**AUBURN UNIVERSITY**

**SYLLABUS**

**REHABILITATION AND SPECIAL EDUCATION**

**Summer Semester 2018**

**Course Number: RSED 5220**

**Course Title: Placement Services in Rehabilitation**

**Credit Hours: 3 semester hours**

**Prerequisites: None**

**Day/Time: Monday and Wednesday, 3:00 - 4:50 pm**

**Location: Haley 1212**

**Professor:** Jinhee Park, PhD., CRC

Auburn University, SERC

1234C Haley Center

Office: 334-844-7620

Email:**jzp0095@auburn.edu**

**1. DATE SYLLABUS PREPARED:** May, 2005; updated May, 2007; May, 2009; May, 2011; May, 2016; May, 2018

**2. 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:**

Strauser, D. R. (2013). *Career development, employment, and disability in rehabilitation: From theory to practice*. New York, YN: Springer Publishing Company.

Szymanski, E.M., & Parker, R.M. (Eds) (2010). *Work and Disability: Contexts, Issues and Strategies for Enhancing Employment Outcomes for People with Disabilities* (3rd ed). Austin, TX: Pro-Ed.

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.

3. **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.

**4. 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:
4. Disability, impairment, impediment
5. Client readiness
6. Suitable employment
7. Vocational diagnostic interview
8. Job seeking skills
9. Job development, job placement, post-employment follow-along
10. Availability and existence of jobs, employability, place-ability
11. To explore and gain knowledge of the components of a labor market survey and the labor market as it relates to:
12. To explore and gain knowledge of the components of a labor market survey and the labor market as it relates to:
13. An individual’s ability to access the hidden job market.
14. The ability to match worker requirements of jobs existing in the national and local economy.
15. The characteristics associated with the primary and secondary labor markets.
16. The hiring process.
17. The concept of career ladder as used in career guidance.
18. 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.
19. To explore ethics involved in providing career counseling, job development, and job placement assistance for persons with disabilities.

**5. COURSE CONTENT**

|  |  |  |
| --- | --- | --- |
| Class | Topics | Reading/Assignments |
| 1**May 21****May 23** | - Introduction and Course Overview- Employment and importance for PWD’s and other diverse populations.  | Syllabus Lecture will be in ppt. |
| 2**May 28****May 30** | **Memorial Day (NO CLASS on 5/28)**- Occupational Forecasting- Job Development or Job Placement- Career, Vocational, & Mental Health Counseling | Bissonnette – Chapters 1,2 & 4 |
| 3**June 4****June 6** | - Trends - Career Theory  | Bissonnette Ch. 4Liptak 7-9Article: Hagner, D. (2000).  |
| 4**June 11****June 13** | - Employment Proposals, partnerships, employer needs- Watch Movie | Bissonnette 3, 5, & 8**Article Response Due June 11** |
| 5**June 18****June 20** | - Job Analysis/Vocational Diagnostic Interview **- Information regarding the VDI will be provided.** | Liptak – Chapters 4, 5 & 6**Video Response#1 Due June 20** |
| 6**June 25****June 27** | - Employability & Place-ability - Midterm Exam (6/27) | Bissonnette- 6 & 7 **Review for Midterm** |
| 7**July 2****July 4** | **OFF FOR HOLIDAY** |  |
| 8**July 9****July 11** | - Understanding Employers Needs**\*No Class on July 11 – NAMRC Conference** | Bissonnette Chapter 8**Employment Proposal Due July 11** |
| 9**July 16****July 18** | - Job Development- Watch Movie | Bissonnette - Chapters 9 & 10 |
| 10**July 23****July 25** | - ADA, Accommodations  | Bissonette- Chapter 11& Lecture on ADA, AccommodationFinal review**Video Response#2 Due July 25** |
| 11**July 30****Aug 1** | Final Exam (7/30) | **VDI due July 31** |

\*\*Course schedule is subject to change with notice.

**6. 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 (10 points)**: 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).
3. **Examinations (40 points)**: There will be two exams; a mid-term and final.
4. **Vocational Diagnostic Interview (VDI; 15 points):** Instructions and a format for the production of this report will be provided to you.
5. **Employment Proposal (20 points):** 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.

**Article Response (5 points):** Each student will read the Hangar article and turn in a response to the article. The article response should be approximately 2-3 pages, (double spaced, in APA format: <http://owl.english.purdue.edu/owl/resource/560/02/>), and include what you found interesting about the content, any unanswered questions that you have regarding the article, etc.

1. **Video Responses (5 points each):** There will be two videos shown this semester. Please write an appx. 2 pageresponse to each video (double-spaced, in APA format: <http://owl.english.purdue.edu/owl/resource/560/02/>). You should discuss your general reaction to the video, its applicability, if you would utilize any methods discussed, etc.

**7. GRADING AND EVALUATION:**

Final grades will be based on the following points:

|  |  |
| --- | --- |
| **Assignments:** | Points |
| 1. Participation | 10 |
| 2. Midterm Exam | 20 |
| 3. Final Exam  | 20 |
| 4. Article Response | 5 |
| 5. Video Response - Two | 10 |
| 7. Employment Proposal | 20 |
| 8. Vocational Diagnostic Interview (VDI) | 15 |
| **Total** | **100** |

**Grading Scale**

|  |  |
| --- | --- |
| A 90-100% | 90-100 Points |
| B 80-89% | 80-89.99 Points |
| C 70-79% | 70-79.99 Points |
| D 60-69% | 60-69.99 Points |
| F Below 60% | 59 or below Points |

**8. 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 who miss an exam 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.**

The 2004-2005 Auburn University Bulletin notes: “Specific policies regarding class attendance are the prerogative of individual faculty members. Faculty shall inform each class in writing at the beginning of the course regarding the effect of absences on the determination of grades.”

Effective 2005 Spring semester **the standard that RSED faculty will follow relative to class attendance** will be that (a) only one (1) absence is permitted for a semester course that meets once a week, and (b) only two (2) absences are permitted for a semester course that meets two or more times a week. Failure to meet this standard will result in a grade of “FA” (failure for excessive absences) unless the student withdraws from the class prior to the withdrawal date (see university semester calendar). At the discretion of individual instructors, verified absences may be excused under unusual circumstances (see ***Tiger Cub***). In order for the absence to be considered excusable, however, the instructor must be in receipt of the documentation within seven days from the class in which the absence occurred.

**Make-up Exams:** Make-up exams may be given for University-approved excuses as outlined in the *Tiger Cub*, however, please note the **Attendance Policy** above. Arrangements to take a make-up exam must be made in advance.

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

**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” (see ***Tiger Cub***).

**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.

**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 Program for Students with Disabilities, 1244 Haley Center or call 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.

**Cheating:** The Auburn Academic Honesty Code (Policy) is found in both the ***Tiger Cub*** and 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, are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author(s) risk grave consequences.

**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.” See *Tiger Cub* for steps toward redress.

**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