

**FLORIDA ATLANTIC UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION
COLLEGE OF EDUCATION**

RCS 6320

OCCUPATIONAL INFORMATION AND JOB PLACEMENT FOR PERSONS WITH DISABILITIES

This syllabus is a representative sample for this course. Specific information such as texts, assignments, and schedule may vary by semester.

COURSE DESCRIPTION

This course focuses on those knowledge's, skills and abilities counselors need regarding the vocational impact of functional impairment. It is a survey of the vocational aspects of disability, occupational classification, and career development for persons with disabilities. It examines the methods used to classify work activity, jobs and occupations. Job analysis as an outgrowth and function of occupational classification is explored. Job placement activities, labor market analysis, and post employment services are examined.

Prerequisites: Permission of Instructor

REQUIRED READINGS & MATERIALS

Required: Szymanski & Parker (2003). Work and Disability . Pro-ed
All additional readings assigned.

REQUIRED RESOURCES: LiveText

Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES

CACREP: General: K1c.g;K2 a-b; K.s.d, K4a-I, K5a-f

CORE: C2.2, C2.4, C2.5, C2.6

CONCEPTUAL FRAMEWORK

As a reflective decision-maker the student will demonstrate the ability to make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional as reflected in class participation, discussion and completion of assigned tasks and projects. Students will receive written and verbal feedback on their work including their practice of counseling and job development skills.

COURSE OBJECTIVES

1. Provide an overview of the historical developments in the field of job placement in the disability world, with an understanding of the vocational aspects of disability.
2. Provide an overview of occupational classification, historical development and present practice.
3. Understand career development models and how aspects of disability may affect the models.
4. Provide an overview of job analysis, marketing strategies, accommodation and assistive technology.
5. Understand vocational services and unique placement activities that have been targeted toward persons with disabilities.
6. Understand and be able to access labor market trends and provide analysis.

COURSE REQUIREMENTS

Students are expected to:

1. **Class discussion and participation.** Participation in class discussion and experiential exercises is essential to promote critical analysis and comprehension of primary source material. This class will be very interactive. Students are

expected to be ready and up to date on readings in order to fully participate in class, as well as to bring in appropriate materials for others in the class.

2. **Career Development Project:** Students will work with a partner to come up with a career development plan. This will go in stages, from a QOL assessment to designing a plan, with many steps along the way. Your partner will be your client, thus there are many ways to set up how you will work with your client concerning their career path. You will be expected to access internet, labor market, cost of living etc sources to fully develop this plan. Through this teamwork you will also do a labor market survey, job shadowing and informational interviews with employers and employees among other things. This is an evolving project please let me know how this can best fit your academic needs. but will include:
 - Labor Market Analysis
 - Job Analysis
 - Transferable skills analysis
 - Functional capacities evaluation
 - Physical capacity evaluation
 - Informational Interview
3. **Accommodation exercise:** You will be given a (or if the opportunity is available using your own) client situation for which you will come up with accommodation ideas being both realistic and cost efficient.
4. **Research presentations:** Working individually, students will present and lead a group discussion related to a journal article of interest. To do this, look at several articles of interest pertaining to career development and/or job placement. Choose one article that you find especially interesting. Write a one to two page summary of the article to hand in. Present the article in class. Presentations typically take 10-20 minutes depending on how much discussion is generated. Possible journals to look through are the Journal of Rehabilitation, Journal of 4, Applied Rehabilitation Counseling, Rehabilitation Counseling Bulletin, Journal of Counseling and Development, Journal of Counseling Psychology, Career Development Quarterly, and Work. There are many others, these are just suggestions.
5. **Exams:** The final exam will serve as the assessment of student's comprehension of core concepts. The exam is take home, essay format.

COURSE EVALUATION

Grades will be assigned based on points earned.

Assignment	Points
Classroom participation	50
Exams	100
Career project	200
Accommodation & research report	25
TOTAL	400

GRADING SCALE

Scores are cumulative and the grade scale represents percentage of total points earned.

A = 376 – 400	B+ = 349 – 359	C+ = 324 – 330	D+ = 308 – 311	F = 000-289 Points
A - = 360 – 375	B = 336 – 348	C = 320 – 323	D = 296 – 307	
	B- = 331 – 335	C- = 312 – 319	D- = 290 – 295	

ATTENDANCE

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to

give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Because university-based professional programs are charged with the responsibility of preparing students for certification and/or licensure, attendance policies and other course requirements tend to be considerably more demanding than academic, non-professional programs. Accordingly, Counselor Education students are expected to attend every class meeting. Please notify the University Professor/Instructor if you must miss a session. More than two absences may result in an incomplete or lower grade in the course. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class.

RELIGIOUS ACCOMMODATION

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

UNIVERSITY HONOR CODE

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001

at http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

ACADEMIC INTEGRITY STATEMENT

Because of its gate keeping function in training counselors for professional certification and licensure, the faculty of the Department of Counselor Education expects all of its graduate students to demonstrate the highest level of integrity in their personal and professional lives. Like faculty, students are expected to abide by the Ethics Code of the American Counseling Association and to know and observe both the Department's and the University's policies regarding, plagiarism, cheating, and other academic irregularities. In addition, any special requirements or permission regarding academic integrity in any course will be stated in the course syllabus and are binding. Failure to abide by these indicators of academic integrity will result in sanctions. In addition, students are expected to report cases of academic dishonesty to the instructor. The Counselor Education student handbook (pages 44 – 47) available at www.coe.fau.edu/counsel/MED_Handbook_Final2009.pdf includes specific policies regarding the Academic Integrity Statement, Policy on Plagiarism, Cheating, and Other Academic Irregularities. Students are encouraged to read and adhere to the outlined policies.

METHODS OF INSTRUCTION

To provide the student with a variety of learning experiences the following methods of instruction are used in this class.

1. Didactic presentation.
2. Class and small group discussion.

3. Simulation and role-play.
4. Student presentations
5. Interview, counseling, and planning observation and training

DISTANCE LEARNING REQUIREMENTS

1. Students will access Blackboard for course PowerPoint presentations, materials, discussion forums, syllabus, grading book, and/or exams.
2. Students are encouraged to use a broadband (cable or DSL) connection.
3. Students may use Windows or Mac operating systems.
4. Students may use Internet Explorer, Firefox, Safari browsers.
5. Student assignments must be completed using the Microsoft Office suite (Word, PowerPoint, Excel etc.) for Windows or Mac.
6. Student assignments should be **emailed** to the instructor on the **scheduled due date** (see course content and outline).
7. When scheduled, students are expected to make their initial posts on the discussion board by **10 pm on Wednesdays** and fulfill their discussion board responsibilities by **10 pm on Saturdays**.
8. Unless otherwise noted, all written assignments should follow APA style, including but not limited to: Title page, page numbers, running head, reference page, 12 pt. font, 1 in. margins etc.
9. Students are expected to adhere to all department, college, and university policies of Academic Integrity. This includes but is not limited to:
 - a. Cheating
 - b. Plagiarism
 - c. Misrepresenting information or failing to give proper credit for citations used
 - d. Participating or facilitating acts of academic dishonesty by others
 - e. Unauthorized prior possession or sharing of examinations
 - f. Submitting the work or tampering with the work of another person
10. Students will receive feedback on assignments from the instructor **via email**. Comments, suggestions, recommendations are provided in pdf format. If necessary, students can download the free Adobe Reader from <http://www.adobe.com/products/acrobat/readstep2.html>
11. Students should contact the instructor if they experience technical difficulty accessing course materials and activities on Blackboard. Students should contact the IRM helpdesk at http://blackboard.fau.edu/webapps/portal/frameset.jsp?tab_id= 107_1 if you experience login or connection issues.
12. In order to minimize technological issues, prior to taking this course, students should be able to send and receive email, send attachments with emails, be familiar with Blackboard, navigating and conducting research on the World Wide Web.

REFERENCES

[National Clearinghouse on Rehabilitation Training Materials](#)

Field, T. (2007). *Strategies for the rehabilitation consultant*. Athens GA: Elliott & Fitzpatrick.

Frank, R., & Elliott, T.(eds.) (2008). *Handbook of rehabilitation psychology*. Washington DC: APA Press.

Roessler, R.T., & Rubin, S.E. (2008). *Case management and rehabilitation counseling: Procedures and techniques* (3rd ed.). Austin, TX: Pro-Ed.

COURSE CONTENT & OUTLINE

The content and activities for each session are described below. Assigned readings should take place prior to class.

WEEK	TOPICS		READINGS	ASSIGNMENTS DUE
1. Introduction History	Introductions	QOL survey		

2. Basic constructs Legislation	Online resources	Labor market analysis Informational interview	S&P: Ch 1 & 2	Rehab counselor data
3. Labor market information			S&P: 7	
4. Supported employment			S&P: 3 READINGS	Online assignment due
5. Theories and research			S&P: 4	
6.				
7. Assessment		FCE PCE	S&P: 5	
8. Accommodation	Job/Task Analysis		S&P: Ch 6 READINGS	
9. Job development		Transferable skills	Gilbride et al (1994) S&P: 10	
10. Veterans	Accommodation exercise handout		S&P: 11 READINGS	
11. Job placement strategies			S&P: 12	
12. Employer perspectives		Industry analysis	S&P: 9 READINGS	
13. Florida Programs				Accommodation exercise due
14. Job clubs			READINGS	
15. Catch Up				
16. Final	Project Presentations			

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- Isernhagen, S. (1988). *Work Injury: Management and prevention*. Rockville, MD: Aspen
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