COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations

PROGRAM AREA: Rehabilitation Counseling Program

COURSE TITLE: Employment for Persons with Disabilities

COURSE NUMBER: RCI 7450

CALL NUMBER: 21289

TERM/YEAR: Winter 2016

DAY: Wednesday

TIME: 5:30 P.M. – 8:15 P.M.

COURSE LOCATION: 48 Education

INSTRUCTOR: Joy Inniss-Johnson, Ph.D.
Adjunct Faculty
Certified Rehabilitation Counselor (CRC)
Licensed Professional Counselor (LPC)
Certified Advanced Addictions Counselor (CAAC)
Certified Clinical Supervisor (CCS)

OFFICE ADDRESS: 323 College of Education

PHONE: (313) 550-7997 Cell Phone
LeJuanne Stewart-Walker – Program Secretary - 313-577-1613

E-MAIL: aa7498@wayne.edu
joyjohnson@wayne.edu

OFFICE HOURS: By appointment

CATALOG DESCRIPTION: Design and implementation of effective methods to help persons with disabilities obtain and maintain employment. Marketing and job placement skills, job seeking, skills training, job clubs, job adaptation, supported and transitional employment, employer assistance and training, and follow-along services.

COURSE OBJECTIVES:

The course is designed to provide students with a functional exposure to major theories of career development and to enable them to link these theories to the practice of career counselling with different populations and within different settings, and to prepare students to assist individuals in obtaining and maintaining employment, with a major focus on career counselling and job placement for persons with disabilities. Students are provided with opportunities designed to assist them in acquiring and applying
knowledge, skills and resources relevant to them, career development and employment of persons with disabilities and the employers who employ them.

Students fulfilling all course requirements will demonstrate knowledge and/or skills in:

1. Development of a conceptual framework related to the role of the rehabilitation counselor as a consultant to and partner with customers and employers in job development, placement, and retention process.

2. Factors that shapes the economy and the nature of work and jobs, and how these changes will influence the employment services needed by people with disabilities.

3. Increase awareness of disability employment policy including the American with Disabilities Act of 1990 (ADA), ADA Amendments 2000, Ticket to Work and Work Incentives Improvement Act of 1999 (TWWIIA), Workforce Investment Act of 1998 (WIA), SSI and SSDI, as well as understand how to deal with their impacts on employment and vocational rehabilitation.

4. The ability to broker employment opportunities effectively and to accommodate consumer and employer needs.

5. Hiring processes, as well as the ability to facilitate consumer knowledge about and skill in navigating the employment process.

6. Job development and job maintenance skills as well as learning how to provide professional services too employers and to assist clients in meeting their personal career development needs.

7. Developing competence and confidence in initiating actions with employers, consumers and other parties to achieve quality employment outcomes.

8. Strategies to facilitate the transition to employment and removal of barriers to employment, including assessments, job analysis, and job accommodations.

9. Use occupational/labor market information to expand and inform options.

10. Specialized knowledge and skill in different employment models and strategies.

11. Articulate and apply career development theories and the importance of work to consumers with whom one works.

12. Conduct and utilize labor market analyses and apply labor market information to the needs of consumers in one’s caseload.

13. Utilize career/occupational materials and labor market information with the consumer to accomplish vocational planning.

14. Understand employer practices that affect the employment or return to work of individuals with disabilities and utilize that understanding in facilitating their successful employment.
15. Explore occupational alternatives and develop career plans in collaboration with the consumer.

16. Identify the prerequisite experiences, relevant training, and functional capacities needed for career goals of the consumer and facilitate the consumer’s understanding of these issues.

17. Identify the consumer’s need for accommodation and facilitate the use of resources to meet those needs.

18. Apply the techniques of job modification/restructuring and the use of assistive devices to facilitate consumer placement when appropriate.

19. Assist employers to identify, modify, or eliminate architectural, procedural, and/or attitudinal barriers in facilitating the consumer’s successful job placement.

20. Consult with employers regarding accessibility and issues related to ADA compliance.

21. Evaluate work activities through the use of job and task analyses and utilize the evaluation in facilitating successful job placement for the consumer.

22. Assess and resolve job adjustment problems on the part of the consumer through the provision of post-employment services.

23. Develop job opportunities for consumers through employer contacts.


25. Teach the consumer appropriate job seeking, job interviewing, and job retention skills.

26. Establish follow-up and/or follow-along procedures to maximize an individual’s independent functioning through the provision of post-employment services to the consumer.

27. Facilitate consumer involvement in determining vocational goals and capabilities related to the world of work.


29. Identify transferable skills by analyzing the consumer’s work history and functional assets and limitations and utilize these skills in assisting the consumer to achieve successful job placement.

30. Assess the consumer’s readiness for gainful employment and assist the consumer in increasing this readiness.

31. Provide prospective employers with appropriate information regarding consumer work skills and abilities.

32. Discuss a consumer’s return to work options with the employer.
33. Use computerized systems for consumer job placement assistance.

34. Arrange for functional or skill remediation services that will result in successful consumer job placement.

35. Identify and arrange for educational and training resources that can be utilized by consumers to meet job requirements.

36. Provide for work conditioning or work hardening strategies and resources that can be utilized by consumers in facilitating successful job placement.

37. Assist the development of transition strategies to successfully complete the rehabilitation process.

38. Recognize the influence of family as individuals with disabilities grow and learn.

39. Demonstrate counselor sensitivity to stressors and the role of positive attitudes in responding to coping barriers and challenges.

40. Describe and implement approaches that enhance personal development, decision-making abilities, personal responsibility, and quality of life of individuals with disability.

41. Identify developmental concepts and processes related to personality development and apply them to rehabilitation counseling practice.

42. Develop rehabilitation plans that address individual learning styles and strengths of individuals with a disability.

CORE STANDARDS:

C. 4.1 Disability benefits systems including workers’ compensation, long-term disability, and social security.
C.4.1.a. Demonstrate understanding of various public and private disability benefits systems and the influence on rehabilitation, independent living, and employment.
C.4.1.b. explain the requirements of benefits available to people with disabilities through systems such as workers’ compensation, long-term disability insurance, and social security.

C. 4.2 Job analysis, transferable skills analysis, work site modification and restructuring
C.4.2.a. Utilize job and task analyses methodology to determine essential functions of jobs for employment planning and placement, worksite modifications or job restructuring.
C.4.2.b. apply the techniques of job modification/restructuring and the use of assistive devices to facilitate placement of people with disabilities.
C.4.2.c. apply transferable skills analysis methodology to identify alternative vocational and occupational options given the work history and residual functional capacities of individuals with a disability.

C. 4.3 Career counseling, career exploration, and vocational planning
C.4.3.a. provide career counseling utilizing appropriate approaches and techniques.
C.4.3.b. utilize career/occupational materials to assist the individual with a disability in vocational planning.
C.4.3.c. facilitate involvement in vocational planning and career exploration.

C. 4.4 Job readiness development
C.4.4.a. assess individuals with a disability’ readiness for gainful employment and assist individuals with a disability in increasing this readiness.

**C.4.5 Employer consultation and disability prevention**
C.4.5.a. provide prospective employers with appropriate consultation information to facilitate prevention of disability in the workplace and minimize risk factors for employees and employers.
C.4.5.b. consult with employers regarding accessibility and issues related to ADA compliance.

**C.4.6 Workplace culture and environment**
C.4.6.a. describe employer practices that affect the employment or return to work of individuals with disabilities and utilize that understanding to facilitate successful employment.

**C.4.7 Work conditioning/work hardening**
C.4.7.a. identify work conditioning or work hardening strategies and resources as part of the rehabilitation process.

**C.4.8 Vocational consultation and job placement strategies**
C.4.8.a. conduct and utilize labor market analyses and apply labor market information to the needs of individuals with a disability.
C.4.8.b. identify transferable skills by analyzing the consumer’s work history and functional assets and limitations and utilize these skills to achieve successful job placement.
C.4.8.c. utilize appropriate job placement strategies (client-centered, place then train, etc.) to facilitate employment of people with disabilities.

**C.4.9 Career development theories**
C.4.9.a. apply career development theories as they relate to individuals with a disability with disabilities.

**C.4.10 Supported employment, job coaching, and natural supports**
C.4.10.a. effectively use employment supports to enhance successful employment.
C.4.10.b. assist individuals with a disability with developing skills and strategies on the job.

**C.4.11 Assistive technology**
C.4.11.a. identify and describe assistive technology resources available to individuals with a disability for independent living and employment.

**REQUIRED TEXTS:**


**Websites for Review:**
http://mycareeratva.va.gov/careers/career/010114
http://www.benefits.va.gov/vocerehab/employment_tracks.asp
http://www.benefits.va.gov/BENEFITS/factsheets/serviceconnected/5tracks.pdf
http://www.benefits.va.gov/vocerehab/eligibility_and_entitlement.asp

**ASSESSMENTS**
Instructor will provide a copy of the following assessments:
- Medical Functional Capacity
- Labor Market Survey Summary/Checklist
• Job Accommodation Analysis
• Functional Capacity Checklist
• Transferability of Work Skills Worksheet
• Job Task Analysis

Additional References and Course pack resources (refer to back page)

Requirements:

1. Class Participation:
Taking part in class discussions is an important part of this course. Sharing your understanding, opinions and questions from your readings, responses and experiences is crucial to the learning process. This course is presented in a seminar format, which requires a high level of student participation. You will be expected to make significant contributions to the discussion of the major topics assigned. This means that all readings must be completed before class. Attendance is mandatory and is required at all sessions. Two absences will result in one grade point of total attendance and participation marks. Three will result in two grade points and so on.

Webinars:
Students will be requested to attend 1 webinar from www.askjan.org or www.cornell.edu as directed on the announcement page. If for some reason or conflict you cannot attend these webinars. Please chose one recorded webinars from the library and submit a one page summary of your reaction along with implications for the Rehabilitation Counselor. Recorded webinars are due one week after the webinar.

Please register on www.askjan.org

February 9, 2016. Current Events in Accommodation
• Description: Tune in and stay up-to-date on current events in job accommodation, including tough accommodation situations, tricky ADA issues, and technology challenges. JAN consultants provided practical tips for handling these and other job accommodation issues. Look for an overview of new JAN happenings, technology issues, ADA trends, and more!

Please register on www.cornell.edu – the link is below

Register online at: http://www.edi.cornell.edu/register/index.cfm?event=5547

Trends in Web Accessibility (Webinar)

Wednesday, February 10, 2016 1:00 PM to 2:00 PM

Much of work, play and community interaction happens online or via mobile apps. The web connects businesses, government and individuals with and without disabilities in numerous ways. How the ADA applies to the web is an issue that continues to evolve. This webinar will
look at recent changes and examine other relevant regulations affecting web access for people with disabilities. Register online at: [http://www.edi.cornell.edu/register/index.cfm?event=5547](http://www.edi.cornell.edu/register/index.cfm?event=5547)

Additionally, students will also prepare and engage in discussion regarding the “Employment Line”. Listed below are clientele experiences as they prepare for and re-engage in work. Additional information will be provided by instructor.

a. Today’s labor market and employment practices are changing. Transferable skills such as effective communication and problem-solving skills are critical to successful employment in this evolving labor market. How do you assist individuals who state they don’t have, or can’t identify their transferable skills.

b. Job finding is tough in any economy. Today’s job seekers need to be more creative, aggressive, competitive and persistent. How do you help the client to stay motivated when there is discouragement and their job search slows down. What techniques do you use to help them manage the pain of rejection?

c. What do you believe are the top five interview questions asked today?
   i. For you, what do you tell the client is the importance of developing an accomplishment statement (the personal commercial)?
   ii. What do you believe is the type of information/knowledge every job seeker needs before starting a job search?

d. Traditional career counselling approaches assume most clients have an internal locus of control and adaptive skills. In reality, millions of clients require added care and creativity from service providers due to cultural factors, socioeconomic barriers, object living conditions, and other difficult situations. What is your “nonconventional” career counselling approach built on the tenets of social constructivism where clients construct their own understanding of the world within the social context of their unique experiences?

e. Counseling individuals who have recently lost jobs can be frustrating for career practitioners when the individuals are unresponsive to traditional career interventions. Sometimes their emotional reaction to poorly handled workforce reductions blunts their full engagement in reemployment activities. What do you use as a basic grief and trauma intervention strategies when the person experiences the “victim feeling cluster” often seen in displaced workers challenged by involuntary job loss. What specific techniques are useful for: differential diagnosis, contra indicators, symptom reduction techniques, and treatment selection?

**Contribution to grade: 10% - 5 points for webinar and 5 points for discussion**

2. **O*NET ASSESSMENTS (Interest Profiler & Work Importance Profiler)** The Occupational Information Network (O*NET) program is the primary source of occupational information online provided by the US Department of Labor. O*NET includes a set of free self-directed career exploration/assessment tools to help individuals consider and plan career options, preparation, and transitions more effectively. For this assignment you will take an online version of the O*NET Interest Profiler and the O*NET Work Importance Profiler.

The Interest and Work Importance Profilers are based mainly on theories discussed in this
course and previous classes. These inventories will not be used in any way to determine the fit or appropriateness of your own career path, but rather to gain understanding about the use and understanding of career assessment tools and their connection to career development theory.

**Date Due: January 27, 2016**  
**Contribution to grade: 10%** - Students will be required to bring this assessment to class as determined by the Instructor.

3. **WORLDWIDE WEBSITE REPORT:**

Prepare a two page report on a placement-related website. Discuss the following topics in your report: (a) the purpose of the site, (b) the developers of the site, (c) the features of the site, (d) how rehabilitation counselors could use the site to facilitate the placement process, (d) additional links in the site, (e) information on maintenance of the site, (f) accessibility of the site, and (g) your critique of the site. The two page report and class presentation are due on February 24, 2016; be prepared to access and demonstrate features of the website.

**Date Due: February 24, 2016**  
**Contribution to Grade: 10%**

4. **MID-TERM EXAM – March 23, 2016** – Review will be discussed at March 09, 2016 class  
**Contribution to Grade: 10%**

5. **EMPLOYER CONVERSATION:**  
Employer Conversation  
Employer needs are as critical as client needs in creating jobs that last. Being able and willing reach out and connect with employers, develop trusting relationships, and understand their needs is key to success. As such, you will be required to complete one informational interview with an employer you did not previously know well. This will include:
- contacting the employer/worker to request an opportunity to meet,
- meeting with employer/worker in person,

Employers will be provided by one of our community partners State of Michigan – Department of Human Services – Michigan Rehabilitation Services. Manual will be posted on Blackboard.

**Date Due: March 30, 2016**  
**Contribution to Grade: 25%**

6. **TRANSFERABLE SKILLS, JOB ANALYSIS AND PLACEMENT PLAN: THE CASE OF TED JOHNSON**

Students will form groups of two to three (2-3) members to conduct a transferable skills analysis. You will have approved access to a website [www.vocrehab.com](http://www.vocrehab.com) to assist you in completing this task. O*NET Online and Job Accommodation Networks websites will also be critical to completion of the assignment. Further discussion will be given by Michigan Rehabilitation Disability Management staff – Mrs. Schrock and Ms. Peterson – graduates of WSU program. Please see Addendum A for the case study and additional directions.

**Date Due: April 20, 2016**  
**Contribution to Grade: 25%**

7. **FINAL EXAMINATION:** Will include all materials covered in the class and reading assignments.
Date: April 27, 2016
Contribution to grade: 20%

NOTE: All assignments must be typed and in APA.

LATE ASSIGNMENTS:
All assignments are to be submitted on or prior to the due date indicated. Assignments submitted after that time can be penalized in the grading process.

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<tr>
<th>Assignments</th>
<th>Due Dates</th>
<th>Points</th>
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<tr>
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<td>April 27, 2016</td>
<td>5</td>
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<td>Class Participation - Webinar</td>
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<td>Employer Openness Survey</td>
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<td>Transferable Skills Survey/Job Analysis/Labor Market Survey &amp; Placement Plan</td>
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<td>FINAL EXAM</td>
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EVALUATION & GRADING:
Final grade will be derived from a composite of the five major requirements above. The plus/minus letter grade system and honor point value of grades is used in the CED program:

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<th>Letter Grade</th>
<th>Honor Point</th>
<th>Percentage</th>
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<td>A -</td>
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<td>B</td>
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General Note on Grading:
The College of Education strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student’s performance in a course. C grades will be awarded for satisfactory work that satisfies all course requirements; B grades will be awarded for very good work and A grades will be reserved for outstanding performance. Please note, there is a distribution of grades from A-F within the College of Education and that plusses and minuses are recorded and distinguish distinct grade point averages.

Class Policy:
You must attend each class session and actively participate in small group activities.

**ATTENDANCE POLICY:**
All students are expected to attend class, be punctual, and remain in class until the day’s work is completed. It is also expected as a part of attendance that students will appear attentive to the instructor and respectful of other students, and will not talk, read material other than the textbook, or engage in other activities that interfere with the course while the class is meeting.

If the instructor begins to note problems with attendance or behavior that interferes with the teaching process, this will be noted and the student will be made aware of the problem. At that point the instructor will begin to document the student’s attendance and disruptive behavior and if further problems are noted the student’s grade will be lowered by one letter.

**Withdrawal Policy:**

✓ Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.
  o WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested.
  o WF will be awarded if the student if failing the course (based on work due to date) at the time the withdrawal is requested.
  o WN will be awarded if no materials have been submitted and/or never attended, so there is no basis for a grade.

✓ Students must submit their withdrawal request on-line through pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the study day.

**Incomplete Grades:**

Incomplete grades are provided only under extreme circumstances and must be negotiated with the instructor no later than 4/01/16. A signed contract, including a list of outstanding assignments and specific due dates will be required. **Work must be completed within one calendar year.** However, if in the instructor’s judgement, the student must attend subsequent sessions of the class regularly, then an ‘Incomplete’ will not be approved and the mark of Withdrawal (W) will be considered. The student will be required to register for the class for the term in which attendance is planned. **Tuition and applicable fees will apply.**

**Reasonable Accommodations:**

Students should contact the instructor as soon as possible to discuss any accommodations needed to participate fully, achieve the learning objectives and fulfil the requirements of the course.
ATTENTION STUDENTS WITH DISABILITIES:

Wayne State University is committed to providing students with disabilities an equal opportunity to benefit from its programs, services, and activities. All course materials are available in alternative formats. Please request alternative format materials from the instructor of the course.

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TTY: telecommunication device for the deaf; phone for hearing impaired students only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

TO ALL STUDENTS REGARDING ACADEMIC DISHONESTY AND PLAGIARISM: The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin, the Undergraduate Student Handbook and the Student Due Process Policy. It is each student’s responsibility to read these documents to be aware which actions are defined as academic dishonesty. Sanctions include failure in the course involved, probation and expulsion. Students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and to make smart decisions about their academic work.

Electronic Mail and Blackboard:
Throughout the semester, course documents will be posted on the Blackboard system. Students will be able to access this information 24/7 from locations outside of the regular classroom. You are responsible to check the Blackboard system and your email routinely to obtain class updates, schedule changes, and assignments changes. These are your vital links to the course. In-class announcements will be made to alert students to Blackboard postings.

PRIVACY STATEMENTS:

STUDENT
At times, students may disclose personal information through class discussions. It is expected
that the class will respect the privacy of their classmates. The information disclosed in the class will not be repeated or discussed with other students outside of the course.

CLIENT
All client information should be kept confidential. Students will refer to clients by only using initials and pseudo names. All client materials will be destroyed in a timely fashion by student in training.

CLASS SCHEDULE:

01/13/16
- Introductions
- Employment Syllabus Overview
- Myths and Facts about Workers with Disabilities

01/20/16
- Meaning of Work
- Attitudes and Perceptions of People with Disabilities
- Myths and Facts about Workers with Disabilities
- Employment among Working Age-PWD
- Employment Myths about People with Disabilities
- Legislation Issues in Job Placement
- Worker’s Compensation Policy
American with Disabilities Act (ADA) Amendments of 2008

Video: Everybody can work


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<td>Holland’s Theory</td>
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<td>Minnesota Theory of Work Adjustment</td>
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<td>Herschenson’s Model of Work-Adjustment Development</td>
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<td>Social Cognitive Career Theory</td>
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<td>An Ecological Model for Vocational Behavior</td>
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<td><strong>Discussion of article – Ryan (1995)</strong></td>
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<td>Research on the Career Development of PWD (cont’d)</td>
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<td><strong>Guest Speaker:</strong> - Kelly Loftis – Wayne State University – Disability Services</td>
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<td>Job Analysis</td>
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<td>Job placement/Job Development/Job Search Support</td>
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<td><strong>Employment Video</strong></td>
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<td><strong>Guest Speaker:</strong> Brenda Etheridge – Employment Coordinator - Goodwill Industries: SSI/SSDI</td>
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<td>02/24/16</td>
<td>Transferable Skills Analysis Sample</td>
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<td><strong>Guest Speakers:</strong> Morris Schrock and Tonia Peterson – MRS – Disability Management Services</td>
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<td><strong>THE EMPLOYMENT LINE #3 DISCUSSION</strong></td>
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<td>03/02/16</td>
<td>Disability and Reasonable Accommodations</td>
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<td>Functional Capacity Checklist</td>
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Medical Functional Capacity Assessment
Transferable Skills Analysis Sample (cont’d)
Mid-Term Review

03/09/16  Job Placement and Employer Consulting  S. & P. Ch. 10 & 11
Job Development and Job Search Support
The Nuts and Bolts of Job Development and
Developing a Partnership Approach
Identifying and Locating Potential Sources of Employment
Employer Perspectives and Job Retention
THE EMPLOYMENT LINE #4 DISCUSSION# 4

attitudes toward hiring persons with disabilities and vocational rehabilitation

MID TERM Review

03/16/16  SPRING RECESS

03/23/16  Job Placement (cont’d)
MID TERM EXAM

03/30/16  Vocational Rehabilitation in the Context of Business  S & P, Ch. 12
Motivation, Management and Marketing
THE EMPLOYMENT LINE #5 DISCUSSION
Assignment Due: Employer Openness Survey

04/06/16  Supported Employment  S. & P. Ch. 13

04/13/16  Future Trends in Job Placement
The role of culture & technology in job placement

04/20/16  Group Presentation
Due: Transferable Skills Analysis

04/27/16  FINAL EXAM
Course Wrap –up and evaluation

♦  S & P = Szymanski & Parker
Additional References and Resources:


**JOURNALS:**

*American Psychologist*
*American Journal of Psychiatry*
*Counseling Psychology*
*Counseling Psychologist*
*Journal of Applied Rehabilitation Counseling*
*Journal of Counseling and Development*
*Journal of Counseling Psychology*
*Journal of Job Placement*
*Journal of Marital and Family Therapy*
*Journal of Mental Health Counseling*
*Journal of Occupational Rehabilitation*
*Journal of Vocational Behavior*
*Journal of Rehabilitation Administration*
*Journal of Rehabilitation in the Private Sector*
ONLINE RESOURCES:

- www.disabilityinfo.gov
- www.ilru.org
- www.maro.org
- www.macil.net
- www.cec.uwatout.edu
- www.michigan.gov/mrs
- www.ed.gov/offices/OSERS/RSA/rehabact.html
- www.usdoj.gov/crt/ada/adahom1.htm
- www.ncddr.org/rr/emerging/emerging1.html
- www.ncrtm.org
- www.rehabeducators.org
- www.hrtips.org
- www.ilr.cornell.edu/edi/
- www.computel.com/~maernix/deafworld/deaf/deaf.html
- www.janweb.idci.wvu.edu
- www.cis.state.mi.us/wkrcomp/home.htm
- www.bls.gov/oco/
- online.onetcenter.org
- www.bls.gov/oco/
- http://stats.bls.gov
- www.mois.org
- www.act.org/workkeys
- www.gettest.org
- www.abledata.com
- www.careeronestop.com

ADA Homepage
http://www.usdoj.gov/crt/ada/adahom1.htm

America Job Bank
http://www.ajb.org

Bureau of Labor Statistics Department of Labor
http://www.doleta.gov/

Career Builder
http://www.careerbuilder.com
DISCOVER Career Planning Program
http://webapps01.act.org/eDISCOVER/

Employment and Training Administration Department of Labor
http://www.doleta.gov/

FOCUS Career & Educational Planning Solutions
http://www.focuscareer.com/

Job Accommodation Network (JAN)
http://www.jan.wvu.edu/

National Collaborative on Workforce and Disability for Youth
http://www.ncwd-youth.info

Occupational Outlook Handbook (Bureau of Labor Statistics)
http://www.bls.gov/oco/

Occupational Outlook Quarterly
http://www.bls.gov/opub/ooq/ooqhome.htm

O*Net
http://online.onetcenter.org/

Self-Directed Search
http://www.self-directed-search.com

Summary of Major Labor Laws
http://www.dol.gov/opa/aboutdol/lawsprog.htm

U.S. Bureau of Labor Statistics
http://www.ajb.org/

U.S. Department of Labor Bureau of Labor Statistics
http://www.bls.gov/

US Workforce Fact Sheet
http://www.usworkforce.org/factsheet

Work Support.com
Information, Resources, and Research about Work and Disability
http://www.worksupport.com/

Work Site Social Security Administration
http://www.ssa.gov/work/

Working with People with Disabilities article by Richard Pimentel
NOTE: The National Rehabilitation Association provides guidelines to use when writing or speaking about persons with disabilities. Please try to incorporate these suggestions into your written and spoken communication.

1) Avoid using adjectives as nouns, such as in: "the disabled", "the deaf", "the blind", the "handicapped", etc. It is more acceptable to say, "people who are deaf", or "persons with disabilities".

2) Where possible emphasize the importance of the individual rather than the disability by saying "person" or "individual" before describing the disability. For example, say, "persons with disabilities" or "people with learning disabilities", rather than "learning disabled people".

3) Avoid using descriptors such as "unfortunate", "pitiful", "poor", and other such value laden words. When possible, use descriptors, which emphasize person ability, such as: "uses a wheelchair or braces" rather than “confined to a wheelchair", since a wheelchair enables mobility; without it, the person is confined to bed.

4) Do not sensationalize the onset or effects of a disability with phrases such as: “afflicted with" or "suffering from". It is more acceptable, and accurate to say, "the person has or had____________", "the person has experienced____________", or a person
5) Avoid implying sickness when discussing disabling conditions. To the general public, "disease" has connotations of being unsightly and contagious. A disability itself is not a disease, nor is the person with the disability necessarily chronically ill.

ACADEMIC MISCONDUCT/ETHICAL VIOLATIONS

All acts of dishonesty (plagiarism, copying, etc.) in any work for any course will constitute academic misconduct. In this regard, the Academic Regulations Policy noted in the College of Education Graduate Programs and University Graduate programs Catalogue will be followed in the event of any acts of academic misconduct. In addition, students need to be aware that the professor has at his or her discretion the aright to reduce a students’ grade for that class, assign a failing grade, or report the student to the Dean of the College of Education, which could result in removal from the program.

Plagiarism

Plagiarism is using others’ ideas and words without clearly acknowledging the source of that information. Whenever you incorporate other people ideas or writings into your own writing, it is extremely important to give credit to those individuals by referencing their names.

How can students avoid plagiarism?

To avoid plagiarism, you must give credit whenever you use

- another person’s idea, opinion, or theory;
- any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge;
- quotation of another person’s actual spoken or written words;
- or paraphrase of another person’s spoken or written words.

Strategies for Avoiding Plagiarism

1. Put in quotations everything that comes directly from the text especially when taking notes.

2. Paraphrase, but be sure you are not just rearranging or replacing a few words.

3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

(The section on plagiarism is produced by the Writing Tutorial Services, Indiana University, Bloomington, IN)
APPENDIX A

Transferable skills, job analysis, and placement plan: The Case of Ted Johnson

- Review the background and medical information on Ted Johnson (see Appendix A).
- Locate http://online.onetcenter.org and click on “skills search” and complete it as you imagine Ted Johnson would. Print the skills search and include it in your placement plan for Ted.
- Click on “GO” at the end of the skills search and print skills search results. Write a 2-paragraph critique of the results to include in your report. Review information under “Summary-Reports” prior to completing your critique.
- Click on “Job Accommodation Network (JAN)” at the end of the skill search. Enter the JAN website and click on “Enter”; click on “Searchable Online Accommodation Resource (SOAR).” Click on “search” and “arthritis.”
- Review the arthritis site to identify (a) one functional limitation that Ted experiences that would affect his performance, (b) an accommodation for that limitation, and (c) 2 vendors for that accommodation.
- Using the transferable skills method presented in class, develop a skills profile for Ted. Address both strengths and disability factors that affect Ted’s performance. Identify job options for Ted and select one job for a job analysis.
Using the job analysis method presented in class, analyze functions for a new job that you believe that Ted could perform. Use available printed or online occupational information resources for information about the tasks of the job, e.g., the Dictionary of Occupational Titles (www.oalj.dol.gov/libdot.htm), the O*NET online.onetcenter.org/gen_search_page). Define the job, its essential functions, and the operations and equipment used in each task. Describe functions on which Ted is proficient, functions that Ted would have difficulty performing, and the types of accommodations that would enhance Ted’s performance (revisit the JAN website, if necessary).

Using the placement plan format presented in class, develop a placement plan that would increase the probability that Ted could succeed in acquiring and maintaining employment. Conclude your plan with steps that Ted and the placement professional need to take to implement the plan.

Case Study: Ted Johnson

SUMMARY OF INTAKE INTERVIEW

Ted Johnson, a 31-year-old African American male, graduated from high school in 1989. Married shortly thereafter, he and his wife live in a community of 200,000 people. Ted, his wife, and three children live in an apartment. On average, Ted makes about $800 a week from a small barbershop he operates; however, his earnings lately have dropped to about $575 a week. He is a licensed driver and owns his own car. Mrs. Johnson works full time as a medical records clerk.

A high school graduate, Ted completed trade-oriented classes such as shop, business education, and printing. He received Bs and Cs in these courses but realizes now that he could have done much better. He also wishes he had taken college preparatory courses and enrolled in an associate degree program at the community college.

Ted is seeking rehabilitation services because he feels he can no longer work as a barber due to circulatory and vision problems related to his diabetes and mobility problems related to his rheumatoid arthritis. After standing for long periods, he needs several doses of nonprescription anti-inflammatory medication to ease the pain in his legs. Ted's medical problems with his legs began as early as 8 years of age, when he was diagnosed as having rheumatoid arthritis. He experienced inflammation of the knee joints in school to the extent that he was frequently excused from physical education. Eight years ago, his knees swelled so badly that he could not turn over in bed or walk without assistance.

Ted first learned that he had diabetes a little over 5 years ago when the family doctor found that his father had a diabetic condition. The doctor then checked the rest of the family and found that Ted was a borderline diabetic. To date, he has been able to control his blood sugar level through managing his diet and oral medication. Insulin injections have not been necessary, but his doctor has told him to expect to start soon because of the progressive nature of his disease.

Ted reported to vocational rehabilitation on his own initiative and was neatly dressed in slacks and sport shirt. He possesses good verbal and social skills. His personality obviously contributed to his success as a barber over the past 12 years. Ted expressed an interest in motorcycle repair, an occupation he had frequently observed at a motorcycle repair shop next door to his barbershop. He noted that motorcycle repair involved bench work, which would allow him to sit or stand as needed during the day. As an occupation, small engine repair would allow him eventually to open his own shop and be his own boss, an outcome that is very important to him.
He also suggested bookkeeping as a possible vocation. He had enrolled in an accounting course at the community college last year. Ted pointed out, however, that bookkeeping would not be his first choice because he would have to stay in an office all day and would not be able to be his own boss. Ted wants a job in which he would spend only part of the week in his office. This was one of his complaints about barbering -- he could never leave the shop. Ted thought a position as a recreation specialist or camp counselor working with children might be one way to work in various settings. Although he likes that kind of work and coaches a little league baseball team, he recognized drawbacks such as starting at a low-level position with little possibility of advancement. Ted is also considering exploring social work positions. He is interested in this work because it would allow him to spend some of his time in the office and some in the field. Ted also expressed an interest in furniture reupholstery. He has relatives in the furniture reupholstery business who would be willing to train him and eventually sell him their equipment. He also indicated that his wife could help in this type of work.

Fully realizing the seriousness of his diabetes and arthritis, Ted understands that he can no longer work in any job where he must stand all day. He discounts the utility of any of the adaptations to barber chairs that would allow him to sit while he cuts hair. Ted feels that the medical signs clearly indicate that he must change to a more physically compatible occupation. Fortunately, Ted has a positive work history with demonstrated ability to manage his own small business. Currently, Ted’s family situation poses no problems to his rehabilitation. His wife helps him cope with his medical problems and also works to help support the family. His children seem to be well adjusted and are having no problems in school.

**MEDICAL REPORT**

Mr. Johnson has had diabetes mellitus for 6 years at a controllable level, with the exception of recently developed circulatory problems in both legs. Circulation difficulties are manifested in pain and limited mobility at times. Swelling of the knees was also apparent as a result of rheumatoid arthritis. The patient complained of stiffness and pain, particularly during the morning hours. I have prescribed a medical regimen of ibuprofen and corticosteroids, as needed, to combat the pain and swelling.

Given these two conditions affecting his lower extremities, Mr. Johnson must avoid any work with excessive standing or walking. For this reason, his current occupation as a barber is extremely inappropriate. Physical stress factors of any job—standing, walking, lifting, or stooping—should be carefully evaluated. In addition, Mr. Johnson should not be exposed to extremes of coldness or dampness or wide temperature variations.

Although Mr. Johnson’s blood sugar level is controllable through diet, existence of the circulation problem suggests that he may soon require insulin on a regular basis. At this point, Mr. Johnson must maintain a regular work pace, rather than one that fluctuates in terms of demands and hours. Mr. Johnson also requires a work style that allows him a regular eating schedule. At present, Mr. Johnson’s general health, with the exception of the problems mentioned above, is good. The arthritis is currently confined to the legs. Mr. Johnson reports no problems with his hands, elbows, or shoulders.

Given proper working conditions and health habits, Mr. Johnson should be capable of full-time work. I am also recommending regular medical examinations to monitor his diabetic and arthritic conditions.