AUBURN UNIVERSITY

SYLLABUS

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

**Fall Semester 2020**

**(Content subject to change)**

**Course Number:** RSED 4100 section 001

**Course Title**: Professional Communication in Rehabilitation

**Credit Hours:** 3

**Prerequisites**: Junior/Senior classification

**Classroom:** Online-Mixed, as indicated or at the scheduled class time – Thursdays, 2:00 pm – 4:30 pm (central).

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

[ekm0031@auburn.edu](mailto:ekm0031@auburn.edu)

**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. Online Student Learning Expectations**

All students in this course are expected to have all the equipment and software needed to be successful in the course.

All students are expected to contribute to their own learning as active and well-prepared participants. Weekly modules will provide various opportunities for reading, reflection, applied experiences, collaboration, and writing. Since these activities are woven through the entire week and generally do not require your “electronic presence” at any particular time or day, there should be no need to "miss" class. You should plan on spending the same amount of preparation and “in class” time on this course as you would if you were taking the course face-to-face.

**III. 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.**

**IV. Instructional Method:**

This course will be conducted using an online-mixed format via Zoom. Student participation is expected each week, with some participation occurring during scheduled class times. Instructional methodologies employed in this course will be lecture, discussion, group work, and class presentations.

**IV. Course Requirements:**

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

Handouts and lecture describing these activities will be provided. **The SWOT assignment is worth 5 points. The Core Values and Core Beliefs assignment is worth 5 points (10 total points).**

**2. Professional/Personal Mission Statement -**

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 (15 points total).**

**4. Professional Interview-**

Each student will be assigned a group to develop and complete a professional mock interview using Zoom or other approved virtual platform. The group interview session should include the instructor as an observer and be recorded for submission. We will discuss this assignment in detail in class. **This assignment is worth 10 points.**

**5. Test-**

There will be one test, a final exam, that will come from the text and lectures. We will review for this test. **This assignment is worth 15 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 later in the semester regarding the production of this artifact. We will utilize WIX for our portfolio host. Scheduled times will be provided to present your final work using Zoom or other approved virtual platform. This assignment is worth 20 points.**

**7. Reflection(s)-**

Each reflection will have an associated reading or viewing activity to be announced. Reflections should be at least one page in length and use Times New Roman, 12 pt. font and 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 additional class participation points. **These will be unannounced and the weight of each activity will vary.**  You must have a good record of viewing lectures and completing discussions to earn participation points. **The total class participation points possible is 10.**

**Sample Activities-**

**Jigsaw Method-** This is a team learning opportunity. Students will meet in the same group they have been previously assigned. Groups should begin meeting early in the semester to develop and prepare this assignment. 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. Group sessions should be conducted and recorded using Zoom or other approved virtual platform. A video must be submitted by one group representative for individual grades to be assigned.

**STAR Method-** This 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. Demonstrated understanding and use of this method in the mock interview, as well as discussion posts, will be considered for participation credit.

**Canvas Discussion Questions (Critical Thinking)-** topics will come from weekly PowerPoint presentations, guest lectures, and 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 Analyses – 2 assignments | 10 |
| Mission Statement | 10 |
| Cover Letter/Resume | 15 |
| Mock/Professional Interview | 10 |
| Portfolio & Presentation | 20 |
| Final Exam | 15 |
| Class Participation | 10 |
| Reflection(s) (5 points each) | 10 |
| **Total Points Possible:** | **100** |

**VI. Tentative Course Schedule (subject to change):**

* All lectures will be posted by 2pm on Thursday of each week or conducted via Zoom at the scheduled class time (*Zoom meetings in italics*).
* All assignments will be due Wednesday of the week following the associated lecture.
* Lectures must be viewed in their entirety for students to receive credit for associated assignments and participation points.
* All handouts and assignment worksheets will be posted in Canvas at the time the lecture is posted for the week.
* **Assignments and due dates are in bold.**

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| **Dates:** | **Topic:** | **Reading Assignments/ Activities-- Due Dates** |
| **Week 1:**  Aug. 20th  *Zoom Meeting* | Introduction and Course Overview | Who’s Who?  Organize Interview and Group Assignments  **No Assignment** |
| **Week 2:**  Aug. 27th | Degree Distinction & Building your Networks  Communicating about Yourself  Disability Etiquette | Read Chapters 1 and 2 (Nielsen, 2016)  Review *Ten Commandments of Etiquette for Communicating with People with Disabilities -* in Canvas  **Assignment (due Wednesday, 9/2/20 by 11:59pm in Canvas):**   1. **Complete Discussion Question** 2. **Submit Reflection 1** |
| **Week 3:**  Sept. 3rd | Verbal & Nonverbal Communication Skills  Introduction to a Professional Portfolio: SWOT Analysis, Mission Statements, Core Values, and Core Beliefs | Read Chapter 2 and 4 (Sidell & Smiley, 2008)  **Assignment (due Wednesday, 9/9/20 by 11:59pm in Canvas) – extra time given for holiday:**   1. **Submit draft SWOT Analysis activity** 2. **Complete Discussion Question** |
| **Week 4:**  Sept. 10th | SWOT, Mission Statements  Writing a Resume and Cover Letter | Read Chapters 3 and 4 (Nielsen, 2016)  **Assignment (due Wednesday, 9/16/20 by 11:59pm in Canvas):**   1. **Submit final SWOT Analysis activity** 2. **Complete Discussion Question** |
| **Week 5:**  Sept. 17th  *Zoom Meeting* | Cover Letter, Resume Development, Interview Techniques, etc..  STAR Method | **Assignment (due Wednesday, 9/23/20 by 11:59pm in Canvas):**   1. **Complete Discussion Question** |
| **Week 6:**  Sept. 24th | Job Search -Interview Skills-  Skills Employers Seek- Handout  **Portfolio** components- WIX; O’NET Interest Profiler, Social Media/ Linkedln | Chapters 5, 6, 7(Nielsen, 2016)  Setup WIX account using instructional video in Canvas  **Assignment (due Wednesday, 9/30/20 by 11:59pm in Canvas):**   1. **Submit Mission Statement** 2. **Complete Discussion Question** |
| **Week 7:**  Oct. 1st | After the Interview- Communicating about Confidentiality -Chapter 6 (Sidell & Smiley, 2008) | Chapter 8 and 9 (Nielsen, 2016)  **Assignment (due Wednesday, 10/7/20 by 11:59pm in Canvas):**   1. **Submit Cover Letter/ Resume Draft** 2. **Complete Discussion Question** |
| **Week 8:**  Oct. 8th  *Zoom Meeting* | Mock Interviews | **Assignment (due Wednesday, 10/14/20 by 11:59pm in Canvas):**   1. **Submit evaluations via Canvas** 2. **Submit Reflection 2** |
| **Week 9:**  Oct. 15nd  *Zoom Meeting* | Mock Interviews | **Assignment (due Wednesday, 10/21/20 by 11:59pm in Canvas):**   1. **Submit evaluations via Canvas** 2. **Complete Discussion Question** |
| **Week 10:**  Oct. 22nd | *Finding Opportunities; Closing the Deal & Accepting the Offer* | Chapters 10 and 11 (Nielsen, 2016)  **Assignment (due Wednesday, 10/28/20 by 11:59pm in Canvas):**   1. **Submit CORE Values/ Beliefs Statement – Elevator Speech (Reflection 2)** 2. **Complete Discussion Question** |
| **Week 11:**  Oct. 29th | Communicating with & about Clients | Chapters 7 & 8 (Sidell & Smiley, 2008)  Application--POR; SOAP  **Assignment (due Wednesday, 11/4/20 by 11:59pm in Canvas):**   1. **Complete Discussion Question** |
| **Week 12:**  Nov. 5th | Self-care- Burnout-  Mental Health/ Substance Use in Clients-Awareness | **Assignment (due Wednesday, 11/11/20 by 11:59pm in Canvas):**   1. **Complete Discussion Question** 2. **Submit Final Cover Letter and Resume** |
| **Week 13:**  Nov. 12th  *Zoom Meeting* | Portfolio Presentations | Scheduled Presentations – may vary from class time  **Assignment (Due Wednesday, 11/18/20 by 11:59pm using WIX):**   1. **Submit final Portfolio** |
| **Week 14:**  Nov. 19th | Literature Review: Group Videos  Wrap up and Final Review | Jigsaw Method  **Assignment (due Thursday, 11/19/20 by 11:59pm in Canvas): \*note change in date**   1. **Submit Jigsaw video – one per group** |
| **Week 15**  Dec. 3rd | Final Exam due in Canvas | **Complete and submit exam (Opens**  **Thursday, 12/3/20 by 8am. Due 12/3/20 by 11:59pm in Canvas).** |

**VII. CLASS POLICY STATEMENTS:**

**COVID Related Policies:**

The following classroom policies apply to all activities completed in relationship to this class and are subject to change as additional guidelines and policies are release by the country, state, city or University.

* Physical Distancing - Face coverings are not a substitute for physical distancing. Students shall observe physical distancing guidelines where possible in the classroom, laboratory, studio, creative space setting and in public spaces. Students should avoid congregating around doorways before or after class sessions. If the instructional space has designated entrance and exit doors students are required to use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.
* Face Coverings - In response to COVID-19, and in alignment with Auburn University's Presidential directives, and local, state, and national health official guidelines face coverings are required at all times while on campus, except when alone in a private office. This includes the classroom, laboratory, studio, creative space, or any type of in-person instructional activity, and public spaces. "A “face covering” is defined as a “covering that fully covers a person’s nose and mouth, including without limitation, cloth face mask, surgical mask, towels, scarves, and bandanas. If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation.
* Full Online/Remote Instruction - In the event that the University is forced to move to fully online instruction, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via a Canvas Announcement within 24 hours of the announcement that we are going remote. Please be prepared for this contingency by ensure that you have personal access to a computer and Internet.
* Assignments/Schedule Changes Due to Pandemic - The course schedule and assignments are designed with the most up-to-date information and policies in mind. If the situation changes I will make every effort to keep the schedule as consistent as possible; however, please note that the due dates for assignments and tests may be changed during the semester in response to the changing health and safety requirements or policies of the University. When changes are made, they will be communicated via Canvas Announcement, Canvas message, and all assignment due dates will be updated.
* Positive COVID or Quarantine of Students – This class is designed to be conducted online, providing a learning environment that minimizes the risk of infection to the greatest degree for all students. Students seeking information about CDC guidelines or the most updated COVID health information, should contact the Student Health Center or their health care provider to receive care and the latest direction on quarantine and self-isolation. In the event of any illness, please contact me immediately to make instructional and learning arrangements.
* Positive COVID or Quarantine of the Instructor - If I become ill or unable to lead the class, a backup instructor will be identified and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.
* Zoom Policies – Most classes will be pre-recorded for you to review in the course of a week. However, there will be occasions when the full class or groups will meet using Zoom. In those instances, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I or the designated group leader has the authority to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom, please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

**Attendance:** Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes or class event, if scheduled. You will not be penalized for such an absence nor will you be asked to provide formal documentation from a healthcare provider. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I don’t want the need for documentation to discourage you from self-isolating when you are experiencing symptoms.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence if possible;
* Keep up with coursework as much as possible;
* Participate in class activities and submit assignments electronically as much as possible;
* Notify me if you require a modification to the deadline of an assignment or exam; and
* Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

**Lecture Completion:** It is expected that students will view ALL class lectures in the week the lecture is posted. Please note, diagnostic data is available via Canvas that allows instructors to monitor the extent to which videos and other posted materials are viewed. Thus, viewing less than 90 percent of a video may result in deductions in the amount of points earned for associated assignments and activities. If you will be late viewing material for the scheduled week, please e-mail me before the next scheduled class lecture is posted. Only individuals with documentation of university approved excuses will be allowed to make up missed assignments/activities or be granted extended time.

**Requests for extended work time:** Students are granted extended periods of time to complete missed work 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 work excused or time extended for any other reason must contact the instructor in advance of the missed lecture to request permission. The instructor will weigh the merits of the request and render a decision. In no case shall such notification occur more than one week after the missed week. Appropriate documentation is required for approval. Please see the *Tiger Cub* for more information on excused absences. *Excessive unexcused missed lectures may result in a 10-point grade reduction per absence.*

**Make-up Policy:** Arrangement to make up a missed assignment or examination (e.g., hour exams, mid-term exams) with a authorized excused absence/missed lecture must be initiated by the student within one week of the excused absence/missed lecture. Except in unusual circumstances, such as the continued absence/missed lectures 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.

**Individual 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 via Canvas, unless otherwise determined. *Late assignments may receive a 25% deduction in the grade for each day late.*

**Group and Other Course-related Assignments:** It is expected that when you are interacting with the instructor and/or other students in a group setting, you will be fully participatory as if you were attending the activity in class. This means you are expected to be present for all group functions, including meetings to plan, discuss, and develop a final assignment. I appreciate that emergencies do happen, but they do not generally occur with great frequency. Please make every effort to arrange other (non-emergency) responsibilities in a manner that does not interfere with scheduled class assignments, group work, or other course-related deadlines.

**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 for this course, 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 provide 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. See also, *COVID Related Policies.*

**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

**Student Conduct and Behavior:** Regardless of the setting (virtual or in-person), "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)*

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