**AUBURN UNIVERSITY SYLLABUS**

**DEPARTMENT OF SPECIAL EDUCATION, REHABLITATION, AND COUNSELING**

**Summer 2014**

**1. COURSE NUMBER: RSED 6220/6226**

**Title:**  Occupational, Career, & Placement Information

**Credit Hours:** 3 semester hours

**Prerequisites:** For graduate credit student must be admitted to a SERC graduate program or similar program.

***Class meets:* Tuesday 9:00 – 1:00 in Haley Center Rm. 1218**

***Professor:*** Jill Meyer, PhD, LCPC, CRC ***TA:*** Tyler Booker

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***\*I am available to meet outside of class by appointment.***

**2. DATE SYLLABUS PREPARED:** February 2014, May 2013, May 2012; January 2012

**3. TEXT: (Required-4)**

Osipow, S. H., & Fitzgerals, L. F. (1996). *Theories of career development* (4th ed.). Upper Saddle River, NJ: Allyn & Bacon.

 Szymanski, E. M., Parker, R. M. (2010). *Work and disability* (3rd ed.). Austin, TX: Pro-Ed.

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

Drake, R. E., Bond, G. R., & Becker, D. R. (2012). *Individual Placement and Support: An Evidence-Based Approach to Supported Employment.* New York, NY: Oxford University Press.

 In addition to the text, we will be utilizing online portals and pages that provide occupational

 information such as the Dictionary of Occupational Titles, O\*Net, and the Occupational Outlook

 Handbook.

 **Readings:** (On CANVAS)

1. Callahan, M., Griffin, C., & Hammis, D. (2011). Twenty years of employment for persons with significant disabilities: A retrospective. *Journal of Vocational Rehabilitation*, *35*(3), 163-172.
2. Hagner, D. (2000). Primary and Secondary Labor Markets. *Rehabilitation Counseling Bulletin*, 44(1)

**4. COURSE DESCRIPTION:** This is a required course for upper level undergraduate and graduate rehabilitation majors and serves as an elective for other majors. The course is designed to familiarize students with career theory, in addition to methods used by various rehabilitation practitioners to gather and analyze occupational and placement information. Information acquired through this class will enable the student to understand, career theory and occupational resources. Further, instruction on how to incorporate and apply this information to job accommodations, labor market surveys, and job placement of people with disabilities will be covered.

**5. CORE & CACREP Standards and Objectives as applied to Clinical Rehabilitation and Mental Health Counseling**

*CACREP*

Possesses a general framework for understanding exceptional abilities and strategies for differentiating interventions (CACREP II.G.3.e.)

*CORE & CMHC*

Applies effective strategies to promote client understanding of and access to a variety of community-based resources. (CORE F.3. & CMHC D.4.)

Understands the effects of discrimination—such as handicapism, ableism, racism, sexism, and power, privilege, and oppression on one’s own life and career and those of clients. (CORE G.3. & CMHC E.2.)

Understands current literature that outlines approaches, strategies, and techniques shown to be effective when working with specific populations of clients with disabilities, including mental and emotional disorders. (CORE G.4. & CMHC E.3.)

Knows public policies on the local, state, and national levels that affect the quality and accessibility of rehabilitation and mental health services. (CORE G.6. & CMHC E.6.)

Consults with and educates employers, educators, and families regarding accessibility, ADA compliance, and accommodations. (CORE H.4.)

Provides community education to increase awareness and understanding of rehabilitation counseling and disability culture. (CORE H.5.)

Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of wellness and pathology leading to diagnoses and appropriate counseling treatment plans. (CORE I.1. & CMHC G.1.)

Understands various models and approaches to clinical evaluation and their appropriate uses with clients with disabilities, including diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, career assessments, and assessment for assistive technology needs. (CORE I.2. & CMHC G.2.)

Demonstrates ability to conduct work-related assessments (e.g., job analysis, work site modification, transferrable skills analysis, job readiness, work hardening). (CORE J.4.)

Understands career theory and labor market information for people with disabilities across the lifespan. (CORE M.1.)

Knows the importance of career exploration and use of job placement strategies for people with disabilities. (CORE M.2.)

Knows the importance of transferable skills and functional assessments in achieving successful employment and retention for people with disabilities. (CORE M.3.)

Understands work-related supports to help people with disabilities obtain and maintain employment. (CORE M.4.)

Applies career theory and labor market information when working with people with disabilities across the lifespan. (CORE N.1.)

Demonstrates skill in conducting career exploration and job placement for people with disabilities. (CORE N.2.)

Applies transferable skills and functional assessments based on client work history to obtain and maintain successful employment. (CORE N.3.)

**6. COURSE CONTENT**

**Given time constraints, all material may not be reviewed during class.**

**You are responsible for all readings, assignments, and activities, etc.**

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| **WEEK** | **TOPICS** | **READING ASSIGNMENTS** |
| **1****May 20** | Syllabus and Introduction to CourseWork and Disability; & Some Legislation Employment & Individuals w/ Disabilities | Chapters 1 - 4 today (S&P)**Example – Research Article -** **Larson et al. (2007)** |
| **2****May 27** | **Career Development Theories & Constructs**Holland’s TheorySuper’s TheoryTheory of Work Adjustment  | Be Chapter 4, 5, & 7 by class (O&F). Chapters 1 & 2 today (O&F) **Draft DE - Profile Due May 30th**  |
| **3****June 3** | Research on Career DevelopmentCareer Counseling with Diverse Pops.Vocational Assessment & Disability | Read Chapter 5, 6, & 7 by class (S&P) & Callahan, M., Griffin, C., & Hammis, D. (2011) |
| **4June 10** | Occupational & Labor Market Info.Transferable Skills & Job AnalysisPlacement, Employer Consulting, and Job Development**\* 1 presentation**  | Read Chapter 8 by class (S&P)Read Chapters 6, 7 & 8 **(Weed & Field – On CANVAS)**Read Chapters 10 & 11 by class (S&P)(DOT, O\*Net – ON YOUR OWN)**Midterm Review** |
| **5****June 17** | **Midterm Today – LRC 3442****(DE- due 6/21 9:00 pm)** | **LABOR MARKET SURVEY DUE****(DE – due 6/21 9:00 pm)** |
| **6****June 24** | Job Development, Job PlacementCareer, Vocational, & Mental Health Counseling**\*2 presentations** | Bissonnette Ch. 1, 2 & 4Ch. 12 & Appendices **(Weed & Field- on CANVAS)**Article: Hagner, D. (2000). Primary and Secondary Labor Markets. **JOB/TASK ANALYSIS DUE** **(DE due 6/28 9:00 pm)** |
| **7****July 1** | Employment ProposalJob Accommodation NetworkIndividualized Placement & Support (Drake, Bond, & Becker, 2011)**\*2 presentations** | Bissonnette Ch. 3Review JAN websiteCh. 1, 4, & 5 (D, B, &B) |
| **8****July 8** | Partnerships & BusinessIndividualized Placement & Support **\*2 presentations** | Bissonnette Ch. 5 & 6 Ch. 7, 8, & 9 (D, B, & B)**EMPLOYMENT PROPOSAL DUE** **(DE due 7/12 9:00 pm)** |
| **9****July 15** | Employer Contact & Understanding NeedsIndividualized Placement & Support  | Bissonnette Ch. 7 & 8 Ch. 10 (D, B, & B) - on your own **FINAL VOCATIONAL PROFILE DUE****(DE due 7/19 9:00 pm)**  |
| **10****July 22** | **Final Today - LRC 3442** | **Final Today** **(DE due 7/26 9:00 pm)** |

**7. Course Assignments:**

**(2) Examinations (40 pts.):** There will be two exams; a mid-term and a final.

The midterm and final will each be worth 20 points.

**(5) Vocational Profile (50 pts.):** Throughout the semester, there will be assignments given to complete a Vocational Profile. The assignments will be in the areas of labor markets, (DOT, O\*Net), Transferable Skills, Placement and Support; all related to in-class lecture and textbook. **(APA Style).**

There will be five assignments for the vocational profile at 10 points each.

1. Draft “Profile of Individual with Disability” (3 pages)
2. Labor Market Survey for profiled person (Ch. 7; W&F) (3 pages)
3. Job & Task Analysis for profiled person – most appropriate (3 pages)
4. Employment Proposal & Support &/or Accommodation(s) proposal for profiled person

(JAN & SOAR) (3 pages)

1. Final Profile (Including 1 – 4 above) & Overall Recommendations & Summary in a concise narrative (15 pages total)

**(1) Group Article Presentations (10 pts.): (Groups of 3 students)** (**Use Panopto through CANVAS**). You will need to find a research article related to the lecture for the day you are assigned to present (i.e., career theory and individuals with a disability; use of the O\*Net or resources and individuals with disabilities; hiring practices and individuals with disabilities; placement supports; accommodations and individuals with disabilities; employment outcomes and individuals with disabilities.) **You must find empirical articles (research based, not theoretical).**

**You will verbally present the article (30 min.)** (use power point) and the class will discuss and critique the study. You will need to post the article in CANVAS the Friday prior to your presentation, so everyone in the course can access it. This assignment is worth 10 points. You will receive up to 10 points based on the outline provided. You can lose points if you do not post on time; if the article is not appropriate; if your review is not thorough (follow the outline); and if the presentation does not appear polished/practiced.

**8. Grading and Evaluation:** Final grades will be based on the following points:

**Late Assignments are accepted, and all work is required to pass.**

**Late assignments will lose 1 point per day late.**

 *Graduate Students*

* Examinations = 40 (20 point each)
* Vocational Profile = 50 (5 @ 10 points each)
* Article Presentation = 10

TOTAL = 100

**Elevated Grading Scale:**

 **92-100 A**

 **82-91 B**

 **72-81 C**

 **< 71 F**

**9. Class Policy Statements:**

**Participation**: Students are expected to participate in all classes and participate in all exercises.

**It is the student’s responsibility to contact the instructor IN ADVANCE if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work in advance of the due date. This syllabus is considered a contract between the instructor and student.**

**Attendance/Absences**: Attendance is expected at each class meeting. If an exam is missed, a make-up exam (in another format) will be given only for University-approved excuses. Arrangement to take the make-up exam must be made in advance BY THE STUDENT. Students who miss an exam because of illness need a doctor’s statement for verification of sickness. Other unavoidable absences from class must be documented and cleared with the instructor in advance. See the General Counsel Policies at <https://sites.auburn.edu/admin/universitypolicies/default.aspx>.

**Accommodations**: "Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail (Jill.Meyer@Auburn.edu ). If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with The Program for Students with Disabilities/Office of Accessibility, 1228 Haley Center, 334-844-2096 (V/TT)."

**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

**Assignments**:

All written assignments are expected to be in 12 point Times New Roman font, double spaced, including a title page (APA style), and citations and references as needed (APA style).

**Written assignments of all types are expected to be typed, grammatically accurate, free of spelling and typographical errors, and of professional quality, in APA Style.**

**Academic Integrity:**

As a graduate student in the Special Education, Rehabilitation, and Counseling department, you will be held to the highest standards of academic conduct. Academic misconduct will be dealt with according to General Counsel Policy. (see <https://sites.auburn.edu/admin/universitypolicies/default.aspx>)

All your work in this class should be original to you and to this class. Of course you are expected to explore, analyze, and discuss the ideas of others, but you must give them proper credit through citations and references. Also recycling papers from other classes is not acceptable. You can certainly continue to explore an area of interest, but you must do new or additional research and writing. The bottom line is ALWAYS (on exams, on papers, on projects, on presentations) do your own, original work, give credit to others for their ideas, and, if in doubt, ask.

According to the Publication Manual of the American Psychological Association (2010), plagiarism (p. 15) involves presenting the work of another as if it were your own work. Work can refer to the written words of another, or their ideas. It is very important that you give appropriate credit to others when you use their work. If you use the exact words of an author in constructing a sentence or paragraph, you must use quotation marks around those words and give the page number in the citation. If you paraphrase someone else’s work, you must also give them credit with a citation. Paraphrasing involves rewriting someone else’s words to say what they said. It is best to use your own words when paraphrasing, but you can rearrange the order of words in an author’s sentence AND change some of the words and this would be considered paraphrasing. A good rule of thumb to follow is that any time you use more than 3 words in a row from an author, put those words in quotes.

All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work. If plagiarism exists, it is a violation of the APA Ethical Standards, regardless of whether the plagiarism was intentional or not.