AUBURN UNIVERSITY

SYLLABUS

REHABILITATION AND SPECIAL EDUCATION

**Fall Semester 2020**

**1. COURSE:** RSED 5223

 **Section:** 001

**Title:**  Placement Services in Rehabilitation

**Credit hours:** 3

**Prerequisites:** None

**Lectures will be posted:** Every Wednesday by 6:00pm CST on Panopto via Canvas

**Office hours:** Will be scheduled as needed via Zoom or phone

**Instructor:**  Hanna Geddes Downing, M.Ed., CRC

**Email:** hrg0003@auburn.edu (I will always try to respond to emails ASAP but may take up to 24 hours at times)

**2. DATE SYLLABUS PREPARED:** August 2020

**3. TEXT:**

 **Required:**

 Bissonnette, Denise, (2002). *Beyond Traditional Job Development: The art of creating opportunity.* United States: Milt Wright & Associates.

 Liptak, John J. (2001). *Treatment Planning in Career Counseling.* United States: Brooks/Cole.

 \*\*reading supplements from this textbook will be provided by instructor\*\*

 **Recommended but not required:**

 Campbell, Dorothy M., Cignetti, Pamela B., Melenyzer, Beverly J., Nettles, Diane H., &

Wyman, Jr., Richard M. (2007). *How to develop a professional portfolio: A manual for teachers.* United States: Pearson Education, Inc.

Farr, J.M., Ludden, L.L., & Shatkin, L. (2003). *Enhanced occupational outlook handbook, fourth edition.* Indianapolis: JIST Publishing.

Havarenek, J., Grimes, J.W., Field, T., & Sink., J. (1994). *Vocational assessment: Evaluating employment potential.* Athens, GA: Elliott & Fitzpatrick.

United States Department of Labor (1991). *Dictionary of occupational titles, 4th Edition.*

Washington, DC: United States Government Printing Office.

 Witt, M.A., (1992). *Job strategies for people with disabilities.* Princeton, NJ: Peterson’s Guides.

**4. COURSE DESCRIPTION:** This course provides knowledge of the theories, strategies, and techniques for job development, accommodation, modification, and placement of people with disabilities with application skills needed to facilitate employment.

**5. COURSE OBJECTIVES:**

1. To define and explore how career choice, job development, and placement are major elements of the rehabilitation counseling process and define and explore career choice, job development and placement from the perspective of an activity or process.

2. To define and gain knowledge regarding Traditional Vocational Source documents.

3. To define and gain knowledge regarding commonly accepted concepts used in job

 development activities by Rehabilitation Counselors such as:

a. Disability, impairment, impediment

1. Client readiness
2. Suitable employment
3. Vocational diagnostic interview
4. Job seeking skills
5. Job development, job placement, post-employment follow-along
6. Availability and existence of jobs, employability, place-ability
7. To explore and gain knowledge of the components of a labor market survey and the labor market as it relates to:
	1. An individual’s ability to access the hidden job market.
	2. The ability to match worker requirements of jobs existing in the national and local economy.
	3. The characteristics associated with the primary and secondary labor markets.
	4. The hiring process
	5. The concept of career ladder as used in career guidance.
	6. Identifying sources of occupational information, paying particular attention to the issue of securing information about the growth and decline of jobs within a particular geographical area.
8. To explore ethics involved in providing career counseling, job development, and job placement assistance for persons with disabilities.

**6. COURSE REQUIREMENTS:**

**General Course Requirements**

Each student will be held responsible for **all** of the information in the textbook and readings assigned for the course. The student should read assigned material appropriate to the topic to be discussed **prior** to class lectures. You are responsible for watching the course lectures and completing assignments in a timely manner.

**Course Assignments:**

1. Attendance: It is expected that each person will attend class. If you must be absent, please notify the instructor (see Class Policy Statements below).
2. Participation: It is expected that each person will come to class prepared and will participate in discussions generated through class readings, class exercises and topic presentations. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work (see Class Policy Statements below).

**C. Examinations: There will be two exams; a mid-term and final.**

1. **Vocational Diagnostic Interview (VDI):** Instructions and a format for the production of this report will be provided to you.
2. **Employment Proposal:** The student is to develop and write-up an Employment Proposal (EP) based on information from the Bissonnette text that includes the four elements described in Chapter 3.
3. **Article Responses:** Each student will read the articles within Canvas and submit a discussion post containing their article response. The article response should include what you found interesting about the content, any unanswered questions that you have regarding the article, etc. The discussion post should be a concise paragraph. Please refrain from submitting posts that are one or two sentences in length as this will not count for assignment. Once you have posted your response, you will be required to reply to at least two other student’s responses before the discussion post closes. This is an opportunity for you to compare and contrast the ideas and questions of your peers while creating an interesting dialogue with your peers.

**7. GRADING AND EVALUATION:** Final grades will be based on the following points:

 *Undergraduate Students*

* Examinations = 40 (2 @ 20 points each)
* Vocational Diagnostic Interview = 20
* Participation/Introduction Discussion = 4
* Employment Proposal = 20
* Article responses/discussions = 16 (2 @ 8 points each)

 TOTAL Undergraduate = 100

The **undergraduate** grade ranges are:

A = 92 - 100

B = 84 – 91

C = 76 – 83

D = 68 – 75

F = 67 and below

**8. CLASS POLICY STATEMENTS:**

**Attendance:** Students are expected to attend class on a regular or consistent basis and participate in class discussions, activities and exercises. Attendance will be taken. Students who miss an exam because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Unavoidable absences from campus must be documented and cleared with the instructor **in advance.**

The 2004-2005 Auburn University Bulletin notes: "Specific policies regarding class attendance are the prerogative of individual faculty members. Faculty shall inform each class in writing at the beginning of the course regarding the effect of absences on the determination of grades."

Effective 2005 Spring semester **the standard that RSED faculty will follow relative to class attendance** will be that (a) only one (1) absence is permitted for a semester course that meets once a week, and (b) only two (2) absences are permitted for a semester course that meets two or more times a week. Failure to meet this standard will result in a grade of “FA” (failure for excessive absences) unless the student withdraws from the class prior to the withdrawal date (see university semester calendar). At the discretion of individual instructors, verified absences may be excused under unusual circumstances (see ***Tiger Cub***). In order for the absence to be considered excusable, however, the instructor must be in receipt of the documentation within seven days from the class in which the absence occurred.

**Make-up Exams:** Make-up exams may be given for University-approved excuses as outlined in the *Tiger Cub*, however, please note the **Attendance Policy** above. Arrangements to take a make-up exam must be made in advance.

**Assignments:** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional. Assignments are due on the date noted in the syllabus unless pre-arranged dates are established between the student and the professor.

**Auburn University Policy on 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, telephone, and web activities associated with courses) may include, but are not limited to the following: • arriving after a class has begun • eating or drinking • use of tobacco products • monopolizing discussion • persistent speaking out of turn • distractive talking, including cell phone usage • audio or video recording of classroom activities or the use of electronic devices 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***).

**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.

**Accommodations for Students with Disabilities:** Auburn University is committed to providing accommodations and services to students with documented disabilities. Students who need accommodations are asked to arrange a meeting with the course instructor during the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with the instructor’s office hours, an alternative time can be arranged. To set this meeting, please contact the instructor by e-mail. Bring a copy of your *Accommodations Memo and Instructor Verification Form* to the meeting. If you do not have an *Accommodation Memo* but need an accommodation(s), make an appointment with the Program for Students with Disabilities, 1244 Haley Center or call 844-2096 (V/TT) for additional information. They will inform you of procedures to be followed for eligibility consideration. Learners who have questions about participating in this course should contact the above office in advance to ensure proper accommodations.

**Cheating:** The Auburn Academic Honesty Code (Policy) is found in both the ***Tiger Cub*** and the Student Government Association’s Code of Laws. Students are to read the honor code carefully, making sure they understand the policy, its implications for their work (e.g., tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author(s) risk grave consequences.

**Student Academic Grievance Policy:** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This

resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See *Tiger Cub* for steps toward redress.

**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

**9. RESPONSE TO/INFORMATION ON COVID-19**

 **Health and Participation in Class:** You are expected to complete your Healthcheck screener daily.

 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 must follow the instructions on the Healthcheck app. 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.

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

* Notify me in advance of your absence, if possible
* Provide me with medical documentation, if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments remotely 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.

 Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at ahealthieru@auburn.edu.

 **Health and Well-Being Resources:** These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

 COVID Response Team (ahealthieru.edu (Links to an external site.))

 Student Counseling and Psychological Services (http://wp.auburn.edu/scs/ (Links to an external site.))

 AU Medical Clinic (https://cws.auburn.edu/aumc/ (Links to an external site.)

 If you or someone you know are experiencing food, housing or financial insecurity, please visit the Auburn Cares Office (http://aucares.auburn.edu/ (Links to an external site.))

 **A Healthier U Campus Community Expectations:** We are all responsible for protecting ourselves and our community. Please read about student expectations for fall semester, including completing the daily GuideSafe™ Healthcheck (<https://ahealthieru.auburn.edu/> (Links to an external site.)).

 You are expected to (1) take your temperature daily and (2) complete your Healthcheck screener to receive your A Healthier U pass. You may be asked at any time during class to show your pass.

 **Course Expectations Related to COVID-19:**

* Face Coverings: As a member of the Auburn University academic community you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in this class and in all campus buildings. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate. You are required to wear your face coverings at all times. If you remove your face covering or are non-compliant with the university’s policy on face coverings (Links to an external site.), you will be instructed to leave the classroom and will be held to the protocols outlined in the Auburn University Policy on Classroom Behavior (Links to an external site.). Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.
* Physical Distancing: Students should observe appropriate physical distancing and follow all classroom signage/avoid congregating around doorways before or after class. If the instructional space has designated entrance and exit doors, you should 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.
* Course Attendance: If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you will be expected to develop a plan to keep up with your coursework during any such absences.
* Course Meeting Schedule: This course might not have a traditional meeting schedule in Fall 2020. Be sure to pay attention to any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with me.
* Technology Requirements: This course may require particular technologies to complete coursework. If you need access to additional technological support, please contact the AU Bookstore at aubookstore@auburn.edu.

 Disruptive or concerning classroom behavior involving the failure to wear a face covering, as directed by Auburn University, represents a potential Code of Student Conduct violation and may be reported as a non-academic violation. Please consult the Classroom Behavior Policy.

 **Course Delivery Changes Related to COVID-19:** Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may adjust accordingly. In the event that the delivery method is altered, 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 Canvas as soon as possible. Please be prepared for this contingency by ensuring that you have access to a computer and reliable Internet.

**10. COURSE CONTENT**

**Week 1**

Fall Semester Begins/Syllabus Uploaded/Class Email Sent

**Week 2**

Introduction and Course Overview; Employment and Importance for PWDs and other diverse populations; Interviewing skills and preparing for Vocational Diagnostic Interviews; Assign Introduction/Test Discussions

**Week 3**

Occupational Forecasting; Job Development vs. Job Placement; Career, Vocational, & Mental Health Counseling

**Reading/Lecture:** Bissonnette Chapters 1 & 2

**Week 4**

**Reading/Lecture:**  Bissonnette Chapters 3 & 4

**Week 5**

Assign 1st article to prepare for discussion: Hanger, D. (2000). Primary and Secondary Labor Markets. *Rehabilitation Counseling Bulletin*, 44(1)

**Reading/Lecture:** Bissonnette Chapter 5

**Week 6**

Assign Employment Proposal

**Reading/Lecture:** Bissonnette Chapter 8

**Week 7**

1st Article Response/Discussion due; MIDTERM REVIEW

**Week 8**

MIDTERM EXAM IS LIVE

**Week 9**

Assign Vocational Diagnostic Interview (VDI)

**Reading/Lecture:** Liptak Chapters 4 & 5 (will be updated to Canvas the week prior)

**Week 9**

No lecture; Employment Proposal due

**Week 10**

**Reading/Lecture:** Bissonnette Chapters 6

**Week 11**

Vocational Diagnostic Interview due; assign 2nd Article Response/Discussion: “Twenty years of employment for persons with significant disabilities: A retrospective” – due July 23rd

**Reading/Lecture:** Bissonnette Chapter 7

**Week 12**

**Reading:/Lecture** Bissonnette Chapters 9 & 10

**Week 13**

**Reading/Lecture:** Bissonnette Chapter 11

**Week 14**

2nd Article Response/Discussion due;FINAL EXAM REVIEW

**Week 15-17**

FINAL EXAM IS LIVE