**AUBURN UNIVERSITY**

**SYLLABUS**

**DEPARTMENT of SPECIAL EDUCATION, REHABILITATION, and COUNSELING**

**Summer Semester 2018**

**I. COURSE NUMBER: RSED 4973-001**

**Title:**  **Placement Services in Rehabilitation Services**

**Credit Hours: 3 semester hours**

**Prerequisites: None**

***Class meets:* Distance Education**

***Instructor:* Dr. E. Davis Martin, Jr.**

**Wayne T. Smith Distinguished Professor**

 **1224C Haley Center**

**martiev@auburn.edu**

 **Gregory A. Schmieg**

 **Graduate Doctoral Teaching Assistant**

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**II. DATE SYLLABUS PREPARED:** May 2018; updated June 2018

**III. TEXTBOOKS**

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

 **Recommended but not required:**

Andrew, J. and Andrew, M. (2012). *The disability handbook*. Linn Creek, MO: Aspen Professional Services. ([www.aspenprofessionalservices.com](http://www.aspenprofessionalservices.com))

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

Strauser, David. (2014). *Career Development, Employment, and Disability in Rehabilitation.* Springer Publishing Company.

 U. S. Department of Labor (2014-2015). Occupational Outlook Handbook. Indianapolis: JIST Publishing. (JIST.com)

**IV. COURSE DESCRIPTION:** This course provides knowledge of the theories, strategies, and techniques for job development, accommodation, modification, and placement of people with disabilities needed to facilitate employment in the primary labor market or to approximate the primary labor in those situations where entry into the primary labor market is problematic.

**V. COURSE OBJECTIVES:**

1. To define and explore how career choice, job development, and placement are major elements of the rehabilitation 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 commonly accepted concepts used in job

 development activities by Rehabilitation Professionals 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, placeability
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.

**VI. COURSE CONTENT**

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| **Class** | **TOPICS** | **READING ASSIGNMENTS** |
| **(Week 1)****May 21****May 25** | Introduction and Course Overview | **Syllabus Review****Strauser Preface****Bissonnette Chapters 1 & 2** |
| **(Week 2)****May 28****June 1** | **D****Memorial Day ☺ no class**Introduction to the Centrality of Work for Individuals with Disabilities | Read:  **Strauser, Chapter 1** |
| **(Week 3)****June 4****June 8****\_\_\_\_\_\_\_\_\_****Week 4)****June 11****June 15** | **Disability Prevalence and Economic Outcomes****Creating Jobs with Employment Proposals****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Job Development and Placement****Information Gathering Process****Vocational Diagnostic Interview-Instructions** | **Strauser, Chapter 2 (Read Only)****Bissonnette, Chapter 3****Articles 1 and 2 Available (will be posted on Canvas)****Martin, Chapter 6****Liptak, Chapters 4, 5, 6** |
| **(Week 5)****June 18****June 22** |  **(Detailed information regarding the VDI will be provided)****Vocational Diagnostic Interview-Continued****Information Gathering Process-Continued****\*\*Midterm available today\*\*** **(Will be available in Canvas today-June 22)** | **Liptak, Chapters 4, 5, 6****\*\*Midterm available today\*\*****(Will be in Canvas today-June 22)** |
| **(Week 6)****June 25****June 29** |  | **Midterm Exam Due today (June 29, 11:59 pm)** |
| **(Week 7)****July 2****July 6** | **Work Values: Understanding and Assessing Motivation to Work** | **Strauser, Chapter 12****\*\*Article discussion papers 1 & 2 due July 6, 11:59 pm\*\*** |
| **(Week 8)****July 9****July 13** | **Elements of Effective Job Placement:** **Supported Employment/Customized Employment****Environmental Context, Employer Relationships, and Understanding the Job Seeker** | **Strauser, Chapter 18** **Strauser, Chapter 19 (optional)** |
| (**Week** **9)****July 16****July 20** | **Providing Quality Service to Employers** | **Bissonnette, Chapter 11****Final Exam Available Today in Canvas****July 20, 2018** |
| (**Week** **10)****July 2****July 27** |  | **Employment Proposal Extra Credit Due Today—July 27, 11:59****\*\*Final Due Today\*\* July 27, 11:59 pm** |

**VII. COURSE REQUIREMENTS:**

**General Course Requirements**

Each student will be held responsible for **all** of the information in readings assigned for the course. The student should read assigned material appropriate to the topic to be discussed **prior** to class meetings.

Students registered for RSED 4973, the online section of this course: PLEASE READ THIS!

Class lectures will be ready for viewing through Zoom on Fridays by noon. 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 view each class on Zoom. If you must be absent, please notify the instructor (see Class Policy Statements below).
2. Participation: It is expected that each person will view each 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. These examinations will be open book, utilize all other resources, except human beings.**

1. **Vocational Diagnostic Interview (VDI):** *Instructions and a format for the production of this report will be provided to you.*
2. **Employment Proposals:** The student is to develop an optional Employment Proposal (EP) for extra credit (up to 10 points) based on information from the Bissonnette text that includes the four elements described in Chapter 3 (The instructor will provide this on Canvas).
3. **Article Response Paper**: Each student will read the articles within Canvas and submit a discussion paper 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, and implications for future practice as well as implications for consumers.*

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

* Examinations 50 points (25 mid-term; 25 final)
* Vocational Diagnostic Interview Report 30 points
* Employment Proposal (Extra Credit) 10 total (Up to 10 points)
* Article Discussion Response 20 total (2 @ 10 pts each)

 TOTAL 100 points

The grade ranges are: 92 - 100 = A; 84 – 91 = B; 76 – 83 = C; 68 - 75 = D; and Below 68 =F

**IX. CLASS POLICY STATEMENTS:**

**Attendance:** Students are expected to view class on a regular or consistent basis and participate in activities and exercises. Students who miss an examination 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.**

**Assignments:** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA, sixth edition). 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.

 By registering for this course, please realize:

* This course relies heavily on online technology and may require students to download and employ third-party software programs and troubleshoot their own technology problems. Troubleshooting may involve working with the campus help desk, LRC, peers, etc.

* All assignments for this course are submitted electronically to CANVAS. Courses with electronically submitted assignments require students to take responsibility for saving/backing up work and for re-doing assignments if work is not backed up. (It’s a good idea to create assignments in Word, Pages, or other word processing software in case CANVAS times you out or you lose your connection.)

**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.”

**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 Office of Accessibility, 1244 Haley Center or call 334.844.2096 (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.

**Honesty:** The Auburn Academic Honesty Code (Policy) is found in 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, students are responsible for understanding the definition of plagiarism, students are to (a) reference materials they use, and (b) reference only material they access directly. Persons who copy or use ideas from the works of others without properly acknowledging the author(s) have, as well, committed plagiarism.

**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.” Contact your instructor first. If the complaint is not resolved, your instructor will refer you to the department head, Dr. Jamie Carney.

**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