COURSE INFORMATION
- Introduction to Rehabilitation
- Fall 2015
- RHAB 5700, section 810 and 820, 3 hours

Professor / Instructor Contact Information
- Linda Holloway, Ph.D., CRC, Professor and Chair
- Office location: Chilton Hall, room 218H
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- Office hours: Mondays 2 – 5 or by appointment
- Email: holloway@unt.edu
- Department Instructional help: holly.mitchell@unt.edu

About the Professor

Dr. Holloway is a professor and chair of the Department of the Disability and Addiction Rehabilitation. She has served in numerous leadership roles including Chair of the Commission on Rehabilitation Counselor Certification (CRCC), President of the National Council on Rehabilitation Education, Texas RehabAction Network Board member, Texas Rehabilitation Association Board member, and member of the CRCC Ethics Committee.

Prior to joining the faculty at UNT, she worked in a variety of rehabilitation settings. While her primary background is in mental health, she has also worked with individuals with substance use disorders, intellectual disabilities including autism, physical disabilities, and brain injuries. She believes very strongly in right of every individual to be a productive member of society.

She and her husband enjoy cooking (mostly the eating part), biking and traveling. Her most harrowing traveling experience occurred when she had to ride on the back of a motorcycle in Bangkok without a helmet. She spends as much time as possible with her 3-year old grandson, Reid!
Teaching Philosophy
My goal is to encourage critical thinking rather than rote memorization of facts. I hope to provide a forum where students can engage in respectful debates over controversial topics. I truly believe that students are responsible for their own learning and those that take an active role and delve deeply into areas will gain more than those who passively read the assignments. I hope to provide opportunities where you can begin to apply some of the knowledge and concepts from the course and integrate it into your own practice. I encourage you to explore the resources and links but also to seek out your own information.

People with disabilities deserve to be served by the most qualified rehabilitation counselors so I expect you to be prepared and to take your studies seriously. It is my goal that, by the end of the program, you will be the type of counselor to whom I would gladly refer my friends and family.

Required textbook
Parker, R. & Patterson, J. (2012). Rehabilitation Counseling: Basics & Beyond (fifth edition), Austin, TX: PRO-ED. Textbook is available through UNT bookstore, Amazon, Cheapbooks.com, etc. ($69 new)

Course Description
This course is an introduction to human rehabilitation with an emphasis on vocational rehabilitation. Study includes the philosophical, legislative, and organizational foundations of rehabilitation. The course reviews rehabilitation practice, professional issues, and a broad overview of the context in which rehabilitation occurs.

Course Objectives
Participation in course activities and completion of course requirements will enable the student to demonstrate the following:

1. Summarize the history and philosophy of rehabilitation counseling practice;
2. Demonstrate a working knowledge of key legislation affecting rehabilitation counseling and persons with disabilities;
3. Describe the organizational structure of the vocational rehabilitation system and independent living programs, including public, private non-profit, and private for-profit delivery systems;
4. Explain the scope of professional practice: demonstrate an understanding of the role and functions of rehabilitation counselors in a variety of service delivery settings;
5. Articulate societal trends and developments as they relate to rehabilitation;
6. Identify the key issues around consumer choice and empowerment, and how to operationalize these principles in practice;
Council on Rehabilitation Education (CORE) Required Program Standards

C.1.3 Describe, in general, the organizational structure of the rehabilitation, education, and healthcare systems, including public, private-for-profit, and non-for-profit service settings.

C.1.9 Articulate the difference in philosophy and the purposes of related counseling disciplines and allied health fields.

C.1.10 Explain differences among certification, licensure, and accreditation.

C 2.6 Identify and articulate an understanding of the social, economic, and environmental forces that may present barriers to consumer’s rehabilitation;

C.2.12 Identify and demonstrate an understanding of stereotypic views towards persons with disabilities and the negative effects of these views on successful completion of the rehabilitation program.

TECHNICAL REQUIREMENTS/ASSISTANCE

The following information has been provided to assist you in preparation for the technological aspect of the course.

- UIT Help Desk: http://www.unt.edu/helpdesk/index.htm
- Hardware and software necessary to use Bb Learn: http://www.unt.edu/helpdesk/bblearn/
- Browser requirements: http://kb.blackboard.com/pages/viewpage.action?pageId=84639794
- Computer and Internet Literacy: http://clt.odu.edu/oso/index.php?src=pe_comp_lit
- Necessary plug-ins: http://goo.gl/1lsVF
- Internet Access with compatible web browser
- Headset/Microphone (if required for synchronous chats)
- Word Processor

Minimum Technical Skills Needed:

- Using the blackboard system
- Using email with attachments
- Creating and submitting files in commonly used word processing program formats
- Copying and pasting
- Searching for journal articles through the UNT library

Student Support

The University of North Texas provides student technical support in the use of Blackboard and supported resources. The student help desk may be reached at:

- Email: helpdesk@unt.edu
- Phone: 940.565-2324
- In Person: Sage Hall, Room 130
Regular hours are maintained to provide support to students. Please refer to the website: [http://www.unt.edu/helpdesk/hours.htm](http://www.unt.edu/helpdesk/hours.htm) for updated hours.

**ACCESS & NAVIGATION**

**Access and Log in Information**

This course was developed and will be facilitated utilizing the University of North Texas’ Learning Management System, Blackboard Learn. To get started with the course, please go to: [https://learn.unt.edu](https://learn.unt.edu)

You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: [http://ams.unt.edu](http://ams.unt.edu).

**Student Resources**

As a student, you will have access to:

- **Student Orientation via Blackboard Learn.** It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.
- **Blackboard’s On Demand Learning Center for Students.** It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.
- From within Blackboard, you will have access to the “UNT Helpdesk” tab which provides student resources and Help Desk Information.

**Being a Successful Online Student**

- **What Makes a Successful Online Student?**
- **Self-Evaluation for Potential Online Students**

**Course Organization**

This course is organized into weekly lesson plans with specific topics for each week. Each week begins on Monday and ends at 11:59 pm Sunday. All assignments will be due no later than Sunday of each week. All materials will be offered in multiple formats for accessibility purposes.

**What Should Students Do First?**

Read the instructor’s welcome page and examine the syllabus to familiarize yourself with the course. If you are new to Blackboard Learn, go the “Start Here” module. Review the presentation and make sure your computer is configured correctly and watch the student orientation video for useful tips. There is an introductory discussion board to help you acquaint yourself with the other students in the class.
How Students Should Proceed Each Week for Class Activities

[Explain to students how they should access the materials in order to successfully complete the course activities. Where are necessary files located? Are you using the assignment drop box? Have you created a class activity schedule?]

COMMUNICATIONS

Interaction with Instructor Statement

Email will be my primary tool for communicating directly with students. Students should send personal concerns or questions to my email. Typically, I will respond within 24 hours to emails with occasional delays when I’m traveling or on the weekend. Hence, if you don’t hear back from me in a reasonable amount of time, please resend the email as there is a chance it got lost in cyberspace or I overlooked it. Students may contact me through the email feature in blackboard, but will get a more prompt response if they use my campus email – holloway@unt.edu.

I will send out announcements to the class as a whole when there is information that students need to know that might not be in the weekly module. For instance, if I hear of a conference or other event that might be of interest to the students, I will post this in the announcement section.

It is my goal to provide feedback to all assignments within one week of the due date [NOTE: if you turn it in early it will be longer than 1 week as I grade all assignments at once so as to be consistent and fair to all students]. Major assignments may take up to 2 weeks to grade. I will read all the discussion board postings and will respond to some posts but not all - responding to all creates a lot of unnecessary traffic on the db. I will respond as a participant rather than as the “voice of authority.” If I feel a posting is inappropriate, I will respond confidentially to that student rather than to all.

COURSE REQUIREMENTS

1. The student will access and follow all course instructions found in the weekly/unit content area of the Blackboard course.
2. The student will read and/or listen to all online lectures provided in the weekly modules. A link is provided each week to the lecture as well as to a PowerPoint presentation which compliments the lecture.
3. The student will complete the assigned midterm and final ‘online’ exams by accessing the ‘assessment’ tool in the Blackboard course. A link to the exam is listed in the corresponding weekly module.
4. The student will respond to posted online course discussion questions using the Blackboard discussion tool.
5. The student will complete and submit assignments electronically using the Blackboard assignment drop box tool/tab.
6. The student will complete an on-going semester project in accordance with the instructions given in this syllabus and the online course.
7. Late Assignments will not be accepted late unless arrangements have been made with the professor and there are circumstances that warrant it.

ASSESSMENT & GRADING

This course is made up of a series of assignments and assessments to assist you in achieving the course learning objectives/outcomes. Each week you will work on various combinations of assignments, activities, discussions, readings, research, etc. which will be made available to you by each Monday and close on the following Sunday.

Exams: 2 total @ 25 points each = 50 points (33% of total course grade)
Closed book exams will cover the required readings and the content of the online lectures. Complete the exams online by accessing the Blackboard exam tool. The exams will be timed and grades made available to students following the submission of the exam. If

Assessment Method: Multiple choice

Discussion Forums: 8 total @ 5 points/discussion = 40 points (27% of total course grade)
The learner will be an active and engaged participant in discussion forums within his/her learning community by analyzing, constructing/creating, and evaluating information presented within the textbook, external readings/resources, student postings, and class activities.

The discussion forums are related to the chapter readings, external resources and activities. Upon completion or near completion of the assigned readings and activities, you are expected to engage in an ongoing discussion/debate with your learning community peers. Your contributions to the discussion forums will be graded for quality not quantity, timeliness of your contributions, and a detailed analysis of linking together theory (readings) to application (activities). Do not wait until Saturday and Sunday to engage in a discussion – this should be ongoing!!!! Failure to do so will result in a poor grade in this course. For etiquette/protocol for participating in the online discussion board, see: -

Assessment Method: Each forum will be graded using the Discussion Forum Rubric.

Web Exercises: 5 total @ 6 points/discussion = 30 points (20% of total course grade)
The learner will have the opportunity to apply some of the knowledge learned in the class by completing web exercises. These exercises will require that the student read all the material for the week and synthesize/analyze/ construct/evaluate information to show that they have a firm grasp of the material. All web exercises are to be completed independently using
materials available in the class. Students should not aid or assist their classmates with these exercises.

**Assessment Method:** Your web exercises will be graded for quality, thoroughness, timeliness, and your ability to analyze and link theory to application.

**Advocacy Project: 30 points (20% of total course grade)**
The learner will spend approximately 15 hours this semester engaged in some type of advocacy related to the field. Each student will submit documentation of the hours logged, as well as either a reflection paper or summary of the activities. It is preferred that students work in groups in order to maximize their efforts and gain the most from the experience. Students will submit their proposed project to the instructor prior to initiation of the project.

1. Advocate for an individual - Advocate for individuals with disabilities who live in institutions or other living arrangements where they may be vulnerable to abuse, neglect, or isolation from the larger community. Find out if they offer volunteer training to serve as advocates for individual residents or to monitor the overall quality of the program. Select one that meets your interest and volunteer in that setting. Keep a reflection log to document your experience. This should not be a part of your regular job responsibilities.

2. Advocate for a disability group - Develop your own “disability awareness campaign. You may want to host an event, do a presentation, or volunteer in a self-advocacy group that is targeted at reducing stigma and promoting ability. Examples might be attending the Recovery Rally in Austin, doing the walk with NAMI, or volunteering to work with self-advocates through the ARC.

3. Advocate for the profession - I’ve often heard it said that rehabilitation counseling is one of the “best kept secrets” around. While many organizations seek out rehabilitation counselors, there are other settings where our talents are not known. For instance, some rehabilitation hospitals seek out social workers when a rehabilitation counselor might be much better equipped to serve their clients, sometimes because of billing constraints. Pick an area that you would like to focus on such as health care reform, the VA, the state licensure board, or educating elected officials and develop an advocacy campaign. This could include writing letters, visiting your elected officials, or making a presentation at a conference.

**Assessment Method:** Your advocacy project will be graded amount of time logged for the project, quality of the project and relevance to the field, and quality of reflection paper including thoughtfulness, timeliness, and impact on you as well as people with disabilities.

**GRADING**
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<thead>
<tr>
<th>LETTER GRADE</th>
<th>% OF TOTAL POINTS</th>
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<tr>
<td>A</td>
<td>90 – 100%</td>
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<td>B</td>
<td>80 – 89%</td>
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<td>F</td>
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**Instructional methods**

This course is designed a graduate level seminar that values the knowledge, skills, and experience that each student brings to the table. It is designed to help you gain a better understanding of rehabilitation counseling and current issues impacting the field.

The course provides the foundation and major concepts of the field with an emphasis on policies and legislation that impact people with disabilities as well as practice settings and credentials relevant to rehabilitation counselors. It is designed for the student to be an active and engaged participant in the course. You are expected to analyze, synthesize, and evaluate the information presented within the textbook, external readings/resources, research, and class activities.

**How Students Should Proceed Each Week for Class Activities**

Start each week by reading the instructor’s announcement in your email. Then, review the week’s learning objectives and the weekly activities. Read and/or listen to the lecture, then proceed to reading the supplemental articles and materials for that week. Next, review the PowerPoint and refer back to the materials for any items that you do not understand. Take a look at the resource links for that week – bookmark any that you may want to refer back to after the class is over. Complete the assignment for the week. All materials for the week are located in the learning module.

**SCHOLARLY EXPECTATIONS**

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.
COURSE EVALUATION
Students will have the opportunity to evaluate the course using UNT’s SETE (student evaluation of teaching effectiveness). The SETE is linked on your home page when you log in. I encourage all students to complete the SETE as this feedback is useful in revising the course.

COURSE POLICIES

Assignment Policy
[State how students will know what the official due dates are for each assignment, where they will find assignment instructions, what file type assignments should be saved as (e.g., .DOC or .RTF), where/how files should be submitted (i.e. Assignment drop box). Also include information about extra credit and special assignments.]

Examination Policy
Tests are closed-book exams and are due by the deadline posted in the schedule. Should you use Internet connection during the exam, please send me a note right away. Also, please contact the Student helpdesk and document the remedy ticket number before contacting you. No make-up exams will be administered unless there are extenuating circumstances.

Late Work
Late work will not be accepted unless the student has discussed this prior to the deadline and has a legitimate reason for not being able to complete it on time.

Attendance Policy
Students are expected to attend class on time and to stay engaged in the entire class. If you must be absent or late, please notify me as soon as possible. Likewise, if you need to leave early for some reason, please let me know.

Class Participation
Students are required to login regularly to the online class site. The instructor will use the tracking feature in Blackboard to monitor student activity. Students are also required to participate in all class activities such as discussion board, chat or conference sessions and group projects.

Virtual Classroom Citizenship
The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and the professor.
**Incompletes**

Students are expected to complete the course within the session time frame. A grade of Incomplete will only be given if the student is (a) passing the course, (b) has completed 75% of the course requirement, (c) has very compelling special circumstances, and (d) provides adequate documentation. I will require that the course requirements be fulfilled by the end of the following semester. According to UNT policy:

> An Incomplete Grade ("I") is a non-punitive grade given only during the last one-fourth of a term/semester and only if a student (1) is passing the course and (2) has a justifiable and documented reason, beyond the control of the student (such as serious illness or military service), for not completing the work on schedule. The student must arrange with the instructor to finish the course at a later date by completing specific requirements. These requirements must be listed on a Request for Grade of Incomplete form signed by the instructor, student, and department chair; and also entered on the grade roster by the instructor. (http://essc.unt.edu/registrar/incomplete.htm, p. 1)

If you fail to complete the course requirements by the end of the subsequent semester the grade of Incomplete will be replaced with you will receive a grade according to the number of points accumulated. All graduate students must maintain a 3.0 grade point average to remain an active student in the graduate program. If you find you are falling behind, or not passing, I recommend you consider withdrawing from the class so that your record and GPA is not negatively affected. Please contact me if you find yourself having any difficulties with the assignments or are not doing well on the quizzes.

**Copyright Notice**

Some or all of the materials on this course Web site may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. Additional copyright information may be located at: http://copyright.unt.edu/content/unt-copyright-policies.

**Policy on Server Unavailability or Other Technical Difficulties**

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.
**Graduate Online Course Attendance Policy**

It is absolutely imperative that students access the course a minimum of twice a week so be sure to budget your time accordingly.

**Information about the University of North Texas’ Attendance Policy may be found at:**

**Syllabus Change Policy**

While I do my best to follow the syllabus given at the beginning of the semester, there are times that it is necessary to make adjustments such as when all students already have a command of the subject or when there is a need to add material due to legislative or other recent issues. Students will be notified at least a week in advance should any changes be made to the syllabus.

**UNT POLICIES**

**Student Conduct and Discipline**

The primary concern of the University of North Texas is the student. The university attempts to provide for all students a campus environment that is conducive to academic endeavor and social and individual growth. To that end, rules, regulations and guidelines governing student behavior and the student's relationship with the university have been formulated into a student code of conduct and discipline. Enrollment at the University of North Texas is considered implicit acceptance of these and other policies applicable to students, all of which are educational in nature and designed to help students understand expectations and accept responsibility for their own actions. Additional information can be found in the Code of Student Conduct.

**Academic Honesty Policy**

Policies regarding student conduct and academic honesty posted by the University Center for Student Rights and Responsibilities in the Student Handbook apply to this class. As stated in the Policy: http://www.unt.edu/csrr/student_conduct/misconduct.html, misconduct for which students are subject to discipline falls into the following categories:

A. Acts of Dishonesty, including but not limited to:
   1. Academic dishonesty - cheating. The term "cheating" includes, but is not limited to:
      a. use of any unauthorized assistance in taking quizzes, tests, or examinations;
b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;

c. the acquisition, without permission, of tests, notes or other academic material belonging to a faculty or staff member of the University;

d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s);

e. any other act designed to give a student an unfair advantage.

2. Academic Dishonesty — plagiarism. The term "plagiarism" includes, but is not limited to:

   a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement and/or

   b. the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in the selling of term papers or other academic materials.

 Discipline may range from not having an assignment accepted for credit to expulsion from the course. For more information regarding policies regarding student conduct, please visit: http://www.unt.edu/csrr/student_conduct/index.html

ADA Policy
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

Add/Drop Policy
Please refer to the Office of the Registrar regarding the Add/Drop Policy.

Important Notice for F-1 Students taking Distance Education Courses:
Federal Regulation

The paragraph reads:

(G) For F–1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F–1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:

1. Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
2. Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-
565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline

**RESOURCES**

Links to Academic Support Services, such as Office of Disability Accommodation, Counseling and Testing Services, UNT Libraries, Online Tutoring, UNT Writing Lab and Math Tutor Lab can be located within Blackboard Learn on the “Academic Support” tab.

- Computer Labs: General access computer lab information (including locations and hours of operation) can be located at: [http://www.gacl.unt.edu/](http://www.gacl.unt.edu/)
- UNT Portal: [http://my.unt.edu](http://my.unt.edu)
- UNT Library Information for Off-Campus Users: [http://www.library.unt.edu/services/for-special-audiences/offcampus/information-for-off-campus-users](http://www.library.unt.edu/services/for-special-audiences/offcampus/information-for-off-campus-users)
- UNT Computing and Information Technology Center: [http://citc.unt.edu/services-solutions/students](http://citc.unt.edu/services-solutions/students)