**AUBURN UNIVERSITY SYLLABUS**

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

**Summer 2024**

**1. COURSE NUMBER: COUN 7110-D01**

**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

Office: 334-844-7620

Email: [jzp0095@auburn.edu](mailto:jzp0095@auburn.edu)

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

**2. DATE SYLLABUS PREPARED:** May 2024, May 2023, April 2022, May 2021, May 2020

**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.

**Through this course students will understand and apply the following: CACREP Standards**

3.D.1. theories and models of career development, counseling, and decision-making

3.D.2. approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors

3.D.3. processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems

3.D.4. approaches for assessing the conditions of the work environment on clients’ life experiences

3.D.5. strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development

3.D.6. career development program planning, organization, implementation, administration, and evaluation

3.D.7. developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities

3.D.8. strategies for advocating for employment support for individuals facing barriers in the workplace

3.D.9. strategies for facilitating client skill development for career, educational, and life-work planning and management

3.D.10. career and postsecondary training readiness and educational decision-making

3.D.11. strategies for improving access to educational and occupational opportunities for people from marginalized groups

3.D.12. ethical and legal issues relevant to career development and career counseling

**Clinical Rehabilitation Counseling**

5.D.1. effects of the onset, progression, and expected duration of disability on clients’ holistic functioning

5.D.2. environmental, attitudinal, and individual barriers for people with disabilities

5.D.6. transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities

5.D.7. role of family, social networks, and community in the provision of services for and treatment of people with disabilities

5.D.8. assistive technology to reduce or eliminate barriers and functional limitations

5.D.9. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management for people with disabilities

5.D.10. strategies to advocate for people with disabilities related to accessibility, accommodations, and disability law adherence

1. **Student Expectations**

This is an online asynchronous class. All of the class interactions will take place within Canvas and any of the software utilized or linked within the course. You will be expected to log into the course on a regular basis and keep up with assignments and the other students in the course as it is not a self-paced course.

**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** |  |
| **2**  **May 27~** | Work and Disability; & Legislation  Employment & Individuals w/ Disabilities | Chapters 1 & 2 - S&P  Chapter 1 - Strauser  Suggested reading: Ch 3 & 4 - Strauser | 3.D.2., 3.D.4., 3.D.6.; |
| **3**  **June 3~** | **Career Development Theories & Constructs**  Holland’s Theory  Super’s Theory  Theory of Work Adjustment | Be  Chapter 4 – S&P  Chapters 6 & 7 – Strauser  **Presentation Article Submission Due June 4th** | 3.D.1., 3.D.6.; |
| **4 June 10~** | Research on Career Development  Career Counseling with Diverse Pops.  Vocational Assessment & Disability | Chapters 5, 6, & 7 - S&P  Chapter 16 - Strauser  Callahan et al. (2011) – in class | 3.D.4., 3.D.5., 3.D.6., 3.D.7., 3.D.11., 3.D.9., 3.D.10., 3.D.12.;  3.D.8., 5.D.1., |
| **5**  **June 17~**  **~** | Article Presentation | **Submit Presentation Recording by 6/22 11:59pm** |  |
| **6**  **June 24~** | Occupational & Labor Market Information | Chapter 8 - S&P  Chapters 13 & 14 - Strauser  (DOT, O\*Net)  SkillTRAN  **Draft Profile Due June 30th** | 3.D.3., 3.D.4., 3.D.6., 3.D.9., 3.D.12.  5.D.1.d., 5.D.2.n., 5.D.7., 5.D.6., |
| **7**  **July 1~** | Transferable Skills  Job Analysis | Chapters 14 & 15 - Strauser  Supplemental Materials Posted on CANVAS  SkillTRAN  **Labor Market Survey Due**  **July 7th** | 3.D.3., 3.D.4., 3.D.5., 3.D.7., 3.D.11., 3.D.12.,  5.D.2., 5.D.6., 5.D.10., |
| **8**  **July 8~** | Employer Concerns  Employer Consulting and Partnerships  Employment Proposal | Chapter 10 - S&P  Chapter 17 - Strauser  Supplemental Materials Posted on CANVAS  Hagner (2000) – in class  **Job/Task Analysis Due July 14th** | 3.D.3., 3.D.4., 3.D.5., 3.D.7., 3.D.11., 3.D.12.,  5.D.2., 5.D.6., 5.D.10., |
| **9**  **July 15~** | Job Development/Placement  Self-employment | Chapters 10 & 11- S&P  Chapter 17 – Strauser  Supplemental Materials Posted on CANVAS  **Employment Proposal Due July 21st** | 3.D.3., 3.D.4.,  5.D.2., 5.D.8., 5.D.9., 5.D.6., 5.D.10., |
| **10**  **July 22~** | Supported Employment & Customized Employment  Final Exam Review | Chapter 13 - S&P  Chapter 18 - Strauser | 3.D.3., 3.D.4.,  5.D.2., 3.D.8., 5.D.8., 5.D.6., 5.D.10., |
| **11**  **July 29~** | **Final Exam** | **Final Vocational Profile due July 30th** | 3.D.1., 3.D.2., 3.D.3., 3.D.4., 3.D.5., 3.D.6., 3.D.7., 3.D.8., 3.D.9., 3.D.10., 3.D.11., 3.D.12., 5.D.1., 5.D.2., 5.D.6., 5.D.7., 5.D.8., 5.D.9., 5.D.10. |

**7. Course Assignments:**

1. **Class Participation (16 pts.):** Each week students will participate in class discussions & activities posted on CANVAS (Discussion Boards and Participation Checks). Students are required to post their own thoughts/opinions and respond to at least one of your classmates’ blogs. The class participation will be worth 16 points.
2. **Examination (17 pts.):** There will be a final exam (online), which is worth 17 points. 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) Research Article Presentations (17 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 slides) to discuss and critique the study. You will need to post the ARTICLE in CANVAS by **June 4th** for instructor approval. The presentation file (PPT) and recording must be submitted/posted by the deadline (**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:

**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 | 3.D.1., 3.D.2., 3.D.3., 3.D.4., 3.D.5., 3.D.6., 3.D.7., 3.D.8., 3.D.9., 3.D.10., 3.D.11., 3.D.12., 5.D.1., 5.D.2., 5.D.6., 5.D.7., 5.D.8., 5.D.9., 5.D.10. |
| Final Exam | 17 points | 3.D.1., 3.D.2., 3.D.3., 3.D.4., 3.D.5., 3.D.6., 3.D.7., 3.D.8., 3.D.9., 3.D.10., 3.D.11., 3.D.12., 5.D.1., 5.D.2., 5.D.6., 5.D.7., 5.D.8., 5.D.9., 5.D.10. |
| Draft Profile | 10 points | 3.D.1., 3.D.6.; 5.D.9. |
| Labor Market Survey | 10 points | 3.D.3., 3.D.4., 3.D.6., 3.D.9., 3.D.12., 5.D.7., 5.D.6., |
| Job or Task Analysis | 10 points | 3.D.3., 3.D.4., 3.D.6., 3.D.9., 3.D.12., 5.D.7., 5.D.6., |
| Employment Proposal & Accommodations | 10 points | 3.D.3., 3.D.4., 3.D.5., 3.D.7., 3.D.11., 3.D.12.,  5.D.2., 5.D.8., 5.D.2.r., 5.D.9., 5.D.6., 5.D.10., |
| Final Report | 10 points | 3.D.3., 3.D.4., 3.D.7., 3.D.11., 3.D.12., 5.D.7., 5.D.2., 3.D.8., 5.D.8., 5.D.6., 5.D.10., |
| 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).

**Diversity Statement**: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Many people might go by a name in daily life that is different from their legal name. In this classroom, we will refer to people by the names that they go by. Pronouns are a way to affirm someone's identity. They are simply a public way in which people are referred to in place of their name (e.g., “he” or “she” or “they” or “ze” or something else). In this classroom, you are invited to share what pronouns you go by, and we will refer to people using the pronouns that they share.

**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 Clinical Rehabilitation Counseling. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2024) specific to *Entry-level Specialty Areas – Clinical Rehabilitation Counseling (Section 5.D. 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.