 **AUBURN UNIVERSITY** 

 **SYLLABUS**

**SPECIAL EDUCTIAON, REHABILIATION, & COUNSELING**

**Summer Semester 2015**

**1. COURSE NUMBER: RSED 5220**

**Title:**  Placement Services in Rehabilitation Counseling

**Credit Hours:** 3 semester hours

**Prerequisites:** None

***Class meets:* Monday and Wednesday, 3:00 – 4:55 p.m., Haley Center 1212**

***Instructor:*** Lee Ann R. Rawlins-Alderman, PhD, CRC, CFLE

Auburn University, SERC

**2054** Haley Center

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**2. DATE SYLLABUS PREPARED:** updated May 2014, May 2015

**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.

 **Recommended but not required:**

Blackwell, T.L., Conrad, A.D., & Weed, R.O. (1992). *Job analysis and the ADA: A step by step*

 *guide.* Athens, GA: Elliott & Fitzpatrick.

 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 career theories, strategies, and techniques for job development, accommodation, modification, and placement of people with disabilities, including the 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 CONTENT**

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| **Class** | **TOPICS** | **READING ASSIGNMENTS** |
| **1****May 25** | Introduction and Course OverviewEmployment and importance for PWD’s | Syllabus |
| **2****May 27****June 1**  | **D****Memorial Day ☺**Rising to the Challenge: Job Development or Job PlacementCareer, Vocational, & Mental Health Counseling | Read: **Memorial Day** - no classBissonnette 1 & 2Bis |
| **3** **June 3****June 8** | Trends Career Theory **Please read the article this week. Your article response is due June 10** | Bissonnette Ch. 4Liptak 7-9Article: Provided by instructor  **Video#1 :*Watch Regarding Henry*** **Watch Video 1 and Write Response**  |
| **4****June 10****June 15** | Employment Proposals, partnerships, employer needs | Discuss Article & Bissonnette Ch. 3Bissonette Chs. 5 & 8**Due (June 17th); Video Response #1** |
| **5****June 17****June 22** | Job Analysis/Voc. Diagnostic Interview Interview (**information regarding the VDI will be provided)** | Liptak – Chapters 4, 5 Review VDI assignment and discussLiptak Ch. 6 **Video #2:** ***Watch The Pursuit of Happiness*** **Watch Video 2 and Write Response**  |
| **6****June 24****June 29** | Employability & Placeability **\*\*Midterm Today\*\*** | Bissonnette- 6 & 7 **Review for Midterm****Due (June 29th ): Video #2 Response**  |
| **7****June 30****July 1** | Understanding Employers Needs | Bissonnette Chapter 8 |
| **8****July 6****July 8** | Job Development**\*\*No Class July 6th-Holiday****\*\*Employment prop. due Today July 8\*\*** | Bissonnette - Chapters 9 & 10Discuss Employment Proposal **Video #3: *Field of Dreams***Watch Video 3 and Write Response-due July 22 (extra credit) |
| **9****July 13****July 15** | ADA, Accommodations **\*\*VDI due TODAY (July 15)\*\*** | Bissonette- Chapter 11& Lecture on ADA, Accom. (power point on ADA – no reading)Discuss completed VDIs (no response or grade for this) |
| **10****July 20****July 22** | **Lecture & Review for Final** **FINAL TODAY**  | Bissonnette Ch. 11 cont.**Review for Final** **Due: Video #3 Response-Extra Credit** |

**7. 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 meetings.

**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 **Midterm and a 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. **Video Response(s):** There will be three short videos shown this semester. Please write a 1-2 pageresponse to each video (double-spaced). You should discuss your general reaction to the video, its applicability, if you would utilize any methods discussed, etc.
4. **Article response:** Each student will read the article and turn in a response to the article. Each response should be approximately 2-3 pages, (double spaced, in APA format).

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

 *Undergraduate Students*

* Examinations = 40 (20 Midterm; 20 Final)
* Vocational Diagnostic Interview = 15
* Employment Proposal = 20
* Video Responses= 2@5 = 10
* Participation = 10
* Article response = 5

 TOTAL Undergraduates = 100

The **undergraduate** grade ranges are: 100- 90 = A; 89 – 80 = B; 79 – 70 = C; 69 - 60 = D; Below 60 =F

**9. 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 are expected to attend class, and will be held responsible for any content covered in the event of an absence.

**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.

**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. ***It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Late assignments will not be accepted, graded, or counted toward the student’s grade unless prior arrangements to alter an assignment due date have been made between the student and instructor.***

**Academic Honesty Policy:** All portions of the Auburn University student academic honesty code 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 Accessibility Office (formerly 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