**AUBURN UNIVERSITY SYLLABUS**

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

**Summer 2020**

**1. COURSE NUMBER: COUN 7110/7116**

**Title:**  Occupational, Career, and Placement Services

**Credit Hours:** 3 semester hours

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

**Class meets: Online**

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

Auburn University, SERC

3010 Haley Center

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***\*Virtual Office Hour: I am available to meet outside of class by appointment.***

**2. DATE SYLLABUS PREPARED:** May 2020, January 2017, May 2016, February 2014, May 2013, May 2012; January 2012

**3. TEXT: (Required-2)**

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

Strauser, D. R. (2014). Career development, employment, and disability in rehabilitation: From theory to practice. New York, NY: Springer.

 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), 22-29.
3. *Additional readings will be posted on CANVAS.*

1. **COURSE DESCRIPTION:**

This is a required course for 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. Through this course students will understand and apply the following: CACREP Standards**

2.F.4.a. Theories and models of career development, counseling, and decision making

2.F.4.b. Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors

2.F.4.c. Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems

2.F.4.d. Approaches for assessing the conditions of the work environment on clients’ life experiences

2.F.4.e. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development

2.F.4.f. Strategies for career development program planning, organization, implementation, administration, and evaluation

2.F.4.g. Strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy

2.F.4.h. Strategies for facilitating client skill development for career, educational, and life-work planning and management

2.F.4.i. Methods of identifying and using assessment tools and techniques relevant to career planning and decision making

2.F.4.j. Ethical and culturally relevant strategies for addressing career development

**Clinical Rehabilitation Counseling**

A.1.b. Theories and models related to rehabilitation counseling

A.1.c. Social science theory that addresses psychosocial aspects of disability

A.1.d. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

A.2.k. Effects of discrimination, such as handicapism, ableism, and power, privilege, and oppression on clients’ life and career development

A.2.m. Effects of the onset, progression, and expected duration of disability on clients’ holistic functioning (i.e., physical, spiritual, sexual, vocational, social, relational, and recreational)

A.2.n. Transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities

A.2.o Role of family, social networks, and community in the provision of services for and treatment of people with disabilities

A.2.p. Environmental, attitudinal, and individual barriers for people with disabilities

A.2.q. Assistive technology to reduce or eliminate barriers and functional limitations

A.2.r. Legislation and government policy relevant to rehabilitation counseling

A.3.a. Diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs

A.3.b. Career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening

A.3.e. Strategies to consult with and educate employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodations

**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** | **CACREP STANDARDS** |
| **1****May 20** | Syllabus and Introduction to Course | **Example – Research Article -** **Larson et al. (2007)** |   |
| **2****May 27** | Work and Disability; & Legislation Employment & Individuals w/ Disabilities | Be Chapters 1, 2 & 3 - S&PChapter 1 & 2 - Strauser**h**  | 2.F.4.b., 2.F.4.d, 2.F.4.f.; A.1.b, A.1.c, A.2.r.,  |
| **3****June 3** | **Career Development Theories & Constructs**Holland’s TheorySuper’s TheoryTheory of Work Adjustment  | Be Chapter 6 – StrauserChapter 4 – S&P**Voc. Profile Due June 6th**  | 2.F.4.a, 2.F.4.f.; A.1.b., A.1.c., A.1.d. |
| **4June 10** | Research on Career DevelopmentCareer Counseling with Diverse Pops.Vocational Assessment & Disability | Chapter 5, 6, & 7 - S&PCh. 17 Strauser Callahan, M., Griffin, C., & Hammis, D. (2011) | 2.F.4.d, 2.F.4.e., 2.F.4.f., 2.F.4.g, 2.F.4.h, 2.F.4.i., 2.F.4.j; A.2.k., A.2.m.,  |
| **5****June 17** | Occupational & Labor Market Info.Transferable Skills **\* 3 presentation** **(Group 5, 6, 9)** | Chapter 8 - S&P Ch 14 & 15 – Strauser (DOT, O\*Net)Chapters 6 & 7 - (Weed & Field – On CANVAS) | 2.F.4.c, 2.F.4.d., 2.F.4.f., 2.f.4.h, 2.F.4.j.A.1.d., A.2.n., A.2.o., A.3.b.,  |
| **6****June 24** | Job Analysis**\*3 presentations****(Group 2, 3, 7)** | Ch. 16 StrauserChapters 8 - (Weed & Field – On CANVAS | 2.F.4.c., 2.F.4.d., 2.F.4.e., 2.F.4.g., 2.F.4.j., A.2.n., A.2.p., A.3.b., A.3.e.,  |
| **7****July 1** | Job Development, Job PlacementEmployer ConsultingJob Markets- vocational consultation **\*3 presentations****(Group 1, 4, 8)** | Chapters 10 & 11- S&PChapter 9 - (Weed & Field- on CANVAS)Article: Hagner, D. (2000). Primary and Secondary Labor Markets. (on your own) **Labor Market Survey Due****July 4th**  | 2.F.4.c., 2.F.4.d., 2.F.4.e., 2.F.4.g., 2.F.4.j., A.2.n., A.2.p., A.3.b., A.3.e.,  |
| **8****July 8** | Employment ProposalJob Accommodation NetworkEffective Placement & Employer Relationships Partnership with Employers & Understanding Employer Needs | Bissonnette Ch. 3 – on CANVASReview JAN websiteCh. 18 StrauserChapter 10 – S&P**Job/Task Analysis Due July 11th**  | 2.F.4.c., 2.F.4.d., A.1.c., A.2.p., A.2.q., A.2.r., A.3.a., A.3.b., A.3.e., |
| **9****July 15** | Supported Employment & Customized Employment Improving Employment for Minorities with Disabilities  | Chapter 13 S&PCh. 19 & 26 Strauser **Employment Proposal Due July 18th**  | 2.F.4.c., 2.F.4.d., A.1.b., A.1.c., A.1.d., A.2.p., A.2.k., A.2.q., A.3.b., A.3.e.,  |
| **10****July 22** | Final Exam Review and Course wrap-up |  |   |
| **11****July 29** | **Final Exam July 29-31** | **FINAL VOCATIONAL PROFILE DUE 7/27** | 2.F.4.a., 2.F.4.b., 2.F.4.c., 2.F.4.d., 2.F.4.e., 2.F.4.g., 2.F.4.j., A.2.n., A.2.p., A.3.b., A.3.e., A.1.c., A.2.q., A.2.r., A.3.a.,A.1.b., A.1.d., A.2.k., |

**7. Course Assignments:**

1. **Class Participation (20 pts.):** Each week students will participate in class discussions & activities posted on CANVAS (Discussion Boards). The class participation will be worth 20 points.
2. **Examinations (20 pts.):** There will be a final exam, which is worth 20 points.
3. **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 readings. **(APA Style).**

There will be five assignments for the vocational profile at 10 points each (13-15 pages total)

1. Draft “Profile of Individual with Disability” (3 pages)
2. Labor Market Survey for profiled person (Ch. 7; W&F) (3 pages)
3. Job or 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 key information from sections 1 - 4 above) & write an

Overall Recommendations & Summary in a concise narrative

**(4) Group Article Presentations (10 pts.): (Groups of 3 students)** (**Use Zoom 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. The recorded presentation must be submitted/posted on MONDAY. 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 (doesn’t 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.**

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| **Assignment** | **Possible Points** | **CACREP Standards** |
| Participation | 20 points | 2.F.4.a, 2.F.4.b, 2.F.4.c., 2.F.4.d., 2.F.4.e., 2.F.4.f., 2.F.4.g., 2.f.4.h, 2.F.4.j., A.1.b, A.1.c., A.1.d., A.2.k., A.2.n., A.2.o., A.2.p., A.2.q., A.2.r., A.3.a., A.3.b., A.3.e., |
| Final Exam | 20 points | 2.F.4.a, 2.F.4.b, 2.F.4.c., 2.F.4.d., 2.F.4.e., 2.F.4.f., 2.F.4.g., 2.f.4.h, 2.F.4.j., A.1.b, A.1.c., A.1.d., A.2.k., A.2.n., A.2.o., A.2.p., A.2.q., A.2.r., A.3.a., A.3.b., A.3.e.,  |
| Draft Profile | 10 points | 2.F.4.a, 2.F.4.f.; A.1.b., A.1.c., A.1.d., A.2.r. |
| Labor Market Survey | 10 points | 2.F.4.c, 2.F.4.d., 2.F.4.f., 2.f.4.h, 2.F.4.j.A.1.d., A.2.n., A.2.o., A.3.b., |
| Job or Task Analysis | 10 points | 2.F.4.c, 2.F.4.d., 2.F.4.f., 2.f.4.h, 2.F.4.j.A.1.d., A.2.n., A.2.o., A.3.b., |
| Employment Proposal & Accommodations | 10 points | 2.F.4.c., 2.F.4.d., 2.F.4.e., 2.F.4.g., 2.F.4.j., A.1.c., A.2.n., A.2.p., A.2.q., A.2.r., A.3.a., A.3.b., A.3.e., |
| Final Report | 10 points | 2.F.4.c., 2.F.4.d., 2.F.4.g., 2.F.4.jA.1.b., A.1.c., A.1.d., A.2.o., A.2.p., A.2.k., A.2.q., A.3.b., A.3.e., |
| Presentation | 10 points | All standards may apply – dependent upon topic  |
| **Total Points Possible**  | **100 points possible** |  |

***Assignment Summary***

* Class Participation = 20 points
* Examination = 20 points
* Vocational Profile = 50 (5 @ 10 points each)
* Article (group) Presentation = 10 points

TOTAL = 100

**Grading Scale:**

 **90-100 A**

 **80-89 B**

 **70-79 C**

 **60-69 D**

 **59 =< 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, and citations and references as needed (APA style, 7th ed.).

**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.