

## "Reflective Professionals Building Learning Communities

### COURSE TITLE

COUN 435: Work and Disability

### INSTRUCTOR INFORMATION

name  
office  
phone  
e-mail

### COURSE DESCRIPTION

This course involves both didactic and experiential modes of instruction enabling students to build competencies in the career development and job placement of persons with disabilities. Students will learn the procedures in developing effective job development and placement strategies and obtain knowledge of labor market trends, employment law, and vocational issues surrounding the acquisition and maintenance of competitive employment in today's society. Specific emphasis will be placed on the unique challenges faced by people from non-majority and traditionally underserved groups.

### PREREQUISITES

COUN 433

### REQUIRED TEXTS

Szymanski, E.M., Parker, R., & Parker, R.M. (2003). *Work and disability: Issues and strategies in career development and job placement* (2<sup>nd</sup> ed.). Austin: Pro-Ed.

Beveridge, S., Heller Craddock, S., Liesener, J., Stapleton, M., & Hershenson, D. (2002). Income: A framework for conceptualizing the career development of persons with disabilities. *Rehabilitation Counseling Bulletin*, 45, (4). Available at: <http://www.worksupport.com/Main/proed16.asp>

Other materials and handouts will be placed on reserve and/or provided on a Blackboard Website. All students must have a working E-mail account and access to a computer.

## MODE OF INSTRUCTION

Didactic and experiential

## COURSE OBJECTIVES

The objectives of this course support the College of Education Performance Standards #7 Communication/Technology and #9 Assessment. They also are linked to the CORE (Council on rehabilitation Education) standards C.4 and C.7. These objectives are also designed to help students to

1. gain knowledge of the world of work and the unique challenges faced by persons with disability in acquiring and maintaining integrated and competitive employment;
2. acquire proficiency in the planning, implementation, and maintenance of job development plans;
3. understand the medical, psychological, social, and functional aspects of physical disability and disease as it relates to employment;
4. obtain knowledge of the dynamics of a changing labor market in a global economy;
5. acquire expertise in conducting and reporting individual job analyses; and
6. understand the concepts, strategies, and techniques of job placement including supported employment.

Student Outcomes as demonstrated by the ability to: (each outcome is followed by its corresponding CORE Curriculum standard code)

1. articulate and apply career development theories and the importance of work to consumers with whom one works C.4.1
2. conduct and utilize labor market analyses and apply labor market information to the needs of consumers in one's caseload C.4.2
3. utilize career/occupational materials and labor market information with the consumer to accomplish vocational planning C.4.3
4. understand employer practices that affect the employment or return to work of individuals with disabilities and utilize that understanding in facilitating their successful employment C.4.4

5. explore occupational alternatives and develop career plans in collaboration with the consumer C.4.5
6. 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 C.4.6
7. identify the consumer's need for accommodation and facilitate the use of resources to meet those needs C.4.7
8. apply the techniques of job modification/restructuring and the use of assistive devices to facilitate consumer placement when appropriate C.4.8
9. assist employers to identify, modify or eliminate architectural, procedural, and/or attitudinal barriers in facilitating the consumer's successful job placement C.4.9
10. consult with employers regarding accessibility and issues related to ADA compliance C.4.10
11. evaluate work activities through the use of job and task analyses and utilize the evaluation in facilitating successful job placement for the consumer C.4.11
12. assess and resolve job adjustment problems on the part of the consumer through the provision of post-employment services C.4.12
13. develop job opportunities for consumers through employer contacts C.4.13
13. apply strategies for consumer job placement and job retention C.4.14
14. teach the consumer appropriate job-seeking, job interviewing, and job-retention skills C.4.15
15. 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 C.4.16
16. facilitate consumer involvement in determining vocational goals and capabilities related to the world of work C.4.17
17. review medical information with consumers to determine vocational implications of related functional limitations C.4.18

18. 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 C.4.19
19. assess the consumer's readiness for gainful employment and assist the consumer in increasing this readiness C.4.20
20. provide prospective employers with appropriate information regarding consumer work skills and abilities C.4.21
21. discuss a consumer's return to work options with the employer C.4.22
22. use computerized systems for consumer job placement assistance C.4.23
23. arrange for functional or skill remediation services that will result in successful consumer job placement C.4.24
24. identify and arrange for educational and training resources that can be utilized by consumers to meet job requirements C.4.25
26. provide for work conditioning or work hardening strategies and resources that can be utilized by consumers in facilitating successful job placement C.4.26
25. determine an individual's eligibility for rehabilitation services and/or programs C.7.1
26. facilitate consumer involvement in evaluating the feasibility of rehabilitation or independent living objectives C.7.2
27. Assess an individual's need for rehabilitation engineering/technology services throughout the rehabilitation process C.7.7
28. Assess the environment and make modifications for reasonable accommodations C.7.8
29. understand employer practices that affect the employment or return to work of disabled persons. C7.9

### REQUIRED PROJECTS

Each student will submit a job analysis, job coaching observation, labor market analysis, and job club manual. These assignments satisfy the performance-based assessment component of the course.

## STUDENT EVALUATION

Exam	100 points
Job Analysis	100 points
Job Coaching Observation & Reaction Paper	100 points
Labor Market Analysis	100 points
Job Club Design and Manual	<u>100 points</u>
Total	500 points

## GRADING POLICY

A = 90-99% of total points	D = 60-69% of total points
B = 80-89% of total points	F = below 60% of total points
C = 70-79% of total points	

## ASSESSMENT OF LEARNING (FEEDBACK LOOP)

Assessment of learning begins in the initial class session and is on-going throughout the course. Data from the specific assessment tools will be analyzed and the results used to improve instruction and facilitate increased student learning. This feedback may be used to make adjustments in the course as it progresses and to implement future changes.

## STUDENT ACCOMMODATIONS

In accordance with the Americans with Disabilities Act of 1990, Northeastern Illinois University does not discriminate against employees or students on the basis of disability. In addition, the university provides reasonable accommodations for both employees and students with disability.

Students seeking reasonable accommodations in the classroom should contact the Accessibility Center/HELP, A-118 (phone 773/442-5495, 5496, or 5497; TDD 773/442-5499). The University Policy on Services for Students with Disabilities may be found at:

<http://www.neiu.edu/%7EDeanSt/survival/disabilities.pdf>. Students should feel free to meet with the instructor, in confidence, at any time to discuss any reasonable accommodations or removal of barriers that may be hinder full inclusion and participation in the course and their learning experience.

## STUDENT RESPONSIBILITIES

All students are expected to attend all class meetings and to submit assigned materials by the due date. Students are expected to conduct themselves professionally and ethically, respecting individual differences, needs, opinions, and the confidentiality of others. Attendance is vital to learning success.

## COURSE TOPICS AND SCHEDULE

<u>Week</u>	<u>Topic</u>	<u>Assignment Due</u>
Week 1	Orientation Introduction Syllabus Student Survey Rehabilitation Philosophy and Goals Title III - The Americans with Disability Acts of 1990 The Biopsychosocial Model of Rehabilitation	
Week 2	Models of Career Development and Job Placement	Reading: Chapter 1: Work and Disability
Week 3	Diversity Issues in Work: Views across Cultures	Readings: Chapter 2: Psychosocial and Economic Aspects of Work
Week 4	TWIAA Workers Compensation U.S. Department of Labor, Employment and Training Administration Websites: <a href="http://www.doleta.gov/factsht/">http://www.doleta.gov/factsht/</a>	Reading: Chapter 3: Legislation
Week 5	Aztlan: <a href="http://www.deafvision.net/aztlan/">http://www.deafvision.net/aztlan/</a> Functional Capacity Evaluations Work Ability, Interests, Values Environmental Supports	Readings: Chapter 4: Career Development Theories: Diversity Issues
Week 6	Vocational Assessment Activity: Self Assessment, COPS	Readings: Chapter 5
Week 7	Midterm Examination	
Week 8	Go to: <a href="http://www.pluk.org">http://www.pluk.org</a> Find Assessment of Assistive Technology Needs - Review Accommodations Assistive Technologies	Readings: Chapter 6
Week 9	Occupational Information	Reading: Chapter 7

<u>Week</u>	<u>Topic</u>	<u>Assignment Due</u>
	Labor Market Information Handout Activity: Go to: <a href="http://www.doleta.gov">http://www.doleta.gov</a> And <a href="http://www.bls.gov">http://www.bls.gov</a>	
Week 10	Career Development with PWD O*Net, Dictionary of Occupational Titles	Reading: Chapter 8
Week 11	Job Development Job Analysis Essential Functions Employer Needs Disability Management	Reading: Chapter 9
Week 12	Job Development Job Placement, Job Seeking Skills	Reading: Chapter 10
Week 13	Supported Employment Work Adjustment Theory and Practice	Reading: Chapter 11 &12
Week 14	Trends and future issues and needs Social Security Office of Hearings and Appeals Expert Testimony	Handouts
Week 15	Summary, synthesis of information, review	
Week 16	Final Examination	

## References

- Boldt, L.G. (1999). *Zen and the art of making a living: A practical guide to creative career design*. New York: Penguin Press.
- Bolles, R. N. (2006). *What color is your parachute? 2006: A practical guide for job hunters and career changers*. Berkely, CA: Ten Speed Press.
- Eikleberry, C., & Bolles, R.N. (1999). *The career guide for creative and unconventional people* (Revised ed.). Berkely, CA: Ten Speed Press.
- Harrison, B., Weiss, M.S., & Weiss, M. (1998). *Workforce development networks: Community-based organizations and regional alliances*. Thousand Oaks, CA: Sage.
- Pimentel, R.K., Lotito, M.J., Bell, C.G., Lotito, M., & Bell, C. (1993). *Job placement-ADA connection: Limiting liabilities and maximizing opportunities for training and placement of persons with disabilities*. Granada Hills, CA: Milt, Wright & Associates.

## Internet Resources

Work Support.com Information, Resources, and Research about Work and Disability

<http://www.worksupport.com/>

The Work Site - Social Security Administration

<http://www.ssa.gov/work/>

Employment and Training Administration - Department of Labor

<http://www.doleta.gov/>

Bureau of Labor Statistics - Department of Labor

<http://www.doleta.gov/>

National Collaborative on Workforce and Disability - for Youth

<http://www.ncwd-youth.info>

Illinois Department of Commerce and Economic Opportunity

<http://www.illinoisbiz.biz/bus/research/econ/workforce.html>

U.S. Workforce Fact Sheet

<http://www.usworkforce.org/factsheet>

Occupational Exploration Online

<http://online.onetcenter.org/>