

REHC 5360 Career Counseling and Development

The University of Texas at El Paso
College of Health Sciences

Semester: Spring 2021

CRN: 22701

Meeting Location: Online on Zoom.

Time: Mondays 5:00-7:50pm

Credits: 3.0

Note: The class will begin with an online format. No on-campus sessions. If the campus increases capacity and the pandemic is over, we will consider meeting on campus. Before further announcements from the university, we will meet on Zoom. Class materials will be posted on Blackboard. Dates of the live Zoom sessions are listed in the weekly calendar.

Instructor: Yun-Pai Beatrice Lee, Ph.D., CRC, LPC (WI)

Email: ylee6@utep.edu

Office Hours: By Appointment

COURSE DESCRIPTION

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.

COURSE OBJECTIVES

Please see the table below for course objectives aligning with CACREP standards.

Goals/Objectives	CACREP Standard Code	Learning Activity	Outcome Measure
Goal 1: Discuss theories and models of career development, career counseling, and decision making (2.F.4.a).			
<p>Objective 1a. Discuss theories and models of career development, career counseling, and decision making over lifespan.</p> <p>Objective 1b. Apply theories of career development and career counseling to understand client needs and facilitate career exploration and decision-making.</p>	2.F.4.a 5.D.1.b 5.H.3.h	Readings, lectures, discussions and activities, and assignments	Passing grade on the Exam , Satisfactory rating on the Consumer Job Development Project , Satisfactory rating on the Career Development Paper Satisfactory rating on the, Career Development Paper Presentation
Goal 2: Examine approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (2.F.4.b)			
<p>Objective 2a. Examine 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>Objective 2b. Acquire knowledge regarding hiring processes and the ability to facilitate consumer knowledge and skills in regard to navigating the employment process.</p>	2.F.4.b 5.D.2.m 5.H.1.c	Readings, lectures, discussions and activities, and assignments	Passing grade on the Exam , Satisfactory rating on the Consumer Job Development Project
Goal 3: Discuss and explore processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems (2.F.4.c)			
<p>Objective 3a. Discuss and explore processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems</p> <p>Objective 3b. Review occupational/labor market information to expand and inform career options for individuals with disabilities.</p> <p>Objective 3c. 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>Objective 3d. 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>	2.F.4.c 5.D.2.m 5.D.2.n 5.D.2.r 5.H.2.k	Readings, lectures, discussions and activities, and assignments	Passing grade on the Exam , Satisfactory rating on the Consumer Job Development Project

Goal 4: Discuss and explore approaches for assessing the conditions of the work environment on clients' life experiences (2.F.4.d)			
Objective 4a. Discuss and explore how various approaches are helpful to assess the conditions of the work environment on clients' life experiences. Objective 4b. Discuss how to help employers to design work setting in a disability friendly (e.g., universal design) way Objective 4c. Understand how to apply and use assistive technology to reduce or eliminate barriers in work settings.	2.F.4.d 5.D.2.n 5.D.2.q 5.H.2.e	Readings, lectures, discussions and activities, and assignments	Passing grade on the Exam , Satisfactory rating on the Consumer Job Development Project
Goal 5: Explore strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (2.F.4.e)			
Objective 5a. Develop skills on how to assess abilities, interests, values, personality and other factors that contribute to career development	2.F.4.e 5.D.1.g 5.H.1.g	Readings, lectures, discussions and activities, and assignments	Passing grade on the Exam , Satisfactory rating on the Consumer Job Development Project
Goal 6: Conceptualize and develop strategies for career development program planning, organization, implementation, administration, and evaluation (2.F.4.f)			
Objective 6a. Conceptualize and develop strategies for career development program planning, organization, implementation, administration, and evaluation.	2.F.4.f 5.D.1.d 5.D.2.c 5.H.3.a	Readings, lectures, discussions and activities, and assignments	Passing grade on the Exam , Satisfactory rating on the Consumer Job Development Project , Satisfactory rating on the Career Development Paper Satisfactory rating on the, Career Development Paper Presentation
Goal 7: Explore strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (2.F.4.g)			
Objective 7a. Explore ways to advocate for unique career needs and characteristics of clients from diverse backgrounds	5.H.2.e 5.H.3.j	Readings, lectures, discussions and activities, and assignments	Passing grade on the Exam , Satisfactory rating on the Consumer Job Development Project
Goal 8: Conceptualize and develop strategies for facilitating client skill development for career, educational, and lifework planning and management (2.F.4.h)			
Objective 8a. Conceptualize and develop strategies for facilitating client skill development for career, educational, and lifework planning and management. Objective 8b. Apply strategies for facilitating client skill development for career, educational, and lifework planning and management	2.F.4.h 5.D.2.n	Readings, lectures, discussions and activities, and assignments	Passing grade on the Exam , Satisfactory rating on the Consumer Job Development Project
Goal 9: Explore methods of identifying and using assessment tools and techniques relevant to career planning and decision making (2.F.4.i)			

<p>Objective 9a. Explore methods of identifying and using assessment tools and techniques relevant to career planning and decision making</p> <p>Objective 9b. Apply methods of identifying and using assessment tools and techniques relevant to career planning and decision making</p>	<p>2.F.4.i 5.D.1.g 5.D.2.n 5.H.3.h</p>	<p>Readings, lectures, discussions and activities, and assignments</p>	<p>Passing grade on the Exam, Satisfactory rating on the Consumer Job Development Project</p>
<p>Goal 10: Examine ethical and culturally relevant strategies for addressing career development (2.F.4.j)</p>			
<p>Objective 10a. Examine the importance of applying ethical and culturally relevant strategies for addressing career development</p>	<p>2.F.4.j 5.D.2.w 5.H.2.e</p>	<p>Readings, lectures, discussions and activities, and assignments</p>	<p>Passing grade on the Exam, Satisfactory rating on the Consumer Job Development Project</p>

REQUIRED READINGS AND MATERIALS

Required Textbook:

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

Other Materials:

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

COURSE STRUCTURE AND METHODS OF INSTRUCTION

Instruction will be facilitated with slides, readings, discussions, and assignments. Students are expected to read assigned materials and participate actively in discussions.

COURSE ASSIGNMENTS AND GRADING

Assignments & Points

	Total Points
Class Participation and Discussions	20
Mid-Term Exam	25
Consumer Job Development Project 1. Client Profile (5 points) 2. O*NET Analysis and Job Selection (10 points) 3. Labor Market Survey (10 points)	25
Career Development Paper	20
Career Development Paper Presentation	10
Total	100

Each course objective outcomes will be evaluated through course requirements as requested by CACREP. Students' learning outcomes of course objectives will be measured via requirements described below.

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
80 - 89 points	= B
70 - 79 points	= C*
60 - 69 points	= D*

59 and below = F*

*Students performing at this level should have contact with the instructor to determine a plan for improvement. Note: Decimal points are **not** rounded at the end of the semester. A score of 89.9 receives an B while a score of 90.0 receives an A.

Late Assignments

Late assignments will receive an automatic 10% 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. Extenuating circumstances (e.g., death in family, hospitalization, etc.) with documentation may serve to reduce this deduction.

Alternative Means of Submitting Work in Case of Technical Issues

It is strongly suggested that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. It is also recommended that you save all your work in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email Dr. Lee your back-up document as a last resort.

DESCRIPTIONS OF ASSIGNMENTS

Class Participation and Discussions: When we have scheduled live Zoom sessions, please be on time and remain for the entire class session. Points will be awarded for attending and participating in each class session (a total of 20 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 sessions may result in a reduction of a letter grade. Students should discuss with the instructor regarding excused or unexcused attendance (e.g., providing a doctor note). In addition, students may fail the class if they do not follow attendance rules. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials
- Participating in discussion and group activities with your peers during scheduled live Zoom sessions

Mid-Term Exam: There will be an online mid-term exam. The exam will cover all readings and class content up to that point in the class.

Consumer Job Development Project: This will include 3 assignments, including Client Profile, O*NET Analysis and Job Selection, and Labor Market Survey.

- 1. Client Profile (Step 1 for the Consumer Job Development Project):** For this activity, you will develop a profile acting as the client. You are responsible for developing a comprehensive profile of a client with a disability or disabilities who is seeking vocational rehabilitation services at the Texas Workforce Commission. You will reflect

on the readings from this class and write a 1-2 page (double-spaced, Times New Roman, 12-point font) client profile in paragraph format.

Your Client Profile assignment will include 2 sections: (1) background information and (2) potential barriers to employment.

- 2. O*NET Analysis and Job Selection (Step 2 for the 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.

Your O*NET Analysis and Job Selection assignment will include two parts: (1) You will 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. Please attach your O*NET Interest Profiler: Score Report in your assignment. (2) You will need to decide on two occupations from the career list provided by O*NET and justify why these occupations make sense. You must provide 1-2 paragraph supporting each job choice. The content of your paragraphs should contain specifics from the website and your own profile (e.g., job duties and responsibilities, job outlook, wages, your career interests, your educational level, your strengths, your prior work experience). Remember for this assignment, you are presenting these choices (as a client) to your counselor to convince her/him why these are good career options. For this portion of the assignment, it should be 1-2 page (double-spaced, Times New Roman, 12-point font) in paragraph format.

- 3. Labor Market Survey (Step 3 for the Consumer Job Development Project):** For this activity, you will act as the counselor and complete this assignment using information presented in the Client Profile and O*NET Analysis and Job Selection. 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 two occupations selected by the client and complete an evaluation of each of these occupations. Factors to consider may include client's level of education, geographic restrictions, and job availability. For these two occupation selections, you will need to find employment opportunities for the client here in El Paso or where that client chooses to reside. The Labor Market Survey assignment should be 2-3 page (double-spaced, Times New Roman, 12-point font) in paragraph format.

Your Labor Market Survey assignment will include 2 parts: (1) An analysis of the top two occupational choices selected by your client from the O*NET Analysis and Job Selection assignment. Your analysis should justify why the client is a good fit for the chosen occupations. For each occupational choice, you will provide 1 paragraph of justification for the job fit (two paragraphs in total). (2) A list of two companies for each occupation and how/why this would be a good client fit (four companies in total). For each company, you will provide 1 paragraph of justification (4 paragraphs in total).

Career Development Paper: A requirement of this course will be to write a critical evaluative review/thought paper regarding career development based on what you have learned from this

class and/or your own interest in a special topic related to career development. It will help you develop a deeper understanding and expand your interest in the topic that you choose as well as develop intellectual thinking and academic writing skills. You are encouraged to discuss your topic with Dr. Lee.

The paper should have the following three sections. Feel free to be creative. Some sample discussion points are provided below.

- 1) Topic Relevancy: What is the importance of your topic? What are the current trends and issues related to your topic?
- 2) Literature Review of the Topic: What has been discussed in the rehabilitation counseling and mental health counseling literature? What is the research gap?
- 3) Career Counseling Theory Discussion: Discuss at least one career counseling theory (e.g., Holland's theory, Social Cognitive Career Theory). What is it about the career theory or theories that fits into your counseling style? What are the advantages and disadvantages of the career theory or theories based on your critical thinking?

The paper will be a 4-page paper on a career development topic of your choice. It will be in APA 7th style, double-spaced, Times New Roman, 12-point font, with references (title page and references are not included in the page length). You should support your paper with at least 2 scholarly references. Please refer to the APA 7th style formatting and style guide, following the Publication Manual of the American Psychological Association: Seventh Edition (2020) and/or the Purdue University Online Writing Lab resource (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html).

Career Development Paper Presentation: You will give a 10-minute presentation on your paper. Please submit your slides or presentation materials to Blackboard by the Sunday before your presentation date.

COURSE POLICIES

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

EXCUSED ABSENCES AND/OR COURSE DROP POLICY

According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline." See academic regulations in the UTEP Undergraduate Catalog for a list of excused absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

OR

I will not drop you from the course. However, if you feel that you are unable to complete the

course successfully, please let Dr. Lee know and then contact the Registrar's Office to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

INCOMPLETE GRADE POLICY

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to Dr. Lee immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, a webcam, and microphone. You will need to download or update the following software: Microsoft Office and Adobe Acrobat Reader. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact Dr. Lee for this type of assistance. The Help Desk is much better equipped than I am to assist you!

COURSE COMMUNICATION

Because this is an online class, we will not see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. However, there are a number of ways we can keep the communication channels open.

- Office hours: I am here to support your learning. Please feel free to email Dr. Lee. I am happy to schedule an appointment to meet with you.
- Email: UTEP e-mail is the best way to contact me. Please do not hesitate to reach out when you have any questions or concerns.
- Announcements: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

LIVE CLASS SESSIONS

This class requires that you participate in scheduled Zoom sessions. The purpose of these sessions is for you to view live demonstrations of the course material and/or to participate in small discussion groups with your classmates. These scheduled Zoom sessions are listed in the weekly calendar. Students are expected to, at least occasionally, participate in these sessions with a webcam and/or microphone. The sessions will be recorded and provided so that they can be reviewed by classmates at a later time. Students should not record the sessions and post them to any sites outside of Blackboard. If you are unable to attend a Zoom session, please let Dr. Lee know as soon as possible so that accommodations can be made when appropriate.

CLASS RECORDINGS

The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. You may not share recordings outside of this course. Doing so may result in disciplinary action.

NETIQUETTE

As we know, sometimes communication online can be challenging. It is possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. All communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

ACCOMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act

(ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

COPYRIGHT STATEMENT FOR COURSE MATERIALS

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

COVID-19 ACCOMODATIONS

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact Dr. Lee as soon as possible so we can arrange necessary and appropriate accommodations. Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact [Center for Accommodations and Support Services](#) (CASS) to discuss temporary accommodations for on-campus courses and activities.

COVID-19 PRECAUTIONS

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let Dr. Lee know as soon as possible, and alternative plans will be discussed. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.

COURSE RESOURCES

UTEP provides a variety of student services and support:

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.
- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

WEEKLY CALENDAR

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.

Week/Date	Assigned Readings	Topics & Discussion	Activities & Assignments Due
1: 1/25/2021	– Ch 1	– Course Introduction – Work and Disability: Basic Concepts	– Live Zoom session at 5:00pm – Syllabus acknowledgement form (due on 1/29 at 11:59pm)

2: 2/1/2021	– Ch 2 & 3	– Legislation Affecting Employment of Persons with Disabilities – Employment among Working-Age People with Disabilities: What the Latest Data Can Tell Us	– Live Zoom session at 5:00pm
3: 2/8/2021	– Ch 4	– Career Development Theories and Constructs: Implications for People with Disabilities	– Live Zoom session at 5:00pm – Client Profile (due on 2/8 at 11:59pm)
4: 2/15/2021	– Ch 5 & 6	– Research on the Career Development of People with Disabilities – Career Counseling with Diverse Populations: Models, Interventions, and Applications	– Live Zoom session at 5:00pm
5: 2/22/2021	– Ch 7	– Vocational Assessment and Disability – Guest Speaker-Texas Workforce Solutions-Vocational Rehabilitation Services	– Live Zoom session at 5:00pm – O*NET Analysis and Job Selection (due on 2/22 at 11:59pm)
6: 3/1/2021	– Ch 8	– Using Occupational and Labor Market Information in Vocational Counseling – Guest Speaker-UTEP Professor	– Live Zoom session at 5:00pm
7: 3/8/2021		– Mid-Term Exam	– No live Zoom session – Mid-Term Exam (due on 3/8 at 11:59pm)
8: 3/15/2021		– Spring Break – No Class	
9: 3/22/2021	– Ch 9	– Disability and Reasonable Accommodation	– Live Zoom session at 5:00pm – Labor Market Survey (due on 3/22 at 11:59pm)

10: 3/29/2021	- Ch 10	- Job Placement and Employer Consulting: Services and Strategies - Guest Speaker-Cal State LA Professor	- Live Zoom session at 5:00pm
11: 4/5/2021	- Ch 11	- Job Development and Job-Search Support - Guest Speakers-UTEP Center for Accommodations and Support Services	- Live Zoom session at 5:00pm - Career Development Paper (due on 4/5 at 11:59pm)
12: 4/12/2021	- Ch 12	- Vocational Rehabilitation in the Context of Business: Motivation, Management, and Marketing	- Live Zoom session at 5:00pm
13: 4/19/2021	- Ch 13	- Supported Employment - Guest Speakers-UTEP Counseling and Psychological Services	- Live Zoom session at 5:00pm
14: 4/26/2021		- Student Career Development Paper Presentations	- Live Zoom session at 5:00pm - Presentation Slides or Materials (due on 4/25 at 11:59pm)
15: 5/3/2021		- Student Career Development Paper Presentations - Course Wrap-Up	- Live Zoom session at 5:00pm - Presentation Slides or Materials (due on 5/2 at 11:59pm)
Syllabus is subject to change <u>with</u> notice			

ADDITIONAL READINGS AND RESOURCES

- Council for Accreditation of Counseling & Related Educational Programs (CACREP):
<http://www.cacrep.org/>
- American Rehabilitation Counseling Association (ARCA):
<http://www.arcaweb.org/>
- Commission on Rehabilitation Counselor Certification (CRCC):
<https://www.crc certification.com/crc-exam-overview>
- CRCC Code of Ethics and related resources:
<https://www.crc certification.com/code-of-ethics-3>
- American Counseling Association (ACA):
<http://www.counseling.org/>

- ACA Code of Ethics and related resources:
<http://www.counseling.org/knowledge-center/ethics/code-of-ethics-resources>
- The National Council on Rehabilitation Education (NCRE):
<https://ncre.org/>
- National Board of Certified Counselors (NBCC):
<http://www.nbcc.org/>
- Job Accommodation Network:
<https://askjan.org/>
- Texas statutes and administrative code relating to the practice of professional counseling:
<https://www.dshs.texas.gov/counselor/>