

**UNIVERSITY OF KENTUCKY  
COLLEGE OF HEALTH SCIENCES  
Department of Rehabilitation Sciences  
Rehabilitation Sciences Doctoral Program**

**Criteria of the Next Environment Model (CONE)  
WORKING DOCUMENT**

*Adopted in large part from the Program in Special Education, Pennsylvania State University & Pediatric Physical Therapy Program, MCP Hahnemann University*

The purpose of this document is to describe the process and product requirements of the doctoral study in the Rehabilitation Sciences Doctoral Program at the University of Kentucky. These experiences are structured to provide the critical skills needed for successful employment in higher education. Traditional course work provides exposure to knowledge about the field of rehabilitation sciences and the disciplines of communication disorders, occupational therapy, physical therapy, and athletic training. Theoretical models, research and statistical methodology are of course included,

“however, to prepare students to thrive in the professional/scholarly circumstances in which they will most likely find themselves once they leave the program, our faculty has prescribed a structured series of experiences. Traditional doctoral preparation is often based on an indirect "train and hope" approach where discipline content knowledge is emphasized but acquisition of professional skills are presumed. Further, the knowledge is assumed to remain intact in a latent state available for use at a later time. This approach appears not to be based on sound learning theory nor does it differ from the usual (and highly criticized) passive learner approaches used within public schools and undergraduate programs. Applied to doctoral preparation, the CONE model focuses attention on the demands expected of professionals in the settings encountered subsequent to graduation. In our circumstances, the anticipated environment is clearly the University or allied facility environment” (Special Education, 1991).

When the CONE model was developed, by the faculty of the Program in Special Education at Pennsylvania State University, they studied the major roles and responsibilities of the successful professional. The *"major roles and their subsequent organization were, for the most part, taken from University promotion and tenure guidelines and an analysis of the faculty's day- to-day responsibilities. While some of the information/skills will be presented in graduate seminars, the majority of the CONE competencies will be learned through one-to-one interactions with individual faculty. The job of the faculty is to provide models, shaping, and response opportunities to help you acquire and practice professional skills: You will be learning by doing."* (Special Education, 1991) The faculty of the University of Kentucky Rehabilitation Sciences Doctoral Program have reviewed and accepted the philosophy and procedures found in the CONE Model. Therefore, we have adopted their model and have rewritten it to reflect some of the unique characteristics of doctoral education in the rehabilitation sciences, however, the overriding principles of this document are generic to any good doctoral program. We wish to acknowledge the assistance of the faculty of the Program in Special Education at Pennsylvania State University in this effort.

## CONE COMPETENCY DESCRIPTIONS

### TEACHING

**Teaching:** Doctoral students will have major responsibility for teaching at least one entry level course. This experience is typically initiated by assisting in some way in the course, such as assuming responsibility for delivering two or three lectures and assisting in the laboratory experiences. Once the students becomes familiar with the content, structure, and philosophy of the course, they will then take over major responsibilities in the course under close faculty supervision. Students will be provided guidance and feedback by the professor in charge of the course throughout the entire process. Additionally, students will have the opportunity to deliver guest lectures in other classes. If students have had university teaching experience, their experiences will be individually developed to create new learning/teaching experiences.

Along with college teaching, doctoral students might also have opportunity to supervise other graduate students enrolled in teaching practicum experiences. Faculty will work closely with doctoral students during supervision to develop supervisory competency.

College Lecturing and Laboratory. Supervision: Students are to have college level teaching experience throughout their doctoral education. Initially this will involve giving a presentation in their core courses. This will usually involve the use of distance learning technology. These presentations will be evaluated by both the faculty teaching the course and students taking the course. Doctoral students will then be invited to lecture in an entry level course and/or to supervise a laboratory experience. Some students will require more initial college level teaching than others, based on previous experiences and abilities. All students will be expected to produce computer generated slides, do a computer based presentation and store their presentation on Blackboard.

Teaching Apprenticeship: Generally, **after** the above experiences, students enroll in at least one, if not more Teaching Apprenticeship RHB 779. The purpose of this apprenticeship is to prepare the student to teach in entry level, professional programs. Students are supervised in all facets of college teaching including: course planning, preparation and presentation of lecture and laboratory material, student evaluation and student advising. The student's Advisory-Examination Committee helps to arrange the apprenticeship within their area of expertise. Students may also choose to broaden their teaching experience and select a course whose content is outside their major area of experience. The course instructor assists the student to develop goals and objectives for the apprenticeship and is responsible for evaluating student performance, with input from the students taking the course. By the end of the Teaching Apprenticeship, students should be able to plan and carry out a college level course with minimal supervision by the primary instructor. Students must be able to plan and carry out a college level course with minimum supervision before they graduate.

Test Preparation: Test writing ability has been identified as the greatest challenge in teaching by physical therapy faculty in their pretenure years (Harrison & Kelly, *Physical Therapy*, Nov. 1996). Therefore, special emphasis and experience in test writing will be incorporated into the teaching practicum experiences and seminars.

Editing Student Work: Working with a faculty member, students will edit at least one entry level student paper (this might include course papers, drafts of the thesis, or manuscript of the thesis for publication). Feedback generated by the doctoral student may be part of the faculty feedback to the entry level student.

### WRITING

**Writing:** "A variety of closely supervised writing experiences using feedback systems common to professional publishing are also an important part of the program. Students will learn how to write/submit grant proposals and several different kinds of scholarly papers including comprehensive, critical literature

reviews and data-based studies." These experiences will prepare them to complete their dissertation and potentially have at least one published manuscript before graduation.

Non-data-based Article: Opportunities will be provided for writing synthesis articles, case studies, and book or article reviews in several core courses, or the take home portion of the qualifying examinations. One of these products should be edited and submitted for publication.

Data-based Articles: As part of the Research Apprenticeships, students should have the experience of collecting and analyzing data with faculty members. The student should then have the opportunity to assist faculty members in preparing a manuscript for publication. The student would generally be listed as a secondary author, however, this must be discussed with the advisor at the start of the project. If the Research Apprenticeship does not result in a data based paper, the student should seek alternative opportunities to assist in the preparation of a manuscript for publication. This might include helping another doctoral student in manuscript preparation, doing a reliability study as part of an ongoing project, or reanalyzing data from an existing data base.

Grant Reviewing: As part of RHB 770 Seminar in Grantsmanship, students will evaluate a grant proposal using the appropriate federal or foundation criteria.

Grant Proposals: After the grant review experience in a Seminar, the student will be expected to independently write or assist in the writing of a grant proposal. This might be part of their Research Apprenticeship, Qualifying Examination, or Independent Study. Students may choose to write for a doctoral award training grant. Assisting faculty in the writing of a grant may also meet this competency.

## **SCHOLARSHIP**

**Scholarship:** "Within this competency area students will, with faculty guidance and support, design and conduct inservice presentations,.... submit proposals for presentation at state and national conferences, and provide consultation to local and state agencies." Students should also have the opportunity to review manuscripts submitted to journals.

Inservice: As students learn evidence based practice, they should be able to present this information to an audience of their peers outside the classroom. Students will provide at least one in-service to the community, or more, if required for their grant support.

Conference Presentation: Students will be required to develop and submit a special interest, or research proposal to an appropriate professional meeting. While a national presentation is desirable, a state or local meeting is acceptable. The program will attempt to provide financial assistance to attend the meeting.

Consulting: Students will be expected to learn consulting skills through seminar and other practicum experiences. At the present time there is no specific requirement for community consultation, however, various grant support does expect students to provide this community service. The student should discuss their ability to do consultation with their advisor and be aware that the program is considering specific expectations in this area.

Manuscript Reviewing: Students will be given manuscripts that have been submitted to a journal by faculty or graduates to review. This might also be done in conjunction with a faculty member who is on the editorial board of the journal. Prior to the student review, the faculty member should discuss the editorial policies, confidentiality, and guidelines of the journal in question as well as direction on conducting a review. Following the student review, the faculty member will go over the review and give appropriate feedback to the student.

## **SERVICE**

**Service:** When appropriate, students will be invited to attend faculty meetings at the departmental, college, and university levels. These experiences allow students to see first-hand the decision making processes taking place at a university. Doctoral students might take part in interviewing new faculty to gain an understanding of the university job interview process. As noted under scholarship they will be expected to do presentations throughout the community and participate in professional organizations.

Inservice, conference presentations, consulting, and manuscript reviewing are listed under scholarship.

Interviewing: This topic will be covered in the professional seminar. If the opportunity is available, the student will participate in interviewing prospective doctoral and entry level students, as well as faculty applicants.

Professional Association/Society Positions and Activities: Service to one's profession and society is an important element of academic life. Students may have already been actively engaged in professional organizations. Students should participate in professional organizations during their doctoral studies, any activity they do should be recognized and acknowledged.

## **OTHER**

**Other:** Since doctoral students must have opportunities, above and beyond traditional course work, to practice the critical skills needed for success in the university setting, there are a number of other topics/issues what will be addressed. These topics / issues might be covered in didactic fashion in the seminars, in courses or through mentoring with the student's advisor. These include, but are not limited to: academic freedom; professional and ethical behavior especially when working with students and research subjects; negotiating publishing contracts; different professional curricula; what to look for in a prospective job; how to prepare a curriculum vita and portfolio; tenure policies; teaching loads; and co-authoring relationships. Membership or attendance at university, school, department and program committee meetings will also be encouraged to expose the student to these additional responsibilities of academic positions.

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