**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING SYLLABUS**

**FALL SEMESTER 2024**

**Course Number: RSED 5220-D01**

**Course Title: Placement Services in Rehabilitation**

**Credit Hours: 3 Semester Hours**

**Class Time and Location: Distance Learning**

**Date Syllabus Prepared:** August 2024

Instructor: Abbey Holder, PhD, NCC

Email: amh0033@auburn.edu (I will respond to email within 1 business day generally)

Phone: 334-844-2875

Office Hours: By Appointment

Office Address: 1232-B Haley Center

**DATE SYLLABUS PREPARED:** August 2024

**TEXT:**

**Required & can be obtained from the Auburn University Bookstore or on Amazon.**

Geary, Tammara; Griffin, Cary; Hammis, David, (2007). *The Job Developer’s*

 *Handbook: Practical Tactics for Customized Employment.* United States: Paul H.

 Brookes Publishing Co.

**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.

**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
	1. development activities by Rehabilitation Counselors such as:
	2. Disability, impairment, impediment
	3. Client readiness
	4. Suitable employment
	5. Vocational diagnostic interview
	6. Job seeking skills
	7. Job development, job placement, post-employment follow-along
	8. Availability and existence of jobs, employability, place-ability
4. 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.
5. To explore ethics involved in providing career counseling, job development, and job placement assistance for persons with disabilities.

**COURSE REQUIREMENTS:**

**General Course Content Requirements**

Each student will be held responsible for **all** 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 Communication:** Students are expected to communicate with the instructor of this course via email, and all other information will be provided/submitted on Canvas. **Open, and timely, communication with the instructor of this course is extremely important. It is the student’s responsibility to check emails and Canvas on a regular basis.**

**COURSE CONTENT AND SCHEDULE: FALL 2024**

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| **Week** | **Dates** | **Assignment/Activities** |
| 1 | 8/19-8/23 | Syllabus uploaded to Canvas; Student Introductions Assignment provided; Book to be obtained |
| 2 | 8/26-8/30 | Introduction to Placement Services; Book to be obtained |
| 3 | 9/3-9/6 | Chapter 1**Labor Day Holiday 9/2** |
| 4 | 9/9-9/13 | Chapter 2 |
| 5 | 9/16-9/20 | Chapter 3 |
| 6 | 9/23-9/27 | Chapter 6 |
| 7 | 9/30-10/4 | Midterm Exam Review provided; Introduce the Vocational Diagnostic Interview (VDI) project  |
| 8 | 10/7-10/9 | No lecture or assignments due to Fall Break**Fall Break 10/10 – 10/11** |
| 9 | 10/14-10/18 | Midterm Exam is live on Canvas by 11:59pm on Sunday 10/13 & closes by 11:59pm on Friday 10/18 |
| 10 | 10/21-10/25 | Chapter 7 part 1 |
| 11 | 10/28-11/1 | Chapter 7 part 2 |
| 12 | 11/4-11/8 | Chapter 8 |
| 13 | 11/11-11/15 | Chapter 10; VDI is due on Canvas by 11:59pm on Friday 11/15 |
| 14 | 11/18-11/22 | Chapter 11; Final Exam Review provided |
| 15 | 11/25-11/29 | No lecture or assignments – **Thanksgiving Break** |
| 16 | 12/2-12/6 | Final Exam is live on Canvas by 11:59pm on Sunday 12/1 & closes by 11:59pm on Friday 12/6 |
| 17 | 12/9-12/13 | Official University Final Exam Week  |

**Grading**:

Final grades will be based on points assigned through completion and evaluation of course requirements. The grade for each activity will be expressed as the number of points earned (of the potential number assigned to that activity).

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| **Assignments:** | **Points** |
| Midterm Exam | 30 |
| Final Exam | 30 |
| Vocational Diagnostic Interview | 30 |
| Class Participation and Intro Discussion Board | 10 |
| **Total** | **100** |

**Grading Scale**

A 90-100

B 80-89

C 70-79

D 60-69

F 59 and below

**COURSE ASSIGNMENTS:**

1. **Class Participation:** It is expected that each person will participate in this course by watching all lectures and completing all assignments timely. A class email will be sent at least weekly. There will be a couple of occasions when a response to a class email will be requested/required to confirm it has been reviewed. A response will go towards participation points. **There is also an introduction assignment/discussion that is required for points.**
2. **Examinations:** There will be two exams – a midterm and final. They will be open

book and open note and will be live for 5 days each to take at your convenience. Proctors not required or needed.

1. **Vocational Diagnostic Interview (VDI):** Instructions and a format for this assignment will be provided to you. It is to be noted that this is ***not*** a filmed assignment.

**CLASS POLICY STATEMENTS:**

**Attendance:** It is expected that each individual will attend class. If you must be absent, please notify the instructor (via e-mail). The Department of Special Education, Rehabilitation and Counseling's attendance policy is that attendance in class is expected and will be linked to participation grades/points. You must be present to achieve these points, unless an excused absence has been arranged. At the discretion of individual instructors, verified absences may be excused under certain circumstances (see Auburn’s policy for further information on rules and regulations). Students may miss up to one class without penalty. Additional unexcused absences will result in grade reduction, and students will be held responsible for any content covered in the event of an absence. Students are expected to be on time for class

**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, 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 this 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.

**Make-Up Policy:** Arrangements to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins. Normally, a makeup exam shall occur within one week from the time the student initiates arrangements.

**Accommodations:** Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow-up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility, but need accommodations, should contact the Office of Accessibility at: ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228.

**Academic Honesty:** All portions of the Auburn University Student Academic Honesty code (Title XII) found in the Student Policy eHandbook. will apply to this class. 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.

**Classroom Behavior:** The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the Student Policy eHandbook for details of this policy.

**Emergency Contingency statement:** 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.

**AI Policy: Not Permitted in this Course for Assignments**

In this course, it is expected that all submitted work is produced by the students themselves, whether individually or collaboratively. Students must not seek the assistance of Generative AI Tools like ChatGPT or Copilot for graded assignments. Use of a Generative AI Tool to complete an assignment constitutes academic dishonesty. Students may use Generative AI tools as a study tool, but be forewarned that AI tools are not trustworthy.

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

**Mental Health:** If you or someone you know needs support, you are encouraged to contact Auburn Cares at 334-844-1305 or auburn.edu/auburncares. Auburn Cares will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

Student Counseling & Psychological Services provides confidential, no-cost mental health counseling and psychiatric services to Auburn Students. You can speak with a counselor 24/7/365 by calling 334-844-5123. Learn more about mental health information on campus at auburn.edu/scps.

**Basic Needs:** Any student experiencing food insecurity or an unexpected financial crisis is encouraged to contact Auburn Cares at 334-844-1305 or auburn.edu/auburncaresLinks to an external site. for resources and support.

**Sexual Misconduct Resources Statement:** Auburn University faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the Title IX Office, who can assist you with filing a formal complaint, No-Contact Directives, and obtaining supportive measures. Find more information at auburn.edu/titleix.

If you would like to speak with someone confidentially, Safe Harbor (334-844-7233) and Student Counseling & Psychological Services (334-844-5123) are both confidential resources. Safe Harbor provides support to students who have experienced sexual or relationship violence by connecting them with academic, medical, mental health, and safety resources. For additional information, visit auburn.edu/safeharbor.

**SYLLABUS DISCLAIMER:**

The instructor reserves the right to make changes to the syllabus as needed due to the developmental needs of the students. In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible in class or via email.