

APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.						
a. Submitted by the College of: <u>Education</u>		Today's Date: <u>10/15/2010</u>				
b. Department/Division: <u>EDSRC</u>						
c. Is there a change in "ownership" of the course?					YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, what college/department will offer the course instead? _____						
d. What type of change is being proposed? <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor ¹ (place cursor here for minor change definition)						
e. Contact Person Name: <u>Malachy Bishop</u>		Email: <u>mbishop@uky.edu</u>		Phone: <u>257-4291</u>		
f. Requested Effective Date: <input checked="" type="checkbox"/> Semester Following Approval OR <input type="checkbox"/> Specific Term ² : _____						
2. Designation and Description of Proposed Course.						
a. Current Prefix and Number: <u>RC 740</u>		Proposed Prefix & Number: <u>No Change</u>				
b. Full Title: <u>Administration, Supervision & Program Evaluation in Rehabilitation Counseling</u>		Proposed Title: <u>No Change</u>				
c. Current Transcript Title (if full title is more than 40 characters): <u>Admin.Super & Pgm Eval in Rehab Counsel</u>						
c. Proposed Transcript Title (if full title is more than 40 characters): <u>no change</u>						
d. Current Cross-listing: <input checked="" type="checkbox"/> N/A OR Currently ³ Cross-listed with (Prefix & Number): _____						
Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number): _____						
Proposed – <input type="checkbox"/> REMOVE ^{3,4} Cross-listing (Prefix & Number): _____						
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern type.						
Current:	<u>1</u> Lecture	_____ Laboratory ⁵	_____ Recitation	_____ Discussion	_____ Indep. Study	
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency	
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____			
Proposed:	<u>2.5</u> Lecture	_____ Laboratory	_____ Recitation	_____ Discussion	_____ Indep. Study	
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency	
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____			
f. Current Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail						
Proposed Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail						
g. Current number of credit hours: <u>1</u> Proposed number of credit hours: <u>3</u>						

Comment [OSC1]: Excerpt from *SR 3.3.0.G.2 Definition*. A request may be considered a minor change if it meets one of the following criteria:
a. change in number within the same hundred series*;
b. editorial change in the course title or description which does not imply change in content or emphasis;
c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
d. a cross-listing of a course under conditions set forth in *SR 3.3.0.E*;
e. correction of typographical errors.

*...for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair*. If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See *SR 5.2.1*.)

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h. Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>Proposed to be repeatable for additional credit?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>If YES: Maximum number of credit hours:</i>	_____	
<i>If YES: Will this course allow multiple registrations during the same semester?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
i. Current Course Description for Bulletin:	<u>Administrative and supervisory aspects of rehabilitation service delivery, Administration, clinical and technical supervision, staffing, and organizational structure(s) of the rehabilitation service delivery system (state, local, and federal). Research, program evaluation, political and ethical aspects of rehabilitation administration and supervision are overviewed.</u>	
<i>Proposed Course Description for Bulletin:</i>	_____	
j. Current Prerequisites, if any:	<u>Prereq: A minimum of 12 graduate hours in Rehabilitation Counseling or consent of instructor.</u>	
<i>Proposed Prerequisites, if any:</i>	<u>Admission to Ph.D. program is Special Education or Rehabilitation Counseling or consent of instructor.</u>	
k. Current Distance Learning(DL) Status:	<input checked="" type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input type="checkbox"/> Please Add ⁶ <input checked="" type="checkbox"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery.		
l. Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
<i>Proposed Supplementary Teaching Component:</i>	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
3. Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>Proposed to be taught off campus?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
4. Are significant changes in content/teaching objectives of the course being proposed?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
If YES, explain and offer brief rationale:		
<u>RC 740 course is currently designed as a 1-credit course for students in RC Master's Program, based on a lecture format and requiring development of a single, multi-component project in the form of a term paper. Proposed changes include:</u> <u>1. the proposed course is designed as a doctoral-level seminar with increased level of student responsibility and effort in terms of readings, assignments, and student-led presentations/discussion.</u> <u>2. Expanded content and more advanced level of content to reflect doctoral-level study, with a significantly increased focus on theory and models of supervision, program evaluation, and administrative structure and policy in rehabilitation counseling and educational settings.</u> <u>3. Revised and increased number and level of graded requirements, including</u> <u>- requirement for two topical presentations and leading class discussion,</u> <u>- the addition of 10 written reviews and increased course reading requirement, and</u> <u>- more extensive effort on the course project.</u> <u>These changes are reflected in the attached syllabus.</u>		
5. Course Relationship to Program(s).		

⁶ You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

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a. Are there other depts and/or pgms that could be affected by the proposed change?		YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, identify the depts. and/or pgms: _____			
b. Will modifying this course result in a new requirement⁷ for ANY program?		YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES ⁷ , list the program(s) here: _____			
6. Information to be Placed on Syllabus.			
a.	<input type="checkbox"/>	Check box if <u>changed to</u> 400G or 500.	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

⁷ In order to change a program, a program change form must also be submitted.

APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

Signature Routing Log

General Information:

Course Prefix and Number: RC 740

Proposal Contact Person Name: Malachy Bishop Phone: 257-4291 Email: mbishop@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
EDSRC Department	11/2/2010	Debra Harley, Dept. Chair / 7-7199 / dharl00@email.uky.edu	<i>Debra A. Harley</i>
C+C Committee	11/29/10	Doug Smith 77-1024, dcsmit1@a.uky.edu	<i>Douglas C. Smith</i>
Education Faculty	12/14/10	Robert Shapiro 77975, rshap01@uky.edu	<i>Robert Shapiro</i>
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council			
Graduate Council		<i>Ben Act</i> 2011.01.13 15:36:18 -05'00'	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

**Syllabus
Fall 2011**

Course: RC 740: Administration, Supervision & Program Evaluation in Rehabilitation Counseling

Instructor: Debra A. Harley, Ph.D., CRC, CPC
229 Taylor Education Bldg.
859-257-7199 (office)
email: DHARL00@uky.edu

Office Hours: Tuesday 4:00-6:00
Other times are available by appointment

Credit Hours: Three (3)

Required Texts:

Lewis, A.J., Packard, T., & Lewis, M.D. (2007). *Management of human services program* (4th ed.). Belmont, CA: Brooks/Cole Publishing.

Patton, M.Q. (2008). *Utilization focused evaluation* (4th ed.) Thousand Oaks, CA: Sage

Additional readings as assigned

Goals and Objectives of the Course:

Advanced study of issues related to rehabilitation counseling administration, supervision, leadership, & program evaluation, including theoretical and conceptual frameworks and models of administration, clinical and technical supervision, and leadership in rehabilitation counseling educational and professional settings; understanding rehabilitation counseling service delivery systems and models; staffing, and organizational structure of rehabilitation educational and other human service delivery systems; applied program evaluation methods and techniques, and professional issues in rehabilitation counseling leadership and administration. Political, ethical, and cultural aspects of human services administration and supervision are presented.

Prerequisite: Admission to the Ph.D. Program in Special Education and Rehabilitation Counseling.

Course Content and Objectives:

Upon completion of this course, students will be able to:

1. Understand the roles and functions of administrators and supervisors;
2. Describe the process of needs assessment in program planning, budgeting, and evaluation;
3. Conduct performance appraisals;

4. Understand and apply management information and program evaluation systems;
5. Understand and apply community resource development;
6. Understand and apply supervisory techniques and leadership skills;
7. Understand decision-making, leadership, and supervisory styles with implications for morale, productivity, and student and program administration;
8. Understand organizational theory including data based, intuitive, group and individual decision-making processes;
9. Understand and apply concepts related to human resource development and management;
10. Understand and apply models of student supervision;
11. Have knowledge of ethical practices and procedures in dealing with disciplinary situations.

Course Format:

This is a doctoral-level seminar course. Material will be presented in both lecture and discussion formats; Students are expected to come to class prepared and will be required on occasion to lead class discussion. It is necessary for students to have read the assigned readings before each class.

Course Assignments and Evaluation:

There are five graded requirements for this course. The requirements and the percentage of the final grade that each requirement represents are as follows:

1. Reading summaries 20%
Students will be asked to complete readings and to research specific preparatory questions concerning the week's topic, including completion of ten (10) 2-5 page, double spaced written summaries as assigned over the course of the semester.

Evaluation: These summaries will be evaluated on the following criteria: Content & Comprehension- (demonstrated understanding and effective relating of substantive information; analysis/synthesis)- 40%; Organization- (coherence, logical and ordered sequence and presentation of ideas)- 20%; Scholarship- (knowledgeable use of relevant literature and appropriate resources)- 20%; Writing style/Mechanics- (grammar, spelling, appropriate APA text and citation format)- 20%.

2. Two classroom presentations on assigned topics 40%
It is anticipated that students will work in teams of two each on the topics assigned. Presentations will include a synopsis of course readings and additional pertinent information the students are able to identify in the rehabilitation counseling and related literature. Discussion will focus on the major implications of the material for rehabilitation counseling administration, leadership, and supervision.

Evaluation: (Total percentage for assignment: 40%; 20% per presentation)
Class presentations will be evaluated based on (1) identification of appropriate and sufficient resources (as discussed in class) (5%), (2) Presentation (degree to which student demonstrates

comprehension of content and presents content effectively, including organization, audio/visual aids if used, and evidence of preparation (10%), (3) discussion (degree to which student has prepared effective discussion questions and is able to effectively lead class discussion (5%).

3. Each student will be required to complete a multi-stage and multi-component term project: a Management System, which is to be completed in assigned steps throughout the semester. Students will receive feedback from the instructor at each stage of the completion of their project. The required components and evaluation criteria for completing the project are listed below and described in detail in a separate document delivered in class.

The Requirements and Components for the Management System:

1. Description of the Program
2. Program's Mission Statement
3. Program's Goals, Objectives, & Methods
4. Organizational Structure & Staffing Patterns
5. Calendar
6. Budget/Finance
7. Equipment Inventory
8. Laws, Policies & Procedures Applicable to the Program
9. Accreditation
10. Performance Appraisal System
11. Program Evaluation
12. Appendices

Grading Criteria:

Final grades in the course will be computed on the following basis:

- | | |
|----------------------------|-------|
| 1) Classroom presentations | (40%) |
| 2) Reading summaries | (20%) |
| 3) Management System | (40%) |

Total 100%

Your final grade will be determined on the basis of the weights for each assignment multiplied by your grade for that assignment. This will be translated into a letter grade (A, B, C, E) as follows. These are the minimums required to achieve each grade:

- | | |
|----------|---------------|
| 90-100 | = A |
| 80-89 | = B |
| 70-79 | = C |
| Below 70 | = E (Failure) |

COURSE CALENDAR

WEEK 1

Course Overview

WEEK 2

Roles & Functions of Rehabilitation Counseling Administrators/Supervisors

Readings: Lewis Text, Ch.1

Arokiasamy, C. V. (1993). A theory for rehabilitation? *Rehabilitation Education*, 7, 77-98.

Cottone, R.R. (1987). A systemic theory of vocational rehabilitation. *Rehabilitation Counseling Bulletin*, 30(3), 167-176.

Hershenson, DB (1998). Systemic, ecological model for rehabilitation counseling. *Rehabilitation Counseling Bulletin*, 42(1), 40-50.

WEEK 3

Needs Assessment & Planning

Readings: Patton Text, Ch.1-4

Stubbins, J. (1984). Rehabilitation services as ideology. *Rehabilitation Psychology*, 29(4), 197-203.

Peterson, G., & Feroz, R. (2007). The national association for rehabilitation leadership as a provider of professional training: One association's approach. *Journal of Rehabilitation Administration*, 31(1), 7-14.

Additional Readings Required, as assigned by the Instructor.

WEEK 4

Program Evaluation Methods and Techniques

Readings: Lewis Text, Ch. 10; Patton Text, Ch 5-8

Leahy, MJ, & Szymanski, EM (1995). Rehabilitation counseling: Evolution and current status. *Journal of Counseling and Development*, 74, 163-166.

Leahy, M.J. (2009). Prologue: Rehabilitation counseling credentialing: Research, practice, and the future of the profession. *Rehabilitation Counseling Bulletin*, 52(2), 67-68.

WEEK 5

Program Evaluation continued

Readings: Patton Text, Ch 9-10

Leahy, M.J., Thielsen, V., Grooms, D.A. Shader-Patterson, L., & Shamsiddeen, J.A. (2006). Synergistic program evaluation model partnership between a state agency and a university program. *Journal of Rehabilitation*, 72(3), 12-18.

Bruyère, S.M. & Houtenville, A.J. (2006). Use of statistics from national data sources to inform rehabilitation program planning, evaluation, and advocacy. *Rehabilitation Counseling Bulletin*, 50(1), 46-58.

WEEK 6

Supervision & Performance Appraisal

Theoretical and conceptual frameworks and models of administration, clinical, and technical supervision

Readings: Lewis Text, Ch. 7; Patton Text, Ch 11-12

Leung, P., & Isom, R. (2005). Diversity and succession planning in rehabilitation. *Journal of Rehabilitation Administration*, 29(2), 83-96.

McFarlane, F.R., Dew, D.W., Enriquez, M., & Schroeder, F. (2003). Rehabilitation leaders: The challenges to build tomorrow's organizations. *Journal of Rehabilitation Administration*, 27(3 & 4), 70-81.

WEEK 7

Models and Theories of Academic Supervision

Readings:

Patterson, J.B., & Pointer, M.P. (2007). A model for preparing leaders and promoting leadership skills within professional associations. *Journal of Rehabilitation Administration*, 31(2), 101-112.

Additional Readings Required, as assigned by the Instructor.

WEEK 8

Program Budgeting

Organizational Structure

Readings: Lewis Text, Ch. 5, 8 Additional Readings Required, as assigned by the Instructor.

WEEK 9***Human resources development and issues in rehabilitation***

Readings: Lewis Text, Ch. 6

Pointer, M. P. (2007). Human resources development and issues in rehabilitation. In P. Leung, C.R. Flowers, W.B. Talley & P.R. Sanderson (Eds.), *Multicultural issues in rehabilitation and allied health* (pp. 201-223). Linn Creek, MO: Aspen Professional Services.

Leung, P., & Isom, R. (2005). Diversity and succession planning in rehabilitation. *Journal of Rehabilitation Administration*, 29(2), 83-96.

McFarlane, F.R., Dew, D.W., Enriquez, M., & Schroeder, F. (2003). Rehabilitation leaders: The challenges to build tomorrow's organizations. *Journal of Rehabilitation Administration*, 27(3 & 4), 70-81.

WEEK 10***Human resources development and issues in rehabilitation***

Leahy, M.J., Matrone, K.F., & Zanskas, S.A. (2007). Leadership and management training in rehabilitation: A brief review of RRCEP and NIDRR initiatives. *Journal of Rehabilitation Administration*, 31(1), 33-40.

Harley, D.A., & Bishop, M. (2007). Rehabilitation training needs in the 21st Century: Concerns and recommendations. *Journal of Rehabilitation Administration*, 31(1), 51-56.

Atkins, B.J. (2006). Women leaders in rehabilitation: Multicultural-diversity opportunities and issues. *Journal of Rehabilitation Administration*, 30(3), 203-212.

WEEK 11***Decision-making***

Readings: Lewis Text, Ch. 12

Nichols, J.L. (2006). Balancing intuition and reason: Tuning in to indecision. *Journal of Rehabilitation*, 72(4), 40-48.

Case, J.C., Plaisance, P.M., Renfrow, J., & Olivier, B.N. (2008). Playing with a "full DECK": A creative application of the integrative decision-making framework of ethical behavior. *Rehabilitation Education*, 22 (3), 171-83.

WEEK 12***Effective Management in Human Services***

Readings: Lewis Text, Ch. 11 Additional Readings Required, as assigned by the Instructor.

WEEK 13

Ethics & Administration

Readings: Patton, Ch 14

Dotger, B.H., & Theoharis, G.T. (2008). *From disposition to action: Bridging moral/ ethical reasoning and social justice leadership Values and Ethics in Educational Administration*, 6(3), 1-8.

Patterson, J.B. (1989). Ethics and rehabilitation supervision. *Journal of Rehabilitation*, 55, 23-28.

Patterson, J. (1998). Ethics and ethical decision making in rehabilitation counseling. In R. Parker & E. Szymanski (Eds.), *Rehabilitation Counseling: Basics and Beyond* (pp. 181-207). Austin, TX: Pro-Ed.

Tymchuk, A.J. (1982). Strategies for resolving value dilemmas. *American Behavior Scientist*, 26, 159-175.

WEEK 14

Policy Development

Readings: Patton, Ch 13,15

Additional Readings Required, as assigned by the Instructor.

WEEK 15

Trends in Rehabilitation Services and Education

Millington, M. (2008). The rehabilitation community legacy project: The oral history of leadership. *Journal of Rehabilitation Administration*, 32(1), 51-54.

Additional Readings Required, as assigned by the Instructor.

Management System Due

Leahy, M.J., & Szymanski, E.M. (1995). Rehabilitation Counseling: Evolution and Current Status. *Journal of Counseling & Development*, 74, 163-166.

Additional Readings Required, as assigned by the Instructor.

WEEK 16

Project Reports and Discussion

Other Course-Related Information:**1. ATTENDANCE IS MANDATORY.**

Students must be present for each class meeting. A student's physical presence in the classroom is a prerequisite for active learning to occur. If an absence is unavoidable, the student is *responsible for advising the instructor beforehand*. If this is not possible, and the student's absence is an excusable absence, the student is responsible for discussing this with the instructor, and may be asked for written verification. Acceptable reasons for excused absences are listed in Student Rights and Responsibilities (5.2.4.2). *Each unexcused absence will result in the loss of 1/2 a letter grade.*

2. Required Readings: All readings for this course have been carefully selected to provide you with important and current information on the topics covered. Complete all required readings before attending class in order to fully participate and understand the concepts/topics currently under study.

3. All assignments are to be completed independently. Please give credit in your written work to all sources. All students are expected to conduct themselves in accordance with the standards published in the *University of Kentucky, Students Rights and Responsibilities* handbook. Students are responsible for obtaining a copy of the handbook and reviewing its contents. If an instance of cheating or plagiarism is detected, the instructor is obligated to follow disciplinary procedures described in the handbook cited above. All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, etc. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

4. No audible pagers or cellular telephones are allowed. Taking telephone calls, texting, and other electronic communication during class time is disruptive and disrespectful and will not be allowed.

5. Accommodation: All university instructors are required to make reasonable accommodations for physical and/or learning disabilities that could inhibit student academic success. Any student requesting such an accommodation must bring certification from the Disability Resource Center. The Disability Resource Center certifies the need for and specifies the particular type of such accommodations on a student-by-student basis. Contact Mr. Jake Karnes, 257-2754 for more information, or visit the Disability Resource Center web page at: www.uky.edu/StudentAffairs/DisabilityResourceCenter/.

Recommended Course-Related Readings

The following textbooks and readings are recommended reading:

- Chan, F., Leahy, MJ, Downey, W., Lamb, G., Chapin, M., & Peterson, D. (2000). A work behavior analysis of certified case managers. *Care Management*. 6(4), 50-62.
- Chan, F., Leahy, M. J., & Saunders, J. (2005). *Case management for rehabilitation health professionals* (Vol. 2): Advanced practice. Osage Beach, MO: Aspen Professional Services.
- Chan, F., Thomas, K., & Berven, N. (2004). *Counseling theories and techniques for rehabilitation health professionals*. New York: Springer.
- Frank, R., & Elliott, T. (2002). *Handbook of rehabilitation psychology*. Washington, DC: American Psychological Association.
- Frank, R., Rosenthal, M., & Caplan, B. (2010). *Handbook of rehabilitation psychology* (2nd edition). Washington, DC: American Psychological Association.
- Leahy, M.J., Chan, F., Saunders J., Tarvydas, V., & Ferrin, I.M. (2003). Training needs of Certified Rehabilitation Counselors for contemporary practice. *Rehabilitation Counseling Bulletin*. 46(2), 82-91.
- World Health Organization (2001). *International classification of functioning, disability and health (ICF)*. Geneva, Switzerland: Author.
- Szymanski, E.M., Linkowski, D.L., Leahy, M.J., & Diamond, E. (1993). Human resource development: An examination of perceived training needs of certified rehabilitation counselors. *Journal of Applied Rehabilitation Counseling*, 24(4), 58-70.
- Tarvydas, V.M., Leahy, MJ, Saunders, J., Thielsen, V., Murray, J., Chan, F. (2001). Beliefs about the ethics of practice among Certified Rehabilitation Counselors; A national survey. *Journal of Applied Rehabilitation Counseling*, 32(2), 9-18.
- Thielsen, V.A., & Leahy, M.J. (2001). Essential knowledge and skills for effective clinical supervision in rehabilitation counseling. *Rehabilitation Counseling Bulletin*, 44(4), 196-208.

**Syllabus
Spring 2007**

**Course: RC 740: Administration, Supervision & Program
Evaluation in Rehabilitation Counseling**

**Class: Tuesday 6:00 – 6:50 p.m.
231 Taylor Education Bldg.**

**Instructor: Debra A. Harley, Ph.D., CRC, CPC
116 Taylor Education Bldg.
859-257-7199 (office)
859-257-1325 (fax)
email: DHARL00@uky.edu**

**Office Hours: Tuesday 4:00-6:00
Wednesday 2:00- 4:30
Other times are available by appointment**

Credit Hours: One (1)

Required Test: Lewis, A.J., Packard, T., & Lewis, M.D. (2007). *Management of human services program* (4th ed.). Belmont, CA: Brooks/Cole Publishing.

Course Description:

This course focuses on administrative, supervisory, and evaluation aspects of human service delivery systems. Administration, clinical and technical supervision, staffing, and organizational structure of rehabilitation and other human service delivery systems are addressed. Political, ethical, and cultural aspects of human services administration and supervision are presented.

Course Content and Objectives:

During and upon completion of this course, students will be able to:

- 1. Understand the roles and functions of administrators and supervisors;**
- 2. Describe the process of needs assessment in program planning, budgeting, and evaluation;**
- 3. Conduct performance appraisals;**
- 4. Understand management information and program evaluation systems;**
- 5. Understand community resource development;**
- 6. Understand supervisory techniques and leadership skills;**
- 7. Understand decision-making, leadership, and supervisory styles with implications for morale, productivity, and program administration;**

8. Understand organizational theory including data based, intuitive, group and individual decision-making processes;
9. Understand concepts related to human resource development and management;
10. Have knowledge of ethical practices and procedures in dealing with disciplinary situations.

Course Format:

This course will be a lecture/discussion format; thus students are expected to come to class prepared. It is necessary for students to have read the assigned readings before each class.

Description of Assignments:

One written assignment is required in this course. Students are required to complete a Management System. The requirements and components for completing the assignment are listed below.

The Requirements and Components for the Management System:

The Management System that you develop may be one that you create or that you modify based on an existing program. If you develop your project based on an existing program, you may use that program as a model, but you cannot submit that program's system as your project. However, certain parts of a real program system can be used (e.g., mission statement, floor plan, goals and objectives and organizational structure and staffing patterns). If you are not sure about what other additional parts of a real program that you might use, please check with me. Any part of a real/existing program that is used as part of your project must be referenced. Any submission of a real/existing program in its entirety will result in a failing grade.

In order to complete the Management System, you will need to do some research to find information specific to your project. The Management System is to be organized in the following manner:

First: **Description of the Program**

- *Name of the Program
- *Type of Program (i.e., substance abuse treatment program, comprehensive rehab. Center (Carl Perkins), psychiatric hospital)
- *History (if using an existing program)
- *Philosophy
- *Identify population served
- *List services offered
- *Other relevant information (this will vary according to the type of program you are describing).

Second: Program's Mission Statement

- *Purpose
- *Description of population served
- *Description of services offered
- *Expected outcome (i.e., to become employed)

Third: Program's Goals, Objectives, & Methods

- *Goals are broad statements of *what* it is the program is to achieve
- *Objectives are specific statements of *how* the goals are to be achieved
- *Methods are the *means to measure* the objectives.

Fourth: Organizational Structure & Staffing Patterns

- *Provide a hierarchy of the organizational structure (organizational chart)
- *Provide a description of the duties and minimum qualifications for each staff position (if you have more than one position with the same name and duties, such as a rehab. Counselor, you only have to provide the description one time).

Fifth: Calendar

- *Provide a calendar of events (e.g., staff meetings, other meetings, conferences, etc., and persons responsible for conducting such events). This calendar should cover a one-month period.

Sixth: Budget/Finance

- *Provide an explanation of your funding source (e.g., state/federal funds, grant funds, etc.).
- *Provide the following categories for the budget (in dollar amount for one year) if they apply to your program:
 - *salaries and benefits
 - *rent or purchase of building
 - *vehicle(s) and equipment
 - *vehicle and equipment operation (i.e., gas, insurance, maintenance, etc.)
 - *office supplies
 - *office equipment
 - *office equipment maintenance
 - *other (will vary based on your program)

Seventh: Equipment Inventory

- *Provide a statement of how you will monitor and inventory equipment

Eighth: Laws, Policies & Procedures Applicable to the Program

List the federal, state, and local statutes and ordinances governing the operation of the program, and identify the agencies or departments responsible for the enforcement of each statute or ordinance (i.e., Dept. of Education, Rehabilitation services Administration, Human Rights Commission, etc.).

Be sure to include policies on *sexual harassment and affirmative action*.

Be sure to include a statement pertaining to *fire code and building inspections*.

Ninth: **Accreditation**

Identify the licensure and accrediting requirements for your program (i.e., CARF, APA, NEA, etc.). This may or may not apply to your program.

Tenth: **Floor Plan**

Include a sketch of the floor plan for your program's facility. This can be drawn by hand or you may use an existing floor plan. Be sure to label each area of the floor plan (including exits).

Eleventh: **Performance Appraisal System**

In this section you are to tell how the items listed below will be done, you **do not** have to develop these items.

*Describe *how and when* staff members will be evaluated. Be sure to identify and define the criteria and measures used for the evaluation.

*Identify requirements for promotion of staff.

*Identify grounds procedures for staff development.

*Identify grounds for termination (must be based on and linked to performance evaluation).

Twelfth: **Program Evaluation**

In this section you are to tell how the items listed below will be done, you **do not** have to develop these items.

*Provide a statement of how you will conduct a program evaluation (e.g., consultant, internal, methodology of the evaluation, etc.).

*Indicate the type of evaluation (e.g., process or outcome) that will be done and the rationale for using it.

Process Evaluation - the focus is on determining whether the program is operating in accordance with plans and expectations. It is concerned with on-going functions.

Outcome Evaluation - the focus is on the degree to which the program has an impact on consumers. It is concerned with the extent and effectiveness to which the objectives were met.

Note: Supplemental information is to be included in the appendixes. This includes any information that you think will clarify or support the information about your program. Any information included in the appendixes *must* be referenced in the text, stating the purpose of the information.

Be sure to include *all* of the components listed in these requirements.

All citations and references must be in APA format.

The entire assignment **must** be submitted. Any assignment submitted partly completed will be graded based on that submission and no additional submission will be accepted.

Each student must submit an independent project. Anyone submitting identical or work that resemble closely the work of another student will receive a failing grade for the project.

The Management System is due on April 17, 2007 at class time.

Grading Criteria:

Management System	80 Points	80%
Class Participation	20 Points	20%
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Total	100 Points	100%

90% and Above = A
 80 - 89% = B
 70 - 79% = C
 60 - 69% = D
 59% and Below = E

Please note that the Management System accounts for 80% of the grade for the course. In addition, class participation accounts for 20%. Therefore, class attendance is mandatory. Failure to meet the requirements for either of these will adversely affect your grade.

Late Assignments:

Late assignments will be assessed a penalty of 5% per day of the total value points. This penalty also includes weekend days. No assignment will be accepted after one week of the due date (unless otherwise approved by the instructor).

Incomplete Grades:

A grade of "I" may be assigned to a graduate student if part of the work of a course remains undone and there is a reasonable possibility that a passing grade will result from completion of the work. All "I" grades must be replaced with a letter grade within 12 months of the end of the academic term for which the "I" grade was assigned or prior to the student's graduation. If an "I" grade has not been replaced within the allowable period, the University Registrar shall change the "I" grade to a grade of "E" on the student's permanent academic record, unless otherwise approved because of exceptional circumstances by the Dean of the Graduate School or recommendation of the Director of Graduate Studies in the student's program.

General Information:

Students are entitled to an excused absence for the purpose of observing their major religious holidays.

Disability Accommodation: if you have a physical, emotional, or learning disability please let me know if you require an accommodation. I welcome students to talk with me about any accommodation that will facilitate and enhance your learning experience. I also recommend that contacting the university Disability Resource center as this campus resource can also assist you. It is always best to identify your accommodation requirements as early in the semester as possible.

Any cheating or plagiarism will be addressed in accordance with University guidelines.

Because of their disruption to the class, cellular phones and beepers are not permitted, If you are required by your job to use these devices, please keep them on the lowest possible functional setting and excuse yourself in order to respond.

If the assignments need to be revised, students will be informed in a timely manner and the grading criteria adjusted accordingly.

Continue on next page for course calendar...

COURSE CALENDAR

January 16

Course Overview

January 23

Roles & Functions of Administrators/Supervisors

Readings: Text, Ch.1

January 30

Needs Assessment & Planning

Readings: Text, Ch.2 & 3

February 6

Program Evaluation

Readings: Text, Ch. 10

February 13

Supervision & Performance Appraisal

Readings: Text, Ch. 7

February 20

No Class – NCRE Conference

February 27

Program Budgeting

Readings: Text, Ch. 8

March 6

Organizational Structure

Readings: Text, Ch. 5

March 13

No Class – Spring Break

March 20

Human Resource Development

Readings: Text, Ch. 6

Pointer, M. P. (2007). Human resources development and issues in rehabilitation. In P. Leung, C.R. Flowers, W.B. Talley & P.R. Sanderson (Eds.), *Multicultural issues in rehabilitation and allied health* (pp. 201-223). Linn Creek, MO: Aspen Professional Services.

March 27

Decision-making

Readings: Text, Ch. 12

April 3

Effective Management in Human Services

Readings: Text, Ch. 11

April 10

Ethics & Administration

Readings: None

April 17

Policy Development

Readings: None

Management System Due

April 24

Future Trends in Rehabilitation Services

May 1

No Class - Final Exam Week