REHABILITATION COUNSELOR TRAINING PROGRAM

Vocational Development and Placement
REHB 521
132 Northwest Annex
(NWA) Mondays 9 a.m-12 p.m.

Instructor: Office hours:
Thomas Upton, Ph.D., CRC Professor 322A Rehn Hall
618-453-8287
tupton@siu.edu

OFFICE HOURS: Mondays 8:00-9:00 a.m & noon-2:00 pm; Fridays 8:00 a.m.-12:00 pm, and by appointment

Graduate Assistants:

Richard Turner, MA, CRC Doctoral student in Rehabilitation; 316 Rehn Hall.
Office Hours: Mondays 1:30 – 3:00pm, Thursdays 3:30 – 5:00pm, and by appointment.

This document is available in alternative media on request. Students who need accommodations should discuss them with the instructors during the beginning of the semester, prior to the first quiz or exam.

Course Overview and Objectives:
This course is designed to familiarize the student with the tools, processes, knowledge, and skills necessary to assist the consumer of rehabilitation services to successfully enter and maintain competitive employment. This course will focus on the theories and techniques of placement as applied to assist persons with disabilities. Strategies to involve the consumer, the family, the employer and other stakeholders in all phases of career development and placement will be discussed. Topics covered include: job development, job restructuring and modification, job seeking and retention skills, assessment of environmental and attitudinal barriers, rights of people with disabilities, the use of specialized placement techniques, and incentives and disincentives of employment.

Course objectives include:

Upon successful completion of the course, the student will be able:
1. To comprehend the significance of career development and placement as a continuum affecting the quality of lives of people with disabilities and the mode of rehabilitation service delivery by professionals.
2. To understand the vocational importance of person-environment (P-E) fit across vocational theories.
3. To understand the major legislation and social policies relating to employees
with disabilities with emphasis on individuals from culturally diverse backgrounds.

4. To understand the theories of vocational development.

5. To understand work incentives and disincentives of employment for people with disabilities.

6. To understand, comprehend, and implement a wide variety of employment accommodations (e.g., work-site modification, job restructuring) for people with disabilities.

7. To understand and implement work adjustment strategies for people with disabilities (e.g., conducting job analysis, resume preparation, supported employment, job coaching, etc.)

8. To develop a placement plan incorporating consumer characteristics and labor market information.

9. To understand effective methods of developing successful partnerships with business and community to facilitate placement.

10. To demonstrate knowledge of current research and issues affecting the placement process in rehabilitation.

11. To demonstrate a working understanding of the Dictionary of Occupational Titles (DOT) that is imperative when considering job placement of people with disabilities.

Textbooks:


Additional Readings: Additional readings will be assigned. It is the responsibility of all class participants to adapt to changes made in class or online and respond to these changes.

Course Expectations, Requirements, and Grading Scale:

Expectations:

1. This is a blended or hybrid course, meaning that the course will be conducted both online and in the classroom. To obtain course credit students are required to actively engage in course discussions both online and in the classroom.

2. Weekly assignments and several course discussions will take place on the course website found through D2L and can be accessed through SIU Online (https://online.siu.edu/). You will need to have
an SIU Dawg Tag, login and password. All correspondence for this course will be disseminated through the D2L website and/or through your SIU email address. Please be sure to check your SIU email regularly.

3. Read the course material prior to class and be prepared to discuss them in the class discussions.

4. Quizzes are provided at the beginning of each class. All material is fair game for quizzes.

5. **Attendance and participation are required.** Comprehension of the information presented in class requires attendance and participation. It is imperative that you attend class weekly and engage in the online discussions.

6. **Assignments are turned in on the specific date assigned.**

Requirements:

1. Quizzes (Top 7 quizzes-10 points each) up **70**

2. Vocational report (intersection of vocational abilities, interests, and values). Students are assigned partners for this exercise. More details follow. **20**

3. Job Analysis. Students will complete a job Analysis and vocational report including the findings. More details follow. **30**

4. Midterm **50**

5. Final Exam **50**

6. Attendance and participation (Online full attendance and participation in discussions 10 points x 7=70; All points are assigned at sole discretion of instructor that is in accordance with students attendance and ongoing participation in this class. **270**

Grading Scale:

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<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100 %</td>
<td>243-270</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>216-242</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>189-215</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>162-188</td>
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<tr>
<td>F</td>
<td>lower than</td>
<td>161 and lower</td>
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**Online Discussion**
In lieu of meeting in class there will be weeks in which we will have six online discussions (February 6, February 20, March 6, March 27, April 10, and April 24).

To facilitate an interactive online discussion there will be discussion questions posted by the instructional team weekly. You will be expected to write your original response to each question. In addition you will be expected to write at least 4 responses posted to your classmate’s answers. You will note in the questions that are posted there is usually room for interpretation. Please remain respectful in your interactions with regards to opinions. Original posts are expected to be substantive and reflect the course readings for the week as well as a critical reflection on the topic of discussion.

DUE DATE:  1. Original Responses Online Discussion Weeks (listed above)  
            – Tuesday by 12 midnight.  
            2. Responses to Classmates Weekly – Thursday by midnight

Midterm Exam: There will be a midterm exam that includes multiple choice, and short answer questions. The midterm will cover information from the first half of the course.

Final Exam: The final exam is comprehensive and will cover all course materials and will be held at university scheduled time during finals week.

Academic Integrity Statement:
Academic misconduct or dishonesty such as cheating and plagiarism is unacceptable within this class. The University policy concerning academic dishonesty will be strictly adhered to in this course. All occurrences of academic misconduct will be handled in accordance the University Academic Misconduct Policy. If you have any questions concerning academic integrity, please contact the instructor or refer to the section on academic dishonest in the SIU Graduate or Undergraduate Catalog (Graduate Catalog: http://www.siu.edu/gradschl/catalog.htm; Undergraduate Catalog: http://registrar.siu.edu/eval/catalog.htm).

Emergency Procedures:
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT'S website at www.bert.siu.edu, Department of Public Safety's website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.
Tentative Course Topics:
(Subject to change)

January 23   Syllabus Overview – Work and Disability: Basic Constructs
  Reading:     Ch. 1 Szymanski & Parker; Brown and Brooks-(1996) Ch. 1

January 30   Quiz one; Legislation and Ethics
  Reading:     Ch. 2 Szymanski & Parker; Upton Ch. 1

February 6   Quiz two online-Multiculturalism & Diversity*ONLINE DISCUSSION
  Reading:     Ch. 6 Szymanski & Parker

February 13  Quiz three; Placement and Disability – Vocational Aspects;
  Reading:     Ch. 3 Szymanski & Parker; Upton Ch. 2-3; Brown and Brooks-(1996) Ch. 2 - Holland’s Theory

Feb. 20      Quiz four online - *ONLINE DISCUSSION Career Counseling Theories and Practice;
  Reading:     Ch. 4 Szymanski & Parker
                Ch. 5 Szymanski & Parker

Placement and Disability – Vocational Aspects; Vocational report
details provided
  Reading:     Upton Ch. 4-5

Feb. 27      Midterm paper and pencil test

March 6      Vocational Assessments *ONLINE DISCUSSION
  Reading:     Ch. 7 Szymanski & Parker; Upton Ch. 6-7; Brown and Brooks-(1996) Ch. 3 - TWA

March 13-17  Spring Break

March 20     Quiz five Vocational report due (more details provided); Job Analysis
  and Labor Market Information; Select Characteristics of Occupations.
  Reading:     Ch. 8 Szymanski & Parker; Upton Ch. 8

March 27     Quiz six-online and Assistive Technology; *ONLINE DISCUSSION
  Reading:     Rubin & Roessler (2001) Ch. 13

April 3      Vocational report due.
  Work Adjustment, & Accommodations
  Reading:     Ch. 9 Szymanski & Parker; Brown and Brooks-(1996) Ch. 4 - Life Span Life Space Approach to Careers
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<th>Reading</th>
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<tr>
<td>April 10</td>
<td>Quiz seven online; Job Development; ONLINE DISCUSSION</td>
<td><em>Reading:</em> Ch. 11 Szymanski &amp; Parker</td>
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<td>Apr. 17</td>
<td>Quiz eight; Supported Employment</td>
<td><em>Reading:</em> Ch. 13 Szymanski &amp; Park</td>
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| April 24   | Quiz nine online; Job Placement & Employer Consulting; ONLINE DISCUSSION | *Reading:* Ch. 10 Szymanski & Parker  
|            |                                                                        | Also journal articles           |
| May 1      | Job Analysis due; The Business Perspective, Demand-Side Job Development; Future of Rehabilitation Counseling | *Reading:* Ch. 12 Szymanski & Parker; Upton Ch. 10-11 |
| Finals week| **FINAL EXAM FRIDAY, MAY 12TH 8:00-10:00 A.M. PER UNIVERSITY SCHEDULE** |