REHB 445C
Special Topics: Rehabilitation Practice with Adolescent Offenders
J-mester 2015-2016

Instructor Information

Instructor: D. Shane Koch Rh.D, CRC, CAADC
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Office Hours: Available email and by phone.
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Email: dskoch@siu.edu

Course Text and Materials

Required:

No texts required….please note that there will be additional assigned readings….I will post them to D2L and/or distribute them by email. The instructor reserves the right to substitute articles during the course of the semester.

General Course Description

The focus of this course will be to enhance students’ awareness about the population of juvenile offenders especially as it relates to working with offenders with disabilities. Course topics will include population characteristics, special populations, evidence based practices and coordination of care across the service delivery system.

General Course objectives

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

- Gain understanding of the diversity of needs among adolescent offenders
- Cite relevant research on the topic of rehabilitation of adolescent offenders especially as it pertains to coexisting and co-occurring disorders.
- Become familiar with evidence based approaches to working with this population
- Be able to identify and choose specific evidence based approaches.
- Critically review peer reviewed research pertaining to evidence based practices and approaches.
- Become familiar with the Rehabilitation Service Delivery System as it pertains to Adolescent Offenders.
- Prepare logical and research based arguments articulated in cogent and objective essays that demonstrate student mastery of key concepts, terminology, and theory explored in the course.
General Course Format

This course is “online”. Students will be expected to check into the course each day, stay actively involved in discussions and utilize D2L to submit all required coursework. The main focus of this course will be on developing seminar-like online discussions that will be built on review of the research literature, evidence based practices, and scholarly materials that pertain to the population of adolescent offenders.

Course Grades

Your course grade will be based on the number of points that you earn through participation in the discussion boards, developing your own threads based on your article reviews, preparation of the article reviews, and your weekly response papers. Points cannot be earned by doing alternative or extra activities.

Points will be earned as follows:

1. **Participation in Discussion Boards:** You will be required to make MEANINGFUL contributions to discussion threads (article reviews and topic threads) initiated by the instructor and your peers. You will be expected to remain ENGAGED and to PARTICIPATE daily in the discussion boards. This is the primary focus of the course! Students will receive 40 points per week for a total of 160 points for participation in the discussion boards. Threads posted by the instructor may require you to review research literature or scholarly materials that are provided as part of the course. You should plan to be active at least 5 days per week and make at LEAST two substantive posts per day. Those are the minimum requirements!

   ***Students who are meaningful involved in this course typically start their own threads once per week for the article review, respond to all of the instructors threads, respond to the threads in their peers article review groups, and read all of their peers posts responding to and interacting with them in the instructor discussion boards as well as the student media review discussion groups.

   The goal is for you to respond to ALL of my threads and to the article review threads posted by your peers in your discussion group EACH WEEK. This will require you to be very actively involved in the discussions.

2. **Posting of Article Reviews:** Students will be expected to post one scholarly review of a peer reviewed article per week utilizing APA format and conforming to the review guidelines for this course (see below). This is a total of 4 article reviews. Articles should be chosen based on their relevance to the topic of the course for that week: If the topic is drug courts, then your articles need to be focused on drug courts.

Guidelines:

   a. Reviews must be 3 pages minimum not including title page and reference list. You do NOT need to include an abstract. Be sure to be SUBSTANTIVE and DETAILED in your review, do not provide overly general reviews. I want you to demonstrate that you understand the article and can apply what you’ve learned to your professional practice. The article reviews should use APA levels of heading and be organized in the following fashion:

      i. Title of article
      ii. Summary: Briefly summarize the article you are reviewing.
      iii. Discussion: Discuss the relevance of the article for the course as well as the articles strengths and weaknesses.
iv. Evaluation: Given your discussion, what is your response to this article? How can the material discussed in the article be useful to your future professional practice?

b. Article Reviews will need to be posted on time each week in order to enable everyone to have time to respond and discuss the reviews.

Article reviews will be worth 10 pts. each.

3. Weekly summaries: Students will upload four weekly summaries during the course. Each will prepare a review of the week’s activities and discuss the materials for the course as well as their experiences interacting with their peers in the discussion boards. It will be especially important for students to identify how they have benefitted or NOT benefited from the feedback of their peers on their work. Weekly summaries will be worth 10 pts. Each. The summaries should be 500-750 words.

4. Final Exam: There will be a final exam covering the course readings that will be worth 60 points. The exam will include identification/definition, short answer, and essay questions. The exam will be posted at the end of the course and students will have two weeks to complete the exam. All exams must be uploaded into D2L by midnight on January 30th to receive credit for the exam.

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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.”

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.

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.

**Incompletes**

In keeping with 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.

**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.

**Course Schedule**

**Week I: Understanding the population**
- Read the research articles provided by your instructor to give you a foundation discussing the topic. Articles are all posted in the Week I Content Module.
- Respond to the discussion threads initiated by your instructor and stay engaged with the discussion of this research.
- Start your own thread by Wednesday 12-23 using the format discussed in the syllabus. For this week your task is to find an article that focuses on adolescent offender demographics
- Respond to your peers threads and article reviews
- Prepare your weekly Summary by Sunday, 12-27.

**Week II: Co-occurring Disorders and Coexisting Disabilities in the Adolescent Offender Population**
- Read the research based materials provided by your instructor to give you a foundation discussing the topic. Materials are all posted in the Week II Content Module.
- Respond to the discussion threads initiated by your instructor and stay engaged with the discussion of this research.
• Start your own thread by Wednesday 12-30 using the format discussed in the syllabus. Please review an article on co-occurring disorders for this week.
• Respond to your peers threads and article reviews.
• Prepare your weekly Summary by Sunday 1-2-16.

Week III: The Rehabilitation Service Delivery System and Evidence Based Practices for Adolescent Offenders.

• Read the research based materials provided by your instructor to give you a foundation discussing the topic. Materials are all posted in the Week III Content Module.
• Respond to the discussion threads initiated by your instructor and stay engaged with the discussion of this research.
• Start your own thread by Wednesday 1-6-16 using the format discussed in the syllabus. Please review an article focused on evidence based practices or components of the service delivery system.
• Respond to your peers threads and article reviews.
• Prepare your weekly Summary by Sunday 1-9-16.

Week IV: Coordination of Services and Case Management

• Read the research based materials provided by your instructor to give you a foundation discussing the topic. Materials are all posted in the Week IV Content Module.
• Respond to the discussion threads initiated by your instructor and stay engaged with the discussion of this research.
• Start your own thread by Wednesday 1-13-16 using the format discussed in the syllabus. Please post an article on Case Management or Coordination of Services.
• Respond to your peers threads and article reviews.
• Prepare your weekly Summary by Sunday 1-16-16

SUBMIT Final Exam by 1-30-16