flash

Internet platform: Firefox or Google chrome

Desire to Learn (D2L): (find @ online.siu.edu)

Computer support: Center for Instructional Technology (CITI)

Morris Library Center for Teaching Excellence http://cte.siu.edu/

**Project 1. Case Study & Presentation (125 pts)**

A. Five discrete sections (Project 1 consists of parts 1-5) (25 pts each)

   1) Mission (25 pts)
   2) Customer (25 pts)
   3) Internal Business Processes (25 pts)
   4) Financial (25 pts)
   5) Internal Business Process (25 pts)
   6) Administrative, leadership & Management skills (5 of 25 pts/section)

B. You may work individually or with a partner. If you work with a partner you must both provide evidence of your contribution to the projects. Choose your partner wisely because you will BOTH be working for a shared grade!

C. You will be expected to submit your work products on time without excuses. If you have a problem with the use of D2L, you will be expected to email your work product to your fellow students and the instructors so that deadlines are met.
D. You will present your progress for each section during an assigned classroom meeting. This is a good time for questions, clarification, collaborative learning, and continuous improvement.

**Collaborative learning, online discussion (5 – 10 pts/wk)**

Each week, questions will be posted on D2L based on selected readings contained in our course readings. You will be assigned to lead at least two discussions around these readings (10 pts). Your response to D2L discussion board is also required on a weekly basis (5pts/wk). You will make progress presentations on the various sections of your case study for the purpose of feedback and comment. Attendance is important for effective feedback to occur. Professional behavior is valued within the conduct of this course. Preparation for discussions, prior notice of absences, and regular participation, will ensure that the needs of the students in the class are respected. Working laptops and electronic tools are essential.

**Grade Scale**

Course products

- Case Study & Presentation (6 parts @ 25 pts ea) 150
- Collaborative learning (D2L & Classroom) (5 pts ea wk x 15) 75
- Teamwork skills and participation (5 pts ea wk) 75

Total Points 300

285 - 300 PTS 95% A
270 - 284 PTS 90% B
255 -269 PTS 85% C
< 254 PTS You might want to reconsider your priorities**

Incomplete (INC) grades will be awarded only when the student meets the university graduate school criteria.

*Course Learning Objectives - Learners will -*

(2) identify 25 essential management skills and attributes to effectively administer programs administered within each of the elements of the Balanced Scorecard.

(3) orient to the use of the Project Management body of knowledge (PMBOK) and adopt the processes necessary to complete assigned projects.

(4) locate the core laws, regulations, standards and administrative practices necessary by which individual administrative programs and their sub-elements are monitored, measured, and evaluated.

(5) demonstrate their comprehension of administrative practices through application of information gained through reading and discussion to an agency Case Study which requires the analysis, synthesis, and evaluation of each sub element.

(6) demonstrate their command of the professional verbal and written communication skills commensurate with administrative practice and student requirements.

(7) apply course concepts through collaborative learning online, course meetings and discussions, and in writing.

**Student Attributes to be developed through this course (Participation)**

(A) Timeliness – Participation and work products meet requirements for completion.

(B) Preparation – Student has read materials, and responses are well thought out.

(C) Completeness – Utilization of APA style referencing, complete sentences, conventions of grammar, punctuation and spelling.

(D) Intellectual curiosity – Ask the questions others are afraid to ask; find out what others in the profession might be thinking: I’ll bet they have the same questions!

(E) Risk Taking – Dare to be bold, dare to be wrong, dare to go beyond the normal requirements or positions.

(F) Communication skills – Team building and teamwork skills will be practiced in this environment; where problems need to be wrestled to the ground, they will be handled respectfully; use your skills to improve the communication skills of others. Silence is
not valued in this classroom; respect is. Multiple communication techniques will be practiced- writing, speaking, visual language.

(G) Critical thinking skills – Demonstration of Evaluation and synthesis skills will practiced and are evident in work products.

**Review and comment**

E. As this is a collaborative work product, your work is to be submitted for comment and feedback through D2L’s dropbox. This is for the purpose of helping you to improve your investigative skills, critical thinking capabilities, and to gain the perspective of other’s experience, knowledge and point of view. Learning to accept constructive feedback and give constructive feedback are critical administrative, workplace skills and will be practiced here.

**Locating Information**

F. Identify your information sources. Each section should have a minimum of five (5) sources to support your examination. A reading list is provided to you to assist you in developing the necessary body of knowledge and you may add to this with outside sources. To the greatest degree possible, you should have at least one source that represents each of these types of working documents:

1) Key organizational documents – Policy handbooks, Procedures, Work Instructions
2) Laws, rules, regulations, standards
3) Books and records
4) Published reports
5) Professional, peer reviewed literature

**Method for gathering information**

G. You must identify how you gathered your information, to whom you spoke, information you reviewed, and external bodies of information you used to support your inquiry. Commonly, the following methods may be used to support investigative research:

1) Interviews
2) Attendance at meetings
3) Research
4) Surveys

Analytics
H. Your case study shall employ critical and comprehensive thinking skills to support your inquiry. You will be asked to incorporate analytics that demonstrate your use of a variety of levels of critical thinking skills. Specifically, each section of your case study must provide documented evidence of the following analytics applied to what you have investigated and learned.

Identification & Location: Recognize key indicators, factors

Comprehension: Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.
Examples: Rewrite the principles of test writing. Explain in one’s own words the steps for performing a complex task. Translate an equation into a computer spreadsheet.
Key Words: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.

Application: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.
Examples: Use a manual to calculate an employee’s vacation time. Apply laws of statistics to evaluate the reliability of a written test.
Key Words: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.

Analysis: Separate material or concepts into component parts so that its organizational structure may be understood. Distinguish between facts and inferences.
Examples: Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gather information from a department and select the required tasks for training.
Key Words: analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.

Synthesis: Build a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.
Examples: Write a company operations or process manual. Design a machine to perform a specific task. Integrate training from several sources to solve a problem. Revise and process to improve the outcome.
Key Words: categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.

Evaluation: Make judgments about the value or worth of ideas or materials relative to organizational mission and objectives.
Examples: Select the most effective solution. Hire the most qualified candidate.
Explain and justify a new budget.
Key Words: appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.

Essential administrator skills & attributes (5/25 pts / section)
This section will be a collaboration between the members of this class. For each of the five areas of investigation, we will identify administrator skills that we think are critical across all administrative activities. These will be used to establish a management body of knowledge. We will review these, improve these, describe these and create operational definitions as a group. You will be expected to actively participate in these discussions and advocate for your observations. Where necessary, you will be expected to provide support for your position – observation, research, data.
Through the use of the class discussion board, you will be expected to participate in discussions that reflect ethical and practical challenges within the field of management practice. These discussions will be used to help you clarify your own management perspectives and define your personal theory of management and supervision.

**Plagiarism**

Students are expected to maintain the highest levels of scholarly behavior, which includes avoidance of plagiarism. Instances of plagiarism will be considered unprofessional behavior and, when discovered, result in disciplinary action. The nature of the consequences will be contingent on the nature and extent of the plagiarism, and whether the instance is a “first offense” or the latest offense.

There will be “zero tolerance” for plagiarism in this class. Plagiarism, here, is defined as representing another’s work as one’s own, including any instance of singly or combining any of the following without acknowledging the original source: paraphrasing or directly quoting another’s work (either word-for-word, or paraphrase by word substitution or order modification); or using another’s written or spoken theories, hypotheses, ideas, opinion or statistics when they are not “common knowledge”; or using another’s tables or graphics. In all instances of using another’s work, acknowledgment must be in a manner consistent with APA-6th edition. Violations will result in consequences consistent with the extent of the plagiarism and whether the instance was the “first or latest” offense, including loss of credit on the assignment, loss of letter grade in class, and failure of class. They will always result in a notation in the student’s file. Examples of plagiarism: This is a quote from Lehmann & Crimando (2008, p. 159):

> Social scientists would refer to this phenomenon as an unanticipated or unintended consequence, or the ‘detrimental, unintended consequences of actions undertaken for what are intended to be noble purposes’ (Shaffer, 2003, para. 5), the law of which suggests that people’s actions always result in unintended consequences (Norton, 2002), with the latter sometimes being the exact opposite of what was intended.

Well-known ways to plagiarize include repurposing a paper developed for another reason either by one’s self or another person, repeating a quote verbatim without any attribution, or attributing it but not indicating that it is an exact quote (by omitting the quotation marks, if required, and page number). Lesser known ways would include plagiarism by simple word substitution/ omission (*This phenomenon is called an unanticipated or unintended consequence,*
or the ‘detrimental, unintended consequences of actions undertaken for what are intended to be noble purposes’ (Shaffer, 2003, para. 5), and the law suggests that people’s actions always result in unintended consequences (Norton, 2002), that are sometimes the exact opposite of what was intended); order modification (Detrimental, unintended consequences of actions undertaken for what are intended to be noble purposes are referred to by social scientists as unintended or unanticipated consequences); or a combination of both (Detrimental, unintended consequences of actions undertaken for what are intended to be noble purposes are referred to by social scientists as unintended or unanticipated consequences, and the law of unintended consequences says that result may be exactly opposite to what was desired). Any of these would be plagiarism if they included no attribution or identification as a quote.

The preferred method of including other’s work in your own paper would be to paraphrase, which means putting into your own words, and providing proper attribution. For example, you could say “According to Lehmann and Crimando (2008), the law of unintended consequences says that any action may have unplanned and, sometimes, opposite results.” A less preferred method would be to provide a properly attributed exact quote. My rule of thumb is to only quote when (a) changing even one word of the original statement would weaken the argument; (b) the original author made up a new term; (c) the original author made a mistake; or (d) for variety when used sparingly. Even then, I will return for rewrite any paper which is riddled with lengthy or excessive quotes. If I give you an assignment, I want to read your words; if I wanted to read another author’s words, I would read the original.

**CAALENDAR 2016-2017 Academic year**

Semester Classes begin Monday, August 22
Labor Day Holiday Monday, September 5
Fall Break Saturday, October 8, 12:00 Noon through Tuesday, October 11
Veterans Day Holiday Friday, November 11
Thanksgiving Vacation Wednesday, November 23 through Sunday, November 27
Final Examinations Monday, December 12 through Friday, December 16
Commencement Saturday, December 17, 2016
SAFETY AWARENESS FACTS AND EDUCATION
Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:
http://safe.siu.edu

SALUKI CARES
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: call (618) 453-1492, email salukicares@siu.edu, or http://salukicares.siu.edu/

SIU's EARLY WARNING INTERVENTION PROGRAM (EWIP)
Students enrolled in courses participating at SIU's Early Warning Intervention Program might be contacted by University staff during a semester. More information can be found at the Core Curriculum's Overview webpage: http://corecurriculum.siu.edu/program-overview/

EMERGENCY PROCEDURES
We ask that you become familiar with Emergency Preparedness @ SIU. Emergency response information is available on posters in buildings on campus, on the Emergency Preparedness @ SIU website, and through text and email alerts. To register for alerts visit: http://emergency.siu.edu/

STUDENT MULTICULTURAL RESOURCE CENTER
The Student Multicultural Resource Center serves as a catalyst for inclusion, diversity and innovation. As the Center continues its work, we are here to ensure that you think, grow and succeed. We encourage you to stop by the Center, located in Grinnell Commons, to see the resources available and discover ways you can get involved on the campus. Visit us at http://inclusion excellence.siu.edu/

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on campus and in math labs. To find more information please visit the Center for Learning and Support Services website:
Tutoring: http://tutoring.siu.edu/
Math Labs: http://math.siu.edu/courses/course-helps.php

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit:
http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office's main focus is to ensure that the University complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu/

MILITARY COMMUNITY
There are complexities of being a member of the military community and also a student. Drill schedules, calls to active duty, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate academic life. If you are a member of the military community and in need of accommodations please visit Veterans Services at http://veterans.siu.edu/

ADDITIONAL RESOURCES:
ADVISEMENT: http://advisement.siu.edu/
SIU ONLINE: https://online.siu.edu/
SALUKI SOLUTION FINDER: http://solutionfinder.siu.edu/
MORRIS LIBRARY HOURS: http://libguides.lib.siu.edu/hours

Fall 2016/Office of the Provost