AUBURN UNIVERSITY

SYLLABUS

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

**Fall Semester 2020**

**Course Number:** RSED 4100 section 002 **[Blended Course]**

**Course Title**: Professional Communication in Rehabilitation

**Credit Hours:** 3

**Prerequisites**: Junior/Senior classification

**Classroom:** Thursday, 2:00-4:30PM, Haley Center 3238

**Instructor:** Tammy W Montgomery, MS, APC, NCC

1223 Haley Center

[twm0027@auburn.edu](mailto:twm0027@auburn.edu)

**Virtual Office Hours:** By appointments only

**Updated August 29, 2019; August 2020**

**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 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. Recommended Text (but not required):**

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.

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

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

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

Brown Epstein, H-a. (2018). Reachout yourself: Resumes, cover letters, and interviewing. *Journal of Hospital Librarianship, 18(1),* 75-80.

Chacala, A., McCormack, C., Collins, B., & Beagan, B. L. (2014). My view that disability is okay sometimes clashes: Experiences of two disabled occupational therapists. *Scandinavian Journal of Occupational Therapy, 21,* 107-115.

Jorgensen Smith, T., Dillahunt-Aspillaga, C., & Kenney, C. (2015). Integrating customized employment practices within the vocational rehabilitation system. *Journal of Vocational Rehabilitation, 42,* 201-208.

Schroth, H. (2019). Are you ready for gen Z in the workplace? *California Management Review, 61(3),* 5-18.

Shore, L. M., et al. (2011). Inclusion and diversity in work groups: A review and model for future research. *Journal of Management,* 37(4), 1262-1289. doi 10.1177/0149206310385943

Silva, P. et, al. (2018). The million dollar question: Can internship boost employment? *Studies in Higher Education,* 43(1), 2-21.

**III. Instructional Method:**

Instructional methodologies employed in this course will be **Blended** which will include virtual **Zoom lectures** **on** **8/20; 9/10; 10/8; 11/5.** **Recorded lectures** the rest of the times, and **a tentative** **Face to Face Meeting in two groups (October 29th , if conditions are conducive)**. It is highly recommended that students view **ALL** recorded lectures. There will be discussion board reflection questions embedded within the lecture for students to complete on the same day of certain lectures (It will **NOT** appear on the PowerPoint slides; they will be **verbalized** at some point during the lecture.). Students viewing of the lectures and participating in the semi-announced discussions will be a part of the Classroom participation grade. Students should view the recorded lecture on, before, or during our university scheduled time on Thursday’s from 2pm to 4:30pm. **It is vital students check their email/ or Canvas once a day for any updates and changes.** This is our major form of communication. Students should always review the Modules and Assignment page in Canvas for upcoming activities and due dates.

**IV. Course Requirements:**

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

Handouts describing these activities and worksheets to complete the assignment will be provided in the class lecture/ in Canvas Files. Please use the handout and type your answers into the Word document. Then, on a separate Word document, type your Core Values statement and Belief statement. These statements should not be longer than 3 to 5 sentences each. Be sure to review the examples and think about the career you are planning to pursue. Another way to think about this is to connect your personal and professional (career goal) expectation and way of life. **The SWOT is worth 5 points, Core Values is worth 5 points, Core Beliefs is worth 5 points.**

**2. 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 the 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/her personal future goals. We will review the areas of a cover letter 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). Students will have the option to turn in a rough draft to obtain feedback before submitting the final copy.**

**4. Written Interview Response-**

Each student will use the STAR method to respond to a set of written interview questions. We will discuss this assignment in detail through a class lecture. **STAR Method-** is a structured manner of responding to behavioral-based interview questions 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. **This assignment is worth 10 points.**

**5. Mock Interview Recording-**

Practicing interview skills before being in front of a potential employer or graduate school committee can be helpful to get the nerves out of the way and to receive feedback on responses and non-verbal communication. The students will conduct and video record a mock interview, either in person or using Interview Stream. To use Interview Stream, the student will use the instruction sheet provided. For an in-person interview, students will give the 8 interview questions to a person of their choosing (e.g., classmate). The person will role-play an interviewer and the student will practice responding to the interview questions. Students will also complete and submit a self-evaluation form on this interview.

**6. Test-**

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

**7. Portfolio Development and Presentation-**

Each student will be required to develop a PowerPoint 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! Personal but professional pictures of you representing your work is highly welcomed! This portfolio (PowerPoint) will be worth 24 points. Details will be provided after Labor Day regarding the production of this artifact. This assignment is worth 24 points.**

**8. Discussion Board- Literature Reflection**

Students will work as a group and will be assigned an article for review. Students will provide a short summary highlighting major points of the article, describe how the information shared may impact them in the work force/ field of study, and share personal take away thoughts of the information. Students may prepare a PowerPoint or some type of artifact to submit and present on **11/5.** **This assignment is worth 10 points.**

**9. Class Participation-**

Class participation will be based on student interaction during monthly Zoom class sessions and recorded lecture participation. Students may **earn up to 50** class participation points. Please plan to be present in class and ready to participate.

**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

|  |  |
| --- | --- |
| **Assignments** | **Point Value** |
| SWOT Analysis/ Core Values/Beliefs | 15 |
| Mission Statement | 10 |
| Cover Letter/Resume | 16 |
| Written Interview Response using STAR | 10 |
| Portfolio PowerPoint | 24 |
| Test | 20 |
| Class Participation | 50 |
| Discussion Board-Literature Review | 10 |
| Mock Interview Recording | 10 |
| **Total Points Possible:** | **165** |

**VI. Tentative Course Schedule:**

|  |  |  |
| --- | --- | --- |
| **Dates:** | **Topic:** | **Reading Assignments/ Activities-- Due Dates** |
| **Week 1:**  Aug. 20th  **Zoom meeting** | Introduction and Course Overview;  Degree Distinction & Building your Networks- Chapters 1/ 2 (Nielsen, 2016) |  |
| **Week 2:**  Aug. 27th | SWOT Analysis-Introduction  Communicating about Yourself- Chapter 2- Application - (Sidell & Smiley, 2008) | <https://youtu.be/PBOtnyt7BP4> |
| **Week 3:**  Sept. 3rd | Mission Statements, Core Values, Core Beliefs-Introduction; & Portfolio Intro.  Verbal & Nonverbal Communication Skills Chp 4- (Sidell & Smiley, 2008) |  |
| **Week 4:**  Sept. 10th  **Zoom Meeting** | Review- SWOT, Mission Statements...  Chapters 3 & 4 (Nielsen, 2016) Writing a Resume and Cover Letter | **SWOT Analysis sheet, Core Values/Beliefs Statements-Due in CANVAS** |
| **Week 5:**  Sept. 17th | **Make a virtual appointment with AU Career Center –** **Mock Interview/ Resume Tips** (Cover Letter/ Resume Development- Interview Techniques, etc.) |  |
| **Week 6:**  Sept. 24th | Job Search -Interview Skills-  Skills Employers Seek- Handout- Chapters 5, 6, 7 (Nielsen, 2016) | **Mission Statement Due-In CANVAS** |
| **Week 7:**  Oct. 1st | **Portfolio** components- WIX; O’NET Interest Profiler, Social Media/ Linkedln; | Setup WIX account/ LinkedIn accounts |
| **Week 8:**  Oct. 8th  **Zoom Meeting** | After the Interview- Communicating about Confidentiality -Chapter 6 (Sidell & Smiley, 2008)/ Chapter 9 (Nielsen, 2016) | **Work on Cover Letter/ Resume- You may submit if you want feedback (Optional)** |
| **Week 9:**  Oct. 15th | Finding Opportunities; Closing the Deal & Accepting the Offer-  Chapters 10/11 (Nielsen, 2016) | STAR Method-Practice |
| **Week 10:**  Oct. 22nd | Communicating with & about Clients Chapters 7 & 8 (Sidell & Smiley, 2008) | **Cover Letter/ Resume Due in CANVAS-Final Draft** |
| **Week 11:**  Oct. 29th  **Face to Face\*\*** | Self-care- Burnout- Mental Health/ Substance Use in Clients-Awareness- **(1/2 of the class will meet and others will join through a Live Zoom)** | **\*\*Note: If conditions do not allow class to meet in person, a Zoom meeting will occur in its place** |
| **Week 12:**  Nov. 5th  **Zoom meeting** | Literature Review: Discussion Board Post-Reflection  Article Presentations... | **Discussion Board-Post** |
| **Week 13:**  Nov. 12th | **Comprehensive Assessment in Canvas** | **Written Interview Response**  **Due in CANVAS** |
| **Week 14:**  Nov. 19th | **NO Class Meeting-ALCA Virtual Conference- Work on Portfolio...** | **Mock Interview Recording/Self Evaluation Due in Canvas** |
| **Week 15:**  Nov. 26th | **NO CLASS-Thanksgiving Break /**  **End of Classes 11/24th** |  |
| **Week 16**  Dec. 3rd | **Read/Study Days** | **Portfolio PowerPoint**  **Due in Canvas** |

**VII. CLASS POLICY STATEMENTS:**

**Attendance:** When we meet on Zoom, 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 reserve the right 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.

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. 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

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.

**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.

**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 work will NOT BE ACCEPTED without speaking/ or emailing the instructor prior.**

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.

**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 during office hours 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 lab 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.

**Distance Learning Students:** Unless specific instructions have been given for a designated course, students in distance education courses shall take all closed resource examinations under the supervision of an approved proctor. Examples of approved proctors include a school superintendent, a principal of a high school, a dean or department head of a college, or a work supervisor. Proctors shall be verified and exams shall be sent directly to the proctor who will manage the examination in a secure manner, requiring students to present a picture ID.

**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

**\*\*\*\*The syllabus/schedule may be revised to accommodate the needs of assignment requirements. Proper notification will be given if any change in schedule or assignments occurs.**