AUBURN UNIVERSITY

SYLLABUS

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

**Fall Semester 2019**

**(Content subject to change)**

**Course Number:** RSED 4100 section 001

**Course Title**: Professional Communication in Rehabilitation

**Credit Hours:** 3

**Prerequisites**: Junior/Senior classification

**Classroom:** Thursday, 2:00-4:30PM, Haley Center 2454

**Instructor:** Kelley Mautz, PhD, MPA, ALC, CRC

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**Office Hours:** By appointment only

**I. Course Purpose and Objectives**

The purpose of this course is to provide the rehabilitation student with an opportunity to develop a portfolio that will exemplify the particular abilities and attributes of each person who has completed the Rehabilitation and Disability Studies major. A portfolio will be created and may be used in seeking employment, admission to graduate school, and/or to provide record of your undergraduate experience. The course will allow each student to emphasize the unique competencies that he or she has gained during the baccalaureate education.

The portfolio is a form of written communication. The process used in the creation of a portfolio requires introspection, analysis, and synthesis of the student’s educational, clinical, advocacy, volunteer, and leadership experiences. The course is structured to assist the student in the creation of the portfolio through the achievement of the following objectives:

1. Complete a SWOT Analysis
2. Develop of a professional mission statement
3. Create several professional resumes
4. Obtain job interviewing skills towards employment or graduate programs
5. Develop an e-portfolio that emphasizes the unique attributes of the student’s education, relevant experiences, and accomplishments.
6. Gain an understanding of working with diverse populations and communicating effectively as a human services practitioner.

**II. Required Text:**

Nielsen, L. V. (2016). *The book on career readiness: The prof’s guide to graduating college with a job offer.* Columbia, SC: CreateSpace Independent Publishing.

**Required Reading (in Canvas):**

Sidell, N., & Smiley, D. (2008). Professional communication skills in Social Work. Boston: Pearson (Chapters 2 and 4)

**Suggested Reading (in Canvas):**

Back, A.I., et al. (2016). Building resilience for palliative care clinicians: An approach to burnout prevention based on individual skills and workplace factors. Journal of Pain and Symptom Management, 52(2), 284-291.

Bencsik, A., Horvath-Csikos, G., & Jubasz, T. (2016). Y and z generations at workplaces. Journal of Competiveness, 3, 90-106. doi: 10.7441/joc.2016.03.06

Chacala, A. et al. (2014). My view that disability is okay sometimes clashes'- Experiences of two disabled OT. Scandinavian Journal of Occupational Therapy, 21, 107-115.

Dold, C.J. and Chapman, R A. (2012). Hearing a Voice: Results of a Participatory Action Research Study. Journal of Child and Family Studies, 21, 512-519.

Estabillo, J.A. et al. (2018). Autism Symptoms and Problem Behaviors in Children

with and without Developmental Regression. Journal of Development Physical Disabilities, 30, 17-26.

Jorgensen Smith, T., Dillahunt-Aspillaga, C., & Kenney, C. (2015). Integrating customized employment practices within the vocational rehabilitation system. Journal of Vocational Rehabilitation, 42(3), 201–208. https://doi-org.spot.lib.auburn.edu/10.3233/JVR-150740

Martinez Tyson, D., Castañeda, H., Porter, M., Quiroz, M., & Carrion, I. (2011). More Similar than Different? Exploring Cultural Models of Depression among Latino Immigrants in Florida. Retrieved from https://search.ebscohost.com/login.aspx?direct=true&db=edsbas&AN=edsbas.2851BB76&site=eds-live&scope=site

Shore, L. M., Randel, A. E., Chung, B. G., Dean, M. A., Ehrhart, K. H., & Singh, G. (n.d.). Inclusion and Diversity in Work Groups: A Review and Model for Future Research. JOURNAL OF MANAGEMENT, 37(4), 1262–1289. https://doi-org.spot.lib.auburn.edu/10.1177/0149206310385943

Silva, P., Lopes, B., Costa, M., Melo, A. I., Dias, G. P., Brito, E., & Seabra, D. (2018). The million-dollar question: can internships boost employment? https://doi-org.spot.lib.auburn.edu/10.1080/03075079.2016.1144181

Small, J., Chan, S., Drance, E., Globerman, J., Hulko, W., O’Connor, D., … Ho, L. (2015). Verbal and nonverbal indicators of quality of communication between care staff and residents in ethnoculturally and linguistically diverse long-term care settings. Journal of Cross-Cultural Gerontology, 30(3), 285–304. https://doi-org.spot.lib.auburn.edu/10.1007/s10823-015-9269-6

Smith, V. D., Austrich, C. G., Brown, R. R., & Steding, L. H. (2015). The portrayal of Black Swan through a multicontexual framework. The Family Journal, 23(1), 97–101. https://doi-org.spot.lib.auburn.edu/10.1177/1066480714555670

**Additional materials** **will be provided in Canvas to complete assignments.**

**III. Instructional Method:**

Instructional methodologies employed in this course will be lecture, discussion, and class presentations.

**IV. Course Requirements:**

**1. SWOT Analysis, Core Values, Core Beliefs-**

Handouts and lecture describing these activities will be provided. **The SWOT is worth 5 points, Core Values is worth 5 points, Core Beliefs is worth 5 points.**

**2. Professional/Personal Mission Statement (Strategic Plan)**

This assignment will convey to the reader and you, your vision of what you want to become. This statement crystallizes your view or perspective regarding career direction and provides you with a purpose and identity that is self-reinforcing or motivating. The mission statement rests upon a foundation of core beliefs and values that give meaning and further define and amplify the condition that services are to be provided to stakeholders. **This assignment is worth 10 points.**

**3. Cover Letter and Resume-**

Thisassignment requires that each student develop a resume tailored to his personal future goals. We will cover the area of cover letters and resume’s extensively. Materials used for this assignment will come from Auburn University Career Development Services office. T**he cover letter and resume will be worth 8 points each (16 points total).**

**4. Professional Interview-**

Each student will complete a professional mock interview via the Auburn University Career Development Services or by an assigned and detailed self-evaluation. We will discuss this assignment in detail in class. **This assignment is worth 10 points.**

**5. Test-**

There will be one test toward the end of this semester that will come from the text and lectures. We will review for this test. **This assignment is worth 20 points.**

**6. Portfolio Development and Presentation-**

Each student will be required to develop an electronic portfolio that contains: the mission statement, cover letter, resume, a product or presentation from a rehabilitation course, a product from one other class taken at the college level, practicum and internship information, and other materials such as letters of recommendation, plans of study, evidence of leadership activities. Please include other information such as your work experiences, volunteerism, college level clubs or organizations, and hobbies and interests, etc. **BE CREATIVE! Details will be provided after Labor Day regarding the production of this artifact. We will utilize WIX for our portfolio host for FALL 2019. This assignment is worth 24 points.**

**7. Reflection(s)-**

Reflections should be at least one page in length and use Times New Roman, 12 pt. font. Each reflection should answer the following questions:

* **Summarize the major focus of the activity**
* **Discuss three big take-aways**
* **Discuss how you will apply what you learned to your work**

**There will be 2 reflections and each will be worth 5 points, totaling 10 points.**

**8. Class Participation-**

There will be various class activities this semester in which you will have the ability to **earn up to 50** class participation points. **These will be unannounced and the weight of each activity will vary.**  Please plan to be present in class and participating.

**Activities-**

**Jigsaw Method-** is a team learning opportunity. The class is divided into groups and

each group is assigned a scholarship to read/ discuss. After the group has researched, gathered, and decided how they will present their information; new groups are formed. One member from each of the previously formed groups will create a new task group consisting of a member from each of the previously formed group. Each student is then responsible for teaching the new group what they learned about the current literature relating to the course outline. Every group should be represented in the new task group.

**STAR Method-** is a structured manner of responding to a behavioral-based interview question by discussing the specific **s**ituation, **t**ask, **a**ction, and **r**esult of the situation you are describing. This method will help students be specific and avoid rambling or including too much information when answering challenging interview questions.

**Canvas Discussion Questions (Critical Thinking)-** topics will come from weekly PowerPoint presentations, guest lectures, and in-class demonstrations.

**V. Evaluation**

This course is calculated out of the total points possible:

90-100 = A

80-89= B

70-79= C

60-69= D

59 & Below= F

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| **Assignments** | **Point Value** |
| SWOT Analysis/ Core Values/Beliefs | 15 |
| Mission Statement | 10 |
| Cover Letter/Resume | 16 |
| Mock/Professional Interview | 10 |
| Portfolio & Presentation | 24 |
| Test | 20 |
| Class Participation | 50 |
| Reflection(s) (5 points each) | 10 |
| **Total Points Possible:** | **155** |

**VI. Tentative Course Schedule (bold text indicates assignment due):**

* All handouts and assignment worksheets will be posted in weekly modules in Canvas
* Extended in-class periods are highlighted in yellow
* **Assignments and due dates are in bold**

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| **Dates:** | **Topic:** | **Reading Assignments/ Activities-- Due Dates** |
| **Week 1:**  Aug. 22nd | Introduction and Course Overview; | Who’s Who?  Organize group |
| **Week 2:**  Aug. 29th | Degree Distinction & Building your Networks  Communicating about Yourself  Disability Etiquette | Read Chapters 1/ 2 (Nielsen, 2016)  Read Chapter 2- Application - (Sidell & Smiley, 2008)  Review *Ten Commandments of Etiquette for Communicating with People with Disabilities -* in Canvas  **Assignment (due Tuesday, 9/3/19 by 11:59pm in Canvas\*):**   1. **Complete Discussion Question**   \*extra time for holiday |
| **Week 3:**  Sept. 5th | Verbal & Nonverbal Communication Skills  Introduction to a Professional Portfolio: SWOT Analysis, Mission Statements, Core Values, and Core Beliefs | Read Chapter 4 (Sidell & Smiley, 2008)  **Assignment (due Monday, 9/9/19 by 11:59pm in Canvas):**   1. **Submit SWOT Analysis activity** 2. **Complete Discussion Question** |
| **Week 4:**  Sept. 12th | Disability Specific Communication: *Autism the Musical*-Movie  Extended class period | **Assignment (due Monday, 9/16/19 by 11:59pm in Canvas):**   1. **Movie Reflection - See above for directions** |
| **Week 5:**  Sept. 19th | SWOT, Mission Statements  Writing a Resume and Cover Letter | Read Chapters 3 & 4 (Nielsen, 2016)  **Assignment (due Monday, 9/23/19 by 11:59pm in Canvas):**   1. **Submit final SWOT Analysis** 2. **Complete Discussion Question** |
| **Week 6:**  Sept. 26th | **Guest: AU Career Services Presentation-** Cover Letter, Resume Development, Interview Techniques, etc..  Extended class period | **Assignment (due Monday, 9/30/19 by 11:59pm in Canvas):**   1. **Complete Discussion Question** |
| **Week 7:**  Oct. 3rd | Job Search -Interview Skills-  Skills Employers Seek- Handout  **Portfolio** components- WIX; O’NET Interest Profiler, Social Media/ Linkedlin | Chapters 5, 6, 7(Nielsen, 2016)  Setup WIX account—Bring Laptop to class  **Assignment (due Monday, 10/7/19 by 11:59pm in Canvas):**   1. **Submit Mission Statement** 2. **Complete Discussion Question** |
| **Week 8:**  Oct. 10th | **NO CLASS FALL BREAK** |  |
| **Week 9:**  Oct. 17th | After the Interview- Communicating about Confidentiality -Chapter 6 (Sidell & Smiley, 2008) | Chapter 9 (Nielsen, 2016)  **Assignment (due Monday, 10/21/19 by 11:59pm in Canvas):**   1. **Submit Cover Letter/ Resume Draft** 2. **Complete Discussion Question** |
| **Week 10:**  Oct. 24th\*\* | Mock Interview-Setup  Finding Opportunities; Closing the Deal & Accepting the Offer  Extended class period | STAR Method  Chapters 10/11 (Nielsen, 2016)  **Assignment (due Monday, 10/28/19 by 11:59pm in Canvas):**   1. **Submit CORE Values/ Beliefs** 2. **Complete Discussion Question** |
| **Week 11:**  Oct. 31st | Communicating with & about Clients Chapters 7 & 8 (Sidell & Smiley, 2008) | Application--POR; SOAP;  **Assignment (due Monday, 11/4/19 by 11:59pm in Canvas):**   1. **Submit Narrative Recordings** 2. **Complete Discussion Question** |
| **Week 12:**  Nov. 7th | Self-care- Burnout-  Mental Health/ Substance Use in Clients-Awareness | **Assignment (due Monday, 11/11/19 by 11:59pm in Canvas):**   1. **Submit Final Cover Letter and Resume** 2. **Complete Discussion Question** |
| **Week 13:**  Nov. 14th | Literature Review: Group Discussion/ Test Review | Jigsaw Method  **Assignment (due Monday, 11/11/19 by 11:59pm in Canvas):**   1. **Complete Discussion Question** |
| **Week 14:**  Nov. 21st \*\* | Test in Canvas  **NO Class Meeting** | **Assignment (due Monday, 11/25/19 by 11:59pm in Canvas):**   1. **Submit Mock Interview Self Evaluation/Reflection - See above for directions** |
| **Week 15:**  Nov. 28th | **NO CLASS-Thanksgiving Break** |  |
| **Week 16**  Dec. 5th | **Wrap-up /**  Gallery Walk of Portfolio Presentations  Extended class period | Presentations (Bring laptop)  **Assignment (due last day of class, 12/5/19, by 11:59pm using WIX):**   1. **Submit final Portfolio** |

**VII. CLASS POLICY STATEMENTS:**

**Attendance:** It is expected that students will attend ALL scheduled class meetings. If you are to miss class, please e-mail the instructor before the scheduled class meeting. Only individuals with university approved absences will be allowed to make up missed in-class assignments/activities. In addition to attendance, I expect that when you do come to class, you will be in class. I appreciate that emergencies do happen, but they do not happen each week. Arriving late to class, leaving early, leaving class for an extended period of time during class are similar to an absence.

**Excused absences:** Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences. *Unexcused absences may result in a 10 point grade reduction per absence.*

**Make-up Policy:** Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged the last three days before the final exam period begins.

**Assignments:** All assignments must be typed and prepared in a professional manner (i.e., neat, correct grammar, spelling), following APA guidelines. Assignments are due on the date noted in the syllabus. *Late assignments will receive a 25% deduction in the grade for each day late.*

**Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the provost, which will then refer the case to the Academic Honesty Committee.

**Disability Accommodations:** Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).

**Course contingency:**  If normal class and/or activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

**Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**Classroom Behavior:** "Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions ... Students have the responsibility of complying with behavioral standards ... Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; use of tobacco products; monopolizing discussion; persistent speaking out of tum; distractive talking including cell phone usage; audio or video recording of classroom activities or the use of electronic devices (including cell phones) without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures; verbal, psychological, or physical threats, harassment, and physical violence." (See *Tiger Cub)*

**Use of Electronics:**Cell phones must be put on silent and stored during class times, unless the instructor is notified of special circumstances (e.g. on-call professional services, family emergencies, accommodations). Computers and electronic notepads are welcomed, but may be used for class purposes only and must not be a distraction.

**Access to Course Content:** All class materials, including Power Points, will be posted on Canvas.