



**Meeting Time:** Monday 4:30-7:20 pm

**Location:** Campbell Building 202

**Instructor:** Emre Umucu, Ph.D., LPC (WI), CRC  
[eumucu@utep.edu](mailto:eumucu@utep.edu) (Office number:  
915-747-7275)

**My Office Hours:** Monday 2:00-4:00 pm or  
by appointment

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### COURSE DESCRIPTION

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The course is designed to provide students with a functional exposure to major theories of career development and career counseling 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).

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### COURSE STRUCTURE AND METHODS OF INSTRUCTION

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Classroom activities will consist of lectures, readings, discussions, small group exercises/presentations, multimedia presentations, case discussions, and guest speakers.

Students are expected to read assigned materials prior to class, to attend class, and to participate actively in classroom discussions and activities.

Class time will be used to review and emphasize points, to elicit critical analysis and reflection, and to explore potential applications of the material in clinical rehabilitation counseling practice.

## COURSE OBJECTIVES

Goals/Objectives	CACREP 2016 Standards	Learning Activities	Outcome Measures
<b>Goal 1: understand theories and models of career development, career counseling, and decision making (2.F.4.a).</b>			
<p><b>Objective 1a.</b> Demonstrate an understanding of theories and models of career development, career counseling, and decision making over lifespan.</p> <p><b>Objective 1b.</b> Apply theories of career development and career counseling to understand client needs and facilitate career exploration and decision-making.</p>	<p>2.F.4.a 5.D.1.b</p>	<p>Readings, lectures, classroom discussions and activities, and assignments</p>	<p>Exam, Presentation, and Consumer Job Development Project</p>
<b>Goal 2: understand approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (2.F.4.b)</b>			
<p><b>Objective 2a.</b> Demonstrate an understanding of approaches for conceptualizing the interrelations among and between work life, mental and emotional well-being, and other life roles and factors including disabilities.</p> <p><b>Objective 2b.</b> Acquire knowledge regarding hiring processes and the ability to facilitate consumer knowledge and skills in regard to navigating the employment process.</p>	<p>2.F.4.b 5.D.2.m</p>	<p>Readings, lectures, classroom discussions and activities, and assignments</p>	<p>Exam, Presentation, and Consumer Job Development Project</p>
<b>Goal 3: understand and experience processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems (2.F.4.c)</b>			
<p><b>Objective 3a.</b> Understand and experience processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems</p> <p><b>Objective 3b.</b> Use occupational/labor market information to expand and inform career options for individuals with disabilities.</p>	<p>2.F.4.c 5.D.2.m 5.D.2.n 5.D.2.r</p>	<p>Readings, lectures, classroom discussions and activities, and assignments</p>	<p>Exam, Presentation, and Consumer Job Development Project</p>

<p><b>Objective 3c.</b> Become familiar with benefits (e.g. SSI, SSDI) and legislation (e.g. ADA) and understand how to deal with the impact of these factors on employment, disability, and vocational rehabilitation.</p> <p><b>Objective 3d.</b> Develop knowledge and skills about various tools and techniques in career counseling, job development and job placement (e.g. labor market survey, job accommodation, employment readiness factors, and various employment strategies).</p>			
<b>Goal 4: understand approaches for assessing the conditions of the work environment on clients' life experiences (2.F.4.d)</b>			
<p><b>Objective 4a.</b> Understand how various approaches are helpful to assess the conditions of the work environment on clients' life experiences.</p> <p><b>Objective 4b.</b> Understand how to help employers to design work setting in a disability friendly (e.g., universal design) way</p> <p><b>Objective 4c.</b> Understand how to apply and use assistive technology to reduce or eliminate barriers in work settings.</p>	<p>2.F.4.d 5.D.2.n 5.D.2.q</p>	<p>Readings, lectures, classroom discussions and activities, and assignments</p>	<p>Exam and Consumer Job Development Project</p>
<b>Goal 5: understand strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (2.F.4.e)</b>			
<p><b>Objective 5a.</b> Understand and develop skills how to assess abilities, interests, values, personality and other factors that contribute to career development.</p>	<p>2.F.4.e 5.D.1.g</p>	<p>Readings, lectures, classroom discussions and activities, and assignments</p>	<p>Exam, Presentation, and Consumer Job Development Project</p>
<b>Goal 6: understand strategies for career development program planning, organization, implementation, administration, and evaluation (2.F.4.f)</b>			
<p><b>Objective 6a.</b> Understand, conceptualize, and develop strategies for career development program planning, organization, implementation, administration, and evaluation.</p>	<p>2.F.4.f 5.D.1.d 5.D.2.c</p>	<p>Readings, lectures, classroom discussions and activities, and assignments</p>	<p>Exam and Consumer Job Development Project</p>

<b>Goal 7: understand strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (2.F.4.g)</b>			
<b>Objective 7a.</b> Explore and understand ways to advocate for unique career needs and characteristics of clients from diverse backgrounds	2.F.4.g	Readings, lectures, classroom discussions and activities, and assignments	Exam and Consumer Job Development Project
<b>Goal 8: understand strategies for facilitating client skill development for career, educational, and lifework planning and management (2.F.4.h)</b>			
<b>Objective 8a.</b> Understand, conceptualize, and develop strategies facilitating client skill development for career, educational, and lifework planning and management.	2.F.4.h 5.D.2.n	Readings, lectures, classroom discussions and activities, and assignments	Exam, Presentation, and Consumer Job Development Project
<b>Objective 8b.</b> Apply strategies for facilitating client skill development for career, educational, and lifework planning and management			
<b>Goal 9: understand and explore methods of identifying and using assessment tools and techniques relevant to career planning and decision making (2.F.4.i)</b>			
<b>Objective 9a.</b> Understand and explore methods of identifying and using assessment tools and techniques relevant to career planning and decision making	2.F.4.i 5.D.1.g 5.D.2.n	Readings, lectures, classroom discussions and activities, and assignments	Exam, Presentation, and Consumer Job Development Project
<b>Objective 9b.</b> Apply methods of identifying and using assessment tools and techniques relevant to career planning and decision making			
<b>Goal 10: understand ethical and culturally relevant strategies for addressing career development (2.F.4.j)</b>			
<b>Objective 10a.</b> Understand the importance of applying ethical and culturally relevant strategies for addressing career development	2.F.4.j 5.D.2.w	Readings, lectures, classroom discussions and activities, and assignments	Exam and Consumer Job Development Project

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## REQUIRED READINGS & MATERIALS

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### Required textbooks:

1. Szymanski, E.M., Parker, R.M. (2010). Work and Disability: Contexts, Issues, and Strategies for Enhancing Employment Outcomes for People with Disabilities (3<sup>rd</sup> ed.). Austin: Pro-Ed. ISBN: 978-1-416-40436-1
2. Rehabilitation Policy Manual (RPM) <https://twc.texas.gov/partners/vocational-rehabilitation-standards-providers-manual>

### Other Materials:

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

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## COURSE REQUIREMENTS AND GRADING

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Assignment	Due Date	Points
Class Participation and Discussions	Varies	25
Presentations	Varies	15
Midterm Exam	March 11 <sup>th</sup>	30
Consumer Job Development Project		
Client Profile	2/11/2018	5
O*NET Analysis and Job Selection	3/18/2018	5
Individualized Plan for Employment	3/25/2018	10
Labor Market Survey	4/08/2018	10
Total		100

Each course objective outcome will be evaluated through course requirements as requested by CACREP. **Please upload all assignments to designated Blackboard folder.**

Late assignments are subject to a 10% deduction in possible points each day they are late (i.e., if you turn in an assignment one day late and get 100% on it, 10% will be deducted resulting in a grade of 90%).

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## CLASS PARTICIPATION AND CASE DISCUSSIONS

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The class meets from 4:30 to 7:20. **Please be on time, and remain for the entire class session. Cell phone usage is prohibited in class.** If you must have access to your phone because of a personal issue, such as a sick child or being on call, please discuss this with the instructor beforehand. **Excessive distraction due to cell phone use will result in you being asked to leave class and counted as absent with no make up assignment being possible; therefore you will receive an unsatisfactory for participation.** This is a firm requirement. Failure to comply will result in a warning and possibly being dropped from the course after repeated offenses.

**Use of laptops must be for note taking purposes only.** You may also use your laptop to view power point presentations posted on Blackboard. The use of texting and Internet surfing is strongly prohibited as it is extremely disrespectful to the instructor and classmates and significantly impedes the learning process.

**Points will be awarded for attending and participating in each class session (a total of 25 points).** Each time you come to class, find attendance sheet and sign it to get points. Students can miss one class without any penalty. After missing one class, every class session student miss may result 5 points reduction, meaning that **missing more than 3 (1 without penalty) class session may result in a reduction of a letter grade.** Students should discuss with instructor regarding excused or unexcused attendance (e.g., providing doctor report). **In addition, students may fail class if they do not follow attendance rules.**

Students are responsible for turning in assignments, obtaining class notes and handouts, and any additional assignments or other information that occurred during the missed class (the instructor will not be able to repeat information or activities completed in class, or create make-up assignments).

A significant amount of learning will occur through didactic and interactive activities in the classroom. It is imperative that you are engaged in the learning experience. Additional readings and activities will be assigned during the semester to augment chapter readings. Class periods will consist of lectures and group activities, including case discussions. In order to use the time to its full potential, you must read the required chapters/material before class.

During the course of class and case discussions, class members may reveal personal information, politically incorrect feelings, newfound opinions, etc. In fact, all of the aforementioned acts are encouraged and contribute to the group process. **The rules of confidentiality are in effect.** This means that you are not to discuss any of this type of information outside of class with other classmates. If you feel the need to process information shared in class with family members or other faculty, please do not reveal specifics that will allow what you are sharing to be attributed to a particular class member. **You should also recognize that your privacy cannot be fully protected so please be mindful about the content you share especially regarding third parties.**

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## CAREER COUNSELING THEORIES PRESENTATIONS

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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. This assignment will require research and creativity (e.g., multiple sources used, presentation variation, literature review).

	Topics	Presentation date
Presentation 1	Super Life Span	04/01/2019
Presentation 2	Hershenson's Model of Work Adjustment	04/08/2019
Presentation 3	Minnesota Theory of Work Adjustment	04/15/2019
Presentation 4	Social Cognitive Career Theory	04/22/2019
Presentation 5	Ecological Model for Vocational Behavior	04/22/2019

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## CONSUMER JOB DEVELOPMENT PROJECT

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### **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 Texas Workforce Development. You will be responsible to:

- Develop a comprehensive profile of a client with a disability.
- Utilize readings for the Szymanski text, Rehabilitation Policy Manual and additional resources to provide a complete profile.
- **Due date is on 2/11/2019 (11:59pm).**

### **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 uploaded to Blackboard. *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.*

**Due date is on 3/18/2019 (11:59pm).**

### **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 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.

**Due date is on 3/25/2019 (11:59pm).**

### **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 assignment 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.

**Due date is on 4/08/2019 (11:59pm).**



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## EXAMS

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There will be a mid-term exam. The exam will be based on both assigned readings and class lectures. Mid-term exam will be in class.

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## GRADING SCALE

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You are responsible for your 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.

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## COURSE POLICY

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

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## INFORMATION FOR STUDENTS WITH DISABILITIES

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If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to [cass@utep.edu](mailto:cass@utep.edu), or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass).

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## ACADEMIC DISHONESTY POLICY

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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 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 reading assignments may be uploaded to Blackboard.\*\**

Jan 28 <sup>th</sup>	<b>Week 1</b> Course orientation Work and Disability: Basic Concepts	<b>Chapter 1</b>
Feb. 4 <sup>th</sup>	<b>Week 2</b> Legislation Affecting Employment of Persons with Disabilities	<b>Chapter 2</b>
Feb. 11 <sup>th</sup>	<b>Week 3</b> Employment Among Working-Age People with Disabilities: What the Latest Data Can Tell Us	<b>Chapter 3</b> <b>Client Profile Due</b>
Feb. 18 <sup>th</sup>	<b>Week 4</b> Career Development Theories and Constructs: Implications for People with Disabilities	<b>Chapter 4</b>
Feb. 25 <sup>th</sup>	<b>Week 5</b> Issues with Career Research on People with Disabilities DRS RPM: Counseling and Guidance	<b>Chapter 5</b>
March 4 <sup>th</sup>	<b>Week 6</b> Career Counseling with Diverse Populations: Models, Interventions, and Applications	<b>Chapter 6</b>
March 11 <sup>th</sup>	<b>Week 7</b> Vocational Assessment and Disability	<b>Midterm Exam</b>
March 18 <sup>th</sup>	<b>Week 8</b> Spring Break	<b>Chapter 7</b> <b>ONET Analysis</b>
March 25 <sup>th</sup>	<b>Week 9</b> Using Occupational and Labor Market Information in Vocational Counseling	<b>Chapter 8</b> <b>IPE Due</b>

April 1 <sup>st</sup>	<p style="text-align: center;"><b>Week 10</b></p> <p style="text-align: center;">Disability and Reasonable Accommodations</p> <p style="text-align: center;"><b>Group 1 Student Presentations (Super’s Life Span)</b></p>	<b>Chapter 9</b>
April 8 <sup>th</sup>	<p style="text-align: center;"><b>Week 11</b></p> <p style="text-align: center;">Job Placement and Employer Consulting: Services and Strategies</p> <p style="text-align: center;"><b>Presentations: Group 2 (Hershenson’s Model of Work Adjustment)</b></p>	<b>Chapter 10</b> <b>Labor Market Survey</b>
April 15 <sup>th</sup>	<p style="text-align: center;"><b>Week 12</b></p> <p style="text-align: center;">Job Development and Job-Search Support</p> <p style="text-align: center;"><b>Group 3 Student Presentations (Minnesota Theory of Work Adjustment)</b></p>	<b>Chapter 11</b>
April 22 <sup>th</sup>	<p style="text-align: center;"><b>Week 13</b></p> <p style="text-align: center;">Vocational Rehabilitation in the Context of Business: Motivation, Management, and Marketing</p> <p style="text-align: center;"><b>Group 4 Student Presentations (Social Cognitive Career Theory)</b></p> <p style="text-align: center;"><b>Group 5 Student Presentations (Ecological Model for Vocational Behavior)</b></p>	<b>Chapter 12</b>
April 29 <sup>th</sup>	<p style="text-align: center;"><b>Week 14</b></p> <p style="text-align: center;">Supported Employment</p> <p style="text-align: center;">Alternatives to Employment (Finding Meaning)</p>	<b>Chapter 13</b>

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

\*\*Some other readings will be assigned and handed out in class and when possible added to Blackboard.

**REHC 5360**  
**Additional Readings and Resources**

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

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

American Rehabilitation Counseling Association (ARCA) website:

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

CRCC Code of Ethics and related resources:

<https://www.crccertification.com/code-of-ethics-3>

The National Council on Rehabilitation Education (NCRE) website:

<https://ncre.org/>

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>

National Board of Certified Counselors (NBCC) website:

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

Commission on Rehabilitation Counselor Certification website:

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

Job Accommodation Network website:

<https://askjan.org/>

National Career Development Association (NCDA)

<http://www.ncda.org>

Occupational Outlook Handbook

<http://www.bls.gov/ooh>

O\*Net Online

<http://www.onetonline.org>

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

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