**AUBURN UNIVERSITY SYLLABUS**

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

**Summer 2022**

**1. COURSE NUMBER: COUN 7110-001**

**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: Wednesdays 12pm – 3: 45pm, 1221 Haley Center**

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

Auburn University, SERC

3010 Haley Center

Office: 334-844-7620

Email: jzp0095@auburn.edu

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

**2. DATE SYLLABUS PREPARED:** April 2022, May 2021, May 2020, January 2017

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

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

Strauser, D. R. (2021). *Career development, employment, and disability in rehabilitation: From theory to practice* (2nd ed.). Springer Publishing Company.

 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 18** | Syllabus and Introduction to Course | **Example – Research Article -** **Wehman et al. (2014)** |   |
| **2****May 25****~** | Work and Disability; & Legislation Employment & Individuals w/ Disabilities | Chapters 1 & 2 - S&PChapter 1 - StrauserSuggested reading: Ch 3 & 4 - Strauser | 2.F.4.b., 2.F.4.d, 2.F.4.f.; A.1.b, A.1.c, A.2.r.,  |
| **3****June 1****~** | **Career Development Theories & Constructs**Holland’s TheorySuper’s TheoryTheory of Work Adjustment | Be Chapter 4 – S&PChapters 6 & 7 – Strauser**Group Project Article Submission Due June 5th** | 2.F.4.a, 2.F.4.f.; A.1.b., A.1.c., A.1.d. |
| **4June 8****~** | Research on Career DevelopmentCareer Counseling with Diverse Pops.Vocational Assessment & Disability | Chapters 5, 6, & 7 - S&PChapter 16 - Strauser Callahan et al. (2011) – in class | 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 15****~** | Occupational & Labor Market Information | Chapter 8 - S&P Chapters 13 & 14 - Strauser (DOT, O\*Net)SkillTRAN**Voc. Profile Due June 19th** | 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 22** | **Group presentations** | **Submit Presentation File by 6/22 12:01am** |   |
| **7****June 29** | Transferable Skills Job Analysis | Chapters 14 & 15 - StrauserSupplemental Materials Posted on CANVASSkillTRAN**Labor Market Survey Due****July 3rd**  | 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 6** | Job Development/PlacementSelf-employment | Chapters 10 & 11- S&PChapter 17 – StrauserSupplemental Materials Posted on CANVASHagner (2000) – in class **Job/Task Analysis Due July 10th**  | 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.,  |
| **9****July 13****~** | Demand-Side Approach (working with employers)Job Accommodation Network (consulting – reasonable accommodation)Employment Proposal | Chapter 10 - S&PChapter 17 - StrauserSupplemental Materials Posted on CANVAS | 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., |
| **10****July 20** | Supported Employment & Customized Employment Final Exam Review | Chapter 13 - S&PChapter 18 - Strauser **Employment Proposal Due July 24th**  | 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.,  |
| **11****July 27** | **Final Exam July 27-30** | **FINAL VOCATIONAL PROFILE DUE July 31st**  | 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 (16 pts.):** 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. Class will start promptly at the scheduled time. Students should plan to arrive prior to the designated time. The student should actively engage in class discussion and complete required activities during each class meeting. Class participation is worth 16 points.
2. **Examination (17 pts.):** There will be a final exam (online), which is worth 17 points. As per requirement of the program, all online examinations (closed book) will be administered through Respondus Lockdown Browser +Monitor. Detailed instructions on the exam will be provided in class.
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/Job Analysis, 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 (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

\*Your final paper also needs to be submitted on **Tevera** (Clinical Rehabilitation Counseling Master Students Only).

**(4) Group Article Presentations (17 pts.): (Groups of 2 students)** (**Use Zoom through CANVAS**). Each group will need to find a research article related to the topics of the course (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 slides) and the class will discuss and critique the study. You will need to post the ARTICLE in CANVAS by **June 5th** for instructor approval. The article will also be available to everyone. The presentation file (PPT) must be submitted/posted before class on your presentation day (June 22nd). This assignment is worth 17 points. You will receive up to 17 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 | 16 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 | 17 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 | 17 points | All standards may apply – dependent upon topic  |
| **Total Points Possible**  | **100 points possible** |  |

***Assignment Summary***

* Class Participation = 16 points
* Examination = 17 points
* Vocational Profile = 50 (5 @ 10 points each)
* Article (group) Presentation = 17 points

TOTAL = 100

**Grading Scale:**

 **90-100 A**

 **80-89 B**

 **70-79 C**

 **60-69 D**

 **59 =< F**

**9. Class Policy Statements:**

**Attendance:** Although attendance is not required, students are expected to attend all classes, 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, or 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. Please see the Tiger Cub for more information on excused absences.

**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 (Title found in the *Student Policy e-Handbook* 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 accommodations are asked to electronically submit their approved accommodations through AU Access and 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 alternative time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Course contingency:** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis, 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. Should the University suspend normal operations, please check e-mail for class communications and notices.

**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.

**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.”

**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

**Professional Behavior:** As students prepare to work within professional counseling settings it is expected that you demonstrate the appropriate professional behaviors that are discussed in program handbooks, policies, and professional standards.

* + Demonstrate appropriate professional behavior in the classroom including appropriate use of technology
	+ Demonstrate respect for peers and faculty
	+ Demonstrate responsible behavior related to attending class, completing assignments and participating in your educational training

**Justification for Graduate Credit:** This course includes advanced content on Rehabilitation Counseling. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2016) specific to *Entry-level Specialty Areas – Clinical Rehabilitation Counseling (Section 5.B. Clinical Rehabilitation Counseling)*. All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning objectives specified in this syllabus.

***Contingency Plans includes the following:***

### **Access to Course Content:**

All class lecture notes and PowerPoints will be posted to Canvas for all lectures presented in class. Audio can be added to each of the PowerPoint and other lecture notes as needed, and posted on Canvas.

### **Completion of Assignments and Exams:**

Class lectures would be supplemented with reflection questions and activities that could be completed outside of class. In addition, a discussion group could be established in order to provide for greater interaction between the instructor and students with regard to the content. Alternative assignments will be posted on Canvas for students and will be assigned as needed. These assignments will be submitted electronically.

**Health and Participation in Class:**

You are expected to complete your Healthcheck screener daily.

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions on the Healthcheck app. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance
* Provide me with medical documentation, if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments remotely as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam
* Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at ahealthieru@auburn.edu.

**Health and Well-Being Resources:**

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* COVID Response Team ([www.ahealthieru.edu](http://www.ahealthieru.edu))
* Student Counseling and Psychological Services (<http://wp.auburn.edu/scs/>)
* AU Medical Clinic (<https://cws.auburn.edu/aumc/>
* If you or someone you know are experiencing food, housing or financial insecurity, please visit the Auburn Cares Office (<http://aucares.auburn.edu/>)

**A Healthier U Campus Community Expectations:**

We are all responsible for protecting ourselves and our community. Please read about student expectations for fall semester, including completing the daily GuideSafe™ Healthcheck (<https://ahealthieru.auburn.edu/>).

You are expected to (1) take your temperature daily and (2) complete your Healthcheck screener to receive your A Healthier U pass. **You may be asked at any time during class to show your pass.**

**Course Expectations Related to COVID-19**:

* **Course Attendance**: If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you will be expected to develop a plan to keep up with your coursework during any such absences.
* **Course Meeting Schedule**: This course might not have a traditional course schedule in Summer 2021. Be sure to pay attention to any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with me.
* **Technology Requirements:** This course requires particular technologies to complete coursework. If you need access to additional technological support, please contact the AU Bookstore at aubookstore@auburn.edu.