



Meeting Time and Location: Monday 4:30-7:00 pm Campbell Building 236

Professor: Emre Umucu, Ph.D., LPC (WI), CRC **My Office Hours:** Monday 2:00-4:00 pm
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COURSE DESCRIPTION & 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 counseling with different populations and within different settings, and to prepare students to assist individuals in obtaining and maintaining employment, with a central focus on career counseling 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 their career development and employment of persons with disabilities and the employers who employ them. This class requires a higher-order thinking regarding course objectives (remembering, understanding, applying, analyzing, evaluating, and creating) based on Bloom's Taxonomy (2001).

F.4. Career Development

- a. theories and models of career development, counseling, and decision making,
- b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors,
- c. processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems,
- d. approaches for assessing the conditions of the work environment on clients' life experiences,
- e. strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development,
- f. strategies for career development program planning, organization, implementation, administration, and evaluation,
- g. strategies for advocating for diverse client's career and educational development and employment opportunities in a global economy,
- h. strategies for facilitating client skill development for career, educational, and life-work planning and management,
- i. methods for identifying and using assessment tools and techniques relevant to career planning and decision making,
- j. ethical and culturally relevant strategies for addressing career development.

COURSE FORMAT AND METHODS OF INSTRUCTION

The course is conducted using lecture, small and large group discussion, and activities aimed at emphasizing course content. Students are encouraged to be active participants. The activities and objectives of the course are aligned with the CACREP standards.

MATERIALS AND RESOURCES

- Required Texts:**
1. Szymanski, E.M., Parker, R.M. (2010). *Work and Disability: Contexts, Issues, and Strategies for Enhancing Employment Outcomes for People with Disabilities* (3rd ed.). Austin: Pro-Ed.
ISBN: 978-1-416-40436-1
 2. Rehabilitation Policy Manual (RPM)
<http://www.twc.state.tx.us/manuals/rpm/default.htm>

Other Materials: Additional readings will occasionally be assigned to supplement the textbook readings and to provide updates on current trends and issues. Note that quiz and exam content may also come from additional readings.

Accommodations: If you have or suspect a disability and need accommodations, you should contact Center for Accommodation and Student Services 747-5148. You can also email the office at cass@utep.edu or go by Room 106, Union Building East. For additional information, visit the CASS website at www.sa.utep.edu/cass.

Academic Dishonesty Policy

Academic dishonesty will not be tolerated. If you have any questions about what constitutes academic dishonesty, refer to the Handbook of Operating Procedures. The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards. Any student who commits an act of scholastic dishonesty is subject to discipline. **Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.** Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP), and available in the Office of the Dean of Students, and the homepage of The Dean of Students (DOS) at <http://studentaffairs.utep.edu/dos>, may result in sanctions ranging from disciplinary probation, to failing grade on the work in question, to a failing grade.

COURSE REQUIREMENTS

Assignments & Points

Point Scale:	Date	Total points
Take-Home Quiz One	2/26/2018	10
Take-Home Quiz Two	4/09/2018	10
Take-Home Quiz Three	5/07/2018	10
Career Theories Presentation	Varies	15
Consumer Job Development Project		
Client Profile	2/12/2018	5
O*NET Analysis and Job Selection	3/12/2018	10
Individualized Plan for Employment	3/26/2018	10
Labor Market Survey	4/30/2018	10
Site Visit or Job Shadowing	5/07/2018	10
Class Participation		10
Total		100

Grading Scale: You are responsible for your own grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

90 - 100 points = A
 89 - 80 points = B
 79 - 70 points = C*
 69 - 60 points = D*
 59 – and below = F*

Note: I do not round decimal points at the end of the semester. Thus, a score of 89.9 receives an B while a score of 90.00 receives an A.

* Students performing at this level should have contact with the instructor to determine a plan for improvement.

Late assignments (with no excuse) will receive an automatic 15% grade deduction for each day of the first two days an assignment is overdue and a 5% grade deduction for each day that it is late thereafter.

DESCRIPTION OF ASSIGNMENTS

Quizzes

A total of three quizzes will be administered and may consist of true/false, multiple choice and fill-in-the-blank questions:

- Quiz One will cover Chapters 1-4.
- Quiz Two will cover Chapters 5-9.
- Quiz three will cover Chapters 10-13.

Career Theories Student Presentation

A required skill for a counselor (e.g., rehabilitation counselor, mental health counselor), regardless of your anticipated career path, is to develop an approach to teaching and increased confidence in facilitating discussions. In addition, I value shared different value, perspective and world view with individual with diverse background. Thus, I have incorporated a group presentation (lecture and discussion facilitation) into the course requirements. You and several of your peers will work together to give a lecture for one of the topics below and facilitate a discussion around the content in the form of 60 minutes presentation. This assignment will require research and creativity (e.g., multiple sources used, presentation variation, literature review).

	Topics	Presentation date
Presentation 1	Super Life Span	3/05/2018
Presentation 2	Hershenson's Model of Work Adjustment	3/26/2018
Presentation 3	Minnesota Theory of Work Adjustment	4/09/2018
Presentation 4	Social Cognitive Career Theory	4/16/2018
Presentation 5	Ecological Model for Vocational Behavior	4/23/2018

Client Profile (Step 1 for Consumer Job Development Project)

For this activity you will develop a profile acting as the client. You are responsible for the development of a profile of a client seeking services through DARS. You will be responsible to:

- Develop a comprehensive profile of a client with a disability.
- Utilize readings for the Szymanski text, DRS manual and additional resources to provide a complete profile.
- Blackboard has details about this project.

O*NET Analysis and Job Selection (Step 2 for Consumer Job Development Project)

For this activity you will develop a profile (acting as the client) using the client profile developed in the prior assignment. Complete the O*NET Interest Profiler <http://www.mynextmove.org/explore/ip> to learn more about occupations that may fit your (the client) interests and review the occupations that were selected based on the client you created.

You will need to decide on three occupations from the list provided and justify why these occupations make sound business sense. You must provide a paragraph or two supporting each choice. The content of your paragraph(s) should contain specifics from the website and your own profile (e.g., outlook, wages; it's something I've always wanted to do). This reflection (3 paragraphs minimum) should be emailed to the instructor. *Remember for this assignment you are presenting these choices, as a client, to your counselor in an attempt to convince her/him why these are good career options.*

Individualized Plan for Employment (Step 3 for Consumer Job Development Project)

For this activity you will act as the counselor reviewing information presented in the client profile and O*Net Analysis. Based on information your client has provided you will develop an IPE. You will meet with your client to discuss the plan (*some class time will be set aside for you to meet*). You will need to review the client profile and fill in any blanks you will need to better understand the client as information from that meeting will be utilized **by the counselor** to complete the IPE.

Labor Market Survey (Step 4 for Consumer Job Development Project)

For this activity you will act as the counselor and complete this assignment using information presented in client profile, O*Net Analysis, and IPE. The goal is to gain hands-on experience through the completion of a labor market survey and using the O*NET relative to specific occupations. As a counselor you will use the three occupations selected by the client and complete an evaluation of these occupations. Factors to consider will include client's existing level of education, geographic restrictions and the community's economic status and job availability. For these three selections you will need to find employment opportunities for the client here in El Paso or where that client chooses to reside.

Your completed labor market survey will include:

1. An analysis of the top three occupational choices selected by your client from their original O*NET assignment. (These may be further revised based on the client's strengths and limitations). Your analysis should justify why the client is a good fit for the chosen occupations. For this portion of the assignment you should provide two pages of content minimum for three occupations.
2. A list of three companies for each occupation and how/why this would be a good client fit (nine companies total). For this portion of the assignment you should provide six pages of content minimum for three occupations.

Site Visit (Step 5 for Consumer Job Development Project)

As a counselor it is critical that you understand the employers and the scope of job duties where you will be placing your clients. This project gives you an opportunity to develop one of two important skills:

Choose one of two:

1. Job Analysis
2. Job Shadow

For the job analysis activity you will need to meet with a company representative to complete an analysis of the company for future consumer placement.

For the job shadow activity you will need to locate a business that will allow you to job shadow a current employee to understand the essential functions of that position.

Class Participation

To fully process and synthesize learning students are expected to engage in class discussions related to text readings, course presentations and experiential experiences. Because the majority of the learning will take place in class attendance is critical. More than one unexcused absence may impact your grade.

COURSE POLICY

Students are responsible for reading and adhering to the Master of Rehabilitation Counseling Student Handbook.

COURSE CONTENT & OUTLINE

The instructor reserves the right to make adjustments to this schedule, the topics covered, assignments made, evaluations required, or other changes as may be needed to effectively teach the material covered.

Additional readings assignments may be made.

January 22 rd	<p><u>Week 1</u> Work and Disability: Basic Concepts DRS Rehabilitation Policy Manual (RPM) <i>Manual Discussion Chapter 1</i> Foundations, Roles, and Responsibilities</p>	Szymanski Chapters 1 and DRS RPM Chapter 1
January 29 th	<p><u>Week 2</u> Legislation Affecting Employment of Persons with Disabilities <i>Discussion DRS Manual Chapter 2</i> Initial Contact and Application</p>	Szymanski Chapter 2 and DRS RPM Chapter 2
February 5 th	<p><u>Week 3</u> Employment Among Working-Age People with Disabilities: What the Latest Data Can Tell Us <i>Discussion DRS Manual Chapter 3</i> Eligibility</p> <p style="text-align: center;"><i>Group Time</i> <i>Discussion of Client Profile</i></p>	Instructor Handouts <i>Replaces Szymanski</i> <i>Chapter 3 and DRS RPM</i> Chapter 3
February 12 th	<p><u>Week 4</u> Career Development Theories and Constructs: Implications for People with Disabilities DRS RPM: Assessing and Planning</p>	Szymanski Chapter 4 and DRS RPM Chapter 4 Client Profile Due Date February 12th
February 19 th	<p><u>Week 5</u> Issues with Career Research on People with Disabilities DRS RPM: Counseling and Guidance</p> <p style="text-align: center;"><i>Group Time:</i> <i>Discussion of ONET Analysis and Job Selection</i></p>	Szymanski Chapter 5 and DRS RPM Chapter 5 Quiz One Released
February 26 th	<p><u>Week 6</u> Career Counseling with Diverse Populations: Models, Interventions, and Applications</p> <p style="text-align: center;">DRS RPM: Physical Restoration Services</p>	Szymanski Chapter 6 and DRS RPM Chapter 6 Quiz One Due

March 5 th	<p style="text-align: center;"><u>Week 7</u></p> <p style="text-align: center;">Vocational Assessment and Disability</p> <p style="text-align: center;">DRS RPM: Mental Restoration Services</p>	<p style="text-align: center;">Szymanski Chapter 7 and DRS RPM Chapter 7</p> <p style="text-align: center;">Group 1 Student Presentations (Super's Life Span)</p>
March 12 th	<p style="text-align: center;"><u>Week 8</u></p> <p style="text-align: center;">Spring Break</p>	<p style="text-align: center;">ONET Analysis Due Mar 12th</p>
Monday March 19 th	<p style="text-align: center;">Week 9</p> <p style="text-align: center;">Disability and Reasonable Accommodations</p> <p style="text-align: center;">DRS RPM: Employment Services</p>	<p style="text-align: center;">Szymanski Chapter 9 and DRS RPM Chapter 9</p>
March 26 th	<p style="text-align: center;"><u>Week 10</u></p> <p style="text-align: center;">Using Occupational and Labor Market Information in Vocational Counseling</p> <p style="text-align: center;">RS RPM: Training Services</p> <p style="text-align: center;">Quiz 2 - Chapters 5-9 Released</p>	<p style="text-align: center;">Szymanski Chapter 8 and DRS RPM Chapter 8</p> <p style="text-align: center;">Presentations: Group 2 (Hershenson's Model of Work Adjustment)</p> <p style="text-align: center;">IPE Due (March 26th)</p>
April 2 nd	<p style="text-align: center;"><u>Week 11</u></p> <p style="text-align: center;">Job Placement and Employer Consulting: Services and Strategies</p> <p style="text-align: center;">DRS RPM: Transition Services</p>	<p style="text-align: center;">Szymanski Chapter 10 and DRS RPM Chapter 10</p> <p style="text-align: center;">Quiz 2 Released</p>
April 9 th	<p style="text-align: center;"><u>Week 12</u></p> <p style="text-align: center;">Job Development and Job-Search Support</p> <p style="text-align: center;">DRS RPM: Technology Services</p>	<p style="text-align: center;">Szymanski Chapter 11 and DRS RPM Chapter 11</p> <p style="text-align: center;">Quiz Two Due</p> <p style="text-align: center;">Group 3 Student Presentations (Minnesota Theory of Work Adjustment)</p>

<p>April 16th</p>	<p style="text-align: center;"><u>Week 13</u></p> <p style="text-align: center;">Vocational Rehabilitation in the Context of Business: Motivation, Management, and Marketing</p> <p style="text-align: center;">DRS RPM: DARS Business Services</p>	<p style="text-align: center;">Szymanski Chapter 12 and DRS RPM Chapter 12</p> <p style="text-align: center;">Group 4 Student Presentations (Social Cognitive Career Theory)</p>
<p>April 23th</p>	<p style="text-align: center;"><u>Week 14</u></p> <p style="text-align: center;">Supported Employment</p> <p style="text-align: center;">DRS RPM: Supplementary Services</p>	<p style="text-align: center;">Szymanski Chapter 13 and DRS RPM Chapter 13</p> <p style="text-align: center;">Group 5 Student Presentations (Ecological Model for Vocational Behavior)</p>
<p>Apr 30th</p>	<p style="text-align: center;"><u>Week 15</u></p> <p style="text-align: center;">Alternatives to Employment (Finding Meaning)</p> <p style="text-align: center;">DRS RPM: Independent Living Services & Closure</p> <p style="text-align: center;">Student Presentations of Job Development Project (IPE & LMS)</p>	<p style="text-align: center;">Labor Market Survey (LMS) Due April 30th</p> <p style="text-align: center;">Quiz Three Released</p>
<p>May 7th</p>	<p style="text-align: center;"><u>Week 16</u></p> <p style="text-align: center;">Final Exam Week</p>	<p style="text-align: center;">Site Visit Assignment Due May 7th</p> <p style="text-align: center;">Quiz Three Due</p>

Please note that this syllabus is subject to change *with* notice.

REHC 5360 Career Placement
Additional Readings and Resources

American Counseling Association (ACA) website:

<http://www.counseling.org/>

ACA Code of Ethics and related resources

<http://www.counseling.org/knowledge-center/ethics/code-of-ethics-resources>

Association for Counselor Education and Supervision (ACES) website

<http://www.acesonline.net/>

American Mental Health Counselors Association (AMHCA) website

<http://www.amhca.org/>

American School Counselor Association (ASCA) website

<http://www.schoolcounselor.org/>

National Board of Certified Counselors (NBCC) website

<http://www.nbcc.org/>

Commission on Rehabilitation Counselor Certification website

<https://www.crccertification.com/crc-exam-overview>

Council for Accreditation of Counseling & Related Educational Programs (CACREP) website

<http://www.cacrep.org/>

Texas statutes and administrative code relating to the practice of professional counseling.

<https://www.dshs.texas.gov/counselor/>

<https://www.dshs.texas.gov/counselor/pdf/FinalRules681-20170716.pdf>

Job Accommodation Network

<https://askjan.org/>