AUBURN UNIVERSITY

SYLLABUS

SPECIAL EDUCATION, REHABILITATION, AND COUNSELING

**Fall Semester 2021**

**Course Number:** RSED 4100

**Section Number:** 002

**Course Title**: Professional Communication in Rehabilitation

**Credit Hours:** 3

**Prerequisites**: Junior/Senior classification

**Classroom:** Thursdays, 2:00-4:30PM, Haley Center 2312

**Instructor:** Heather Dorough Windham, M.Ed., NCC

had0005@auburn.edu

**Office Hours:** Thursdays 1-1:50 in Haley 1234F or by appointment on Zoom

**Syllabus Updated: August 2019; August 2020; August 2021**

**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 may include virtual Zoom lectures or recorded lectures to supplement or replace in person class meetings.It is highly recommended that students attend and/or view **ALL** live and recorded lectures. In the event of a recorded lecture, the viewing of the lectures and participating in the assigned discussions or activity 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. **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. Each student will be assigned a group to develop and complete a professional mock interview, either in person or online. Students will take turns role playing the interviewer and applicant within each group. Mock interview questions will come directly from the Auburn University Career Center Handout provided. Students will also complete and submit a self-evaluation form on this interview. **This assignment is worth 10 points.**

**6. 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 regarding the production of this artifact. This assignment is worth 24 points.**

**7. Literature Reflection**

Students will select and read one of the several articles provided. After reading, students should write a 2-3 page reflection. Formatting should include Times New Roman, 12 pt. font, 1-inch margins and a separate title page. This reflection should address the following prompts:

* Summarize the major focus of the article (Think: who, what, when, where?)
* Discuss three big take-aways from the article – these can be anything you learned!
* Discuss how you will apply what you learned to your work

**This reflection will be worth 10 points.**

**8. Class Participation-**

Class participation will be based on student interaction during class sessions and recorded lecture participation. Recorded lecture participation will be monitored through Panopto analysis on Canvas. Other “non-graded” assignments throughout the semester may be assigned and will contribute to this overall participation grade. Students may **earn up to 50** class participation points. Please plan to be present in class and ready to participate.

**9. “Final Exam” Reflection-**

In lieu of a final exam, students will submit a thorough reflection outlining the experience and growth throughout this course. The reflection will be a minimum of 3 typed pages, written as closely to APA 7th edition as possible. This includes a title page, 12 pt font, Times New Roman text, and 1-inch margins. The following prompts should be addressed:

1. What insights did you gain from completing the SWOT Analysis?
2. Explain your experience and/or the benefit of developing a professional mission statement.
3. Describe your professional resume development process. Was this simple? Were there any hurdles? Any areas of future improvement?
4. Did you increase your job interviewing skills towards employment or graduate programs? In what ways?
5. You developed an e-portfolio that emphasized the unique attributes of your education, relevant experiences, and accomplishments. How do you see this benefitting you moving forward? What additional materials can you include in your portfolio? In what ways do you plan to expand this portfolio?
6. Describe the ways in which you gained an understanding of working with diverse populations and communicating effectively as a human services practitioner.
7. Outline any final thoughts about the course. This may include the format, thoughts on course improvements in the future, your own growth and development this semester, etc.

**This assignment is worth 20 points.**

**V. Evaluation**

This course is calculated out of the total points possible:

|  |  |  |
| --- | --- | --- |
| **Points Earned** | **Percentage** | **Letter Grade** |
| 148.5-165 | 90-100% | A |
| 132-148.4 | 80-89% | B |
| 115.5-131 | 70-79% | C |
| 99-115.4 | 60-69% | D |
| 0-98 | 0-59% | F |

**\*Note that there will be no rounding of grades in this course.**

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

**VI. Tentative Course Schedule:**

|  |  |  |
| --- | --- | --- |
| **Dates:** | **Topic:** | **Assignment Due Dates** |
| **Week 1:**  Aug. 19th | * Introduction and Course Overview * Chps 1 &2: Degree Distinction & Building your Networks (Nielson, 2016) |  |
| **Week 2:**  Aug. 26th | * SWOT Analysis * Chp 2: Introduction Communicating about Yourself (Sidell & Smiley, 2008) |  |
| **Week 3:**  Sept. 2nd | * Mission Statements, Core Values, Core Beliefs Introduction & Portfolio Intro. * Chp 4: Verbal & Nonverbal Communication Skills (Sidell & Smiley, 2008) |  |
| **Week 4:**  Sept. 9th | * Review - SWOT & Mission Statements * Chps 3 & 4: Writing a Resume & Cover Letter (Nielsen, 2016) | **DUE:** SWOT Analysis sheet, Core Values, and Beliefs Statements |
| **Week 5:**  Sept. 16th | * **Make a virtual appointment with AU Career Center –** **Mock Interview/ Resume Tips** (Cover Letter/ Resume Development- Interview Techniques, etc.) |  |
| **Week 6:**  Sept. 23rd | * Chps 5, 6, & 7: Job Search, Interview Skills, Skills Employers Seek (Nielsen, 2016) | **DUE:** Mission Statement |
| **Week 7:**  Sept. 30th | * **Portfolio** components – WIX, O’NET Interest Profiler, Social Media/ Linkedln * Setup WIX account / LinkedIn accounts |  |
| **Week 8:**  Oct. 7th  **NO CLASS** | * **NO CLASS**   + Fall Break |  |
| **Week 9:**  Oct. 14th | * Chp 9: After the Interview (Nielsen, 2016) * Chp 6: Communicating about Confidentiality (Sidell & Smiley, 2008) | **Optional:** Submit Cover Letter/ Resume (for early feedback) |
| **Week 10:**  Oct. 21st | * Chps 10 & 11: Finding Opportunities, Closing the Deal & Accepting the Offer (Nielsen, 2016) | **DUE:** Written Interview Response |
| **Week 11:**  Oct. 28th | * Chps 7 & 8: Communicating with & about Clients (Sidell & Smiley, 2008) | **DUE:** Cover Letter/ Resume (Final Draft) |
| **Week 12:**  Nov. 4th | * Self-care & Burnout * Mental Health/Substance Use in Clients * Review Literature | **DUE:** Literature Reflection |
| **Week 13:**  Nov. 11th | * Mock Interview Group Work | **DUE:** Mock Interview Recording & Self Evaluation |
| **Week 14:**  Nov. 18th  **NO CLASS** | * **NO CLASS**    + ALCA Conference * Work on Portfolio | **DUE:** Portfolio PowerPoint |
| **Week 15:**  Nov. 25th  **NO CLASS** | * **NO CLASS**   + Thanksgiving Break |  |
| **Week 16:**  Dec. 2nd | * **Review for Final Exam** |  |
| **FINAL EXAM** | **Monday, Dec. 6th at 4-6:30pm** | **FINAL EXAM** |

**VII. CLASS POLICY STATEMENTS:**

**Lecture Materials:** Course materials will be posted prior to class time. In the event that recorded materials are to be reviewed prior to class, every effort will be made to post this content one week before class time. These materials will be linked in Canvas. It will be your responsibility to review or print as needed, and come to class prepared for discussion and note taking.

**Canvas/Email:** Students are expected to familiarize themselves with Canvas. All course documents (i.e. syllabus, schedule) and PowerPoint handouts will be available on Canvas. The instructor will make every effort to keep all students’ grades up to date on the course Canvas page by grading within one week of the assignment due date.

Auburn University TigerMail is the preferred means of communication between student and instructor throughout this course. Emails from servers outside of AU TigerMail will not be accepted (i.e. gmail, yahoo, outlook, etc.). Students are expected to check their email accounts/Canvas announcements on a daily basis. The instructor will notify you via Canvas announcements of any course changes. It is highly encouraged that students ensure Canvas settings forward Canvas announcements to their TigerMail account. The instructor will make every effort to respond to emails within a 24-hour period during weekdays. The instructor will not be responsive to emails after 7pm or on weekends and holidays.

**Attendance:** Your attendance, attention, and participation are expected for this course for in-person, Zoom, or recorded lectures. 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.

**COVID Policies:** 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.

**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](https://ocm.auburn.edu/news/coronavirus/updates/20200618-face-masks-required.php?ref=coronavirus), you will be instructed to leave the classroom and will be held to the protocols outlined in the [Auburn University Policy on Classroom Behavior](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf). Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.

**Course Delivery Changes:** 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 announcements as soon as possible. Please be prepared for this contingency by ensuring that you have access to a computer, reliable Internet, and check the Canvas page for updates daily.

**Excused absences:** According to the Auburn University Student eHandbook, instructors will excuse absences for the following reasons:

1. Illness of the student or serious illness of a member of the student’s immediate family.
2. The death of a member of the student’s immediate family.
3. Trips for members of the student organizations sponsored by an academic unit, trips for university classes, and trips for participation in intercollegiate athletic events. For this course, the student must notify the instructor in writing at least one week prior to the absence for such events.
4. Religious holidays. For this course, students are responsible for notifying the instructor in writing at least one week prior to anticipated absences due to their observance of such holidays.
5. Subpoena for court appearance.
6. Military Orders
7. Any other reason the instructor deems appropriate.

The full Auburn University Attendance policy can be found at the following link: <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf>

**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:** Assignments are due at the beginning of the class on which they are assigned. Should technological issues arise through the submission of assignments on Canvas, you are expected to submit the assignment by the due date and time to me by email (but be sure they go through). Unexcused late papers/assignments will be accepted up to 5 days past the due date, resulting in a significant grade reduction for each day past the date due. Unexcused late assignments that are submitted within 24 hours of due date will result in an automatic 10% grade reduction and an additional 10% per additional 24 hours late. Unexcused late papers/assignments will not be accepted beyond 5 days past the due date.

**Contingency Statement:** 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 as soon as possible.

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.

**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).

**Diversity Statement:** It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. Your suggestions are encouraged and appreciated. It is critical that each class member show respect for all worldviews expressed in class. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling, discomforting, or offending. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention.

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, students will have the chance to indicate a preferred name to be called and identify pronouns to be addressed. As your instructor, I will do my best to address and refer to all students accordingly and will highly encourage that classmates do so as well.

**Title IX:** Auburn University is committed to providing an environment that is free from discrimination and harassment based on protected class. If you believe you have been the victim of harassment or discrimination based on race, color, religion, national origin, disability, age, or sex (including sexual orientation, gender identity, and gender expression), we encourage you to report it. If you report sexual assault or sexual misconduct to a faculty member, the faculty member is obligated to notify the University’s Title IX Coordinator about the basic facts of the incident. For more information about your Title IX reporting and resource options at Auburn University, please go to: <http://www.auburn.edu/titleix>.

**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.**