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NCRE

**CURRICULA COLLECTION
2003**

JOB PLACEMENT

National Clearinghouse of Rehabilitation Training Materials



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of Rehabilitation Training Materials

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*****Not all contributors are represented in all subjects**

RP&SE 725
Career Counseling and Job Placement for Persons with Disabilities
Spring 2002

Instructor: Jodi L. Saunders, Ph.D., CRC
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Office Hours: TBA

Class Time/Location: Thursday 2:25 - 5:25
4008 Vilas

A. Course Description and Goals:

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.

B. Course Objectives and Competencies

Through formal lectures, assigned readings, class activities and discussions, the student will develop knowledge competencies in the following areas:

1. Apply theories of career development to understand client needs and facilitate career exploration and decision-making.
2. Use occupational/labor market information to expand and inform options.
3. Acquire skills in identifying and developing opportunities for employment.
4. Acquire knowledge regarding hiring processes and the ability to facilitate consumer knowledge and skills in regard to navigating the employment process.
5. 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.
6. Develop skills and knowledge in initiating actions with employers, consumers, and other parties to achieve quality employment outcomes.
7. 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, various employment strategies).
8. Develop competence in applying and utilizing professional skills, resources, and service strategies in the delivery of career counseling and job placement services.

C. Materials and Resources

Required Texts:

Szymanski, E.M., & Parker, R.M. (Eds.). (1996). Work and disability: Issues and strategies in career development and job placement. Austin, TX: Pro-Ed.

Required textbook is available at the University Bookstore.

Additional Required Reading:

A packet of articles required for this course are on e-reserve and may be obtained by following the instructions (see handout). The readings are also available on 3 hour reserve and may be obtained at the circulation desk at memorial library. Additional readings will be provided or assigned as appropriate.

D. Evaluation Criteria

Presentations	20 % (10 % each)	<u>Due</u> See syllabus
Mid Semester Examination	25 %	April 4, 2002
Labor Market Survey	15 %	April 25, 2002
Final Examination	30 %	May 9, 2002
<u>Quizzes</u>	<u>10 %</u>	Random
Total	100%	

Examinations:

The mid semester and final examinations will each be a take-home exam. The mid semester examination will cover the first half of course content, which emphasizes career counseling and career development. The final examination will be cumulative, but will emphasize the second half of the course content which is job placement. **Examinations are to be completed independently.**

Presentations:

Working in small groups, students will be required to present and lead two group activities related to:

A theory of career development (presentation during session 5 - Feb. 21, 2002)

A job search technique or approach (presentation during either session12: April 11, 2002 or session13: April 18, 2002)

Each presentation is worth 10% of the final grade.

Labor Market Survey:

Students will gain hands-on experience through the completion of a labor market survey. Further details and requirements for this assignment will be provided through lecture and material distributed in class.

Quizzes:

A series of 3 quizzes will be administered on a random basis covering the assigned readings. Each quiz will be worth 10 points. *If you have prepared a 1-2 page summary of the assigned readings for that session you will not need to take the quiz.

*Discussion will take place during the first class regarding this option.

Class Attendance and Participation:

Students are expected to attend class and be active participants in small group and full class discussions. The content of this course is best assimilated through on-going dialogue.

Late Assignments:

All assignments are to be submitted prior to 3:00 pm on the due date indicated. Assignments submitted after that time will be penalized in the grading process. The examinations and labor market survey will be deducted one-half grade level per week. Late summaries for the field practice manual will not be accepted. In case of illness, you may e-mail your completed assignment to me prior to the deadline date and time for full credit.

E. Reasonable Accommodations

The University of Wisconsin - Madison policy affirms the rights of qualified students with disabilities to participate in the university's educational programs. Students should contact the instructor to discuss any accommodations needed to fulfill course requirements and achieve learning objectives.

F. Course Topics, Assignments and Activities by Session

Session 1: January 24, 2002

- ◆ Introductions
- ◆ Course Overview
- ◆ Definitions
- ◆ Division into Work Groups

Readings and Assignments:

Ryan, C.P. (1995). Work isn't what it used to be: Implications, recommendations, and strategies for vocational rehabilitation. Journal of Rehabilitation, 61 (4), 8-15.

Szymanski, E.M., & Parker, R.M. (1996). Work and disability: Introduction. In E.M. Szymanski & R.M. Parker, (Eds.), Work and disability: Issues and strategies in career development and job placement.

Session 2: January 31, 2002

- ◆ Conceptualization of Work & Career
- ◆ Disability and Vocational Behavior
- ◆ Disability, Gender, Ethnicity and Culture
- ◆ Psychosocial factors influencing work

Readings and Assignments:

Freedman, R.I., & Fesko, S.L. (1996). The meaning of work in the lives of people with disabilities: Consumer and family perspectives. Journal of Rehabilitation, 62(3), 49-55.

Szymanski, E.M., Ryan, C., Merz, M.A., Trevino, B., & Johnston-Rodriguez, S. (1996). Psychological and economic aspects of work: Implications for people with disabilities. In E.M. Szymanski & R.M. Parker (Eds.), Work and disability: Issues and strategies in career development and job placement (pp. 9-38). Austin, TX: Pro-Ed.

Session 3: February 7, 2002

- ◆ Constructs related to career development
- ◆ Overview of career development theories
- ◆ Framework for critiquing theories of career development.

Readings and Assignments:

Brown, D. (1990). Summary, comparison, and critique of the major theories. In D. Brown, L. Brooks & Associates (Eds.), Career choice and development (2nd ed.) (Pp. 338-363). San Francisco: Jossey-Bass.

Szymanski, E.M., & Hershenson, D.B. (1998). Career development of people with disabilities: An ecological model. In R.M. Parker & E.M. Szymanski (Eds.), Rehabilitation counseling: Basics and beyond (3rd ed.) (Pp. 327-378). Austin, TX: Pro-Ed.

Szymanski, E.M., Hershenson, D.B., Enright, M.S., & Ettinger, J.M. (1996). Career development theories, constructs, and research: Implications for people with disabilities. In E.M. Szymanski & R.M. Parker (Eds.), Work and disability: Issues and strategies in career development and job placement (pp.79-107). Austin, TX: Pro-Ed. *Please note the page numbers - you only need to read this section of the chapter.*

Session 4: February 14, 2002

- ◆ Four Approaches to Career Counseling

Readings and Assignments: To Be Announced

Session 5: February 21, 2002

- ◆ Small group presentations on theories of career development
 1. Super's Life-Span, Life-Space Theory
 2. Hershenson's Theory of Work Adjustment
 3. Holland's Theory
 4. Roe's Theory
 5. Krumboltz's Theory

Session 6: February 28, 2002

- ◆ Career development Research with People with Disabilities
- ◆ Factors Influencing Career Development
- ◆ Career Counseling: Interviewing Skills and Strategies
- ◆ Assessment of Career Development and Vocational Behavior

Readings and Assignments:

Parker, R.M., & Schaller, J. (1996). Issues in vocational assessment and disability. In E.M. Szymanski & R.M. Parker, (Eds.), Work and disability: Issues and strategies in career development and job placement (pp. 127-164). Austin, TX: Pro-Ed.

Szymanski, E.M., Hershenson, D.B., Enright, M.S., & Ettinger, J.M. (1996). Career development theories, constructs, and research: Implications for people with disabilities. In E.M. Szymanski & R.M. Parker (Eds.), Work and disability: Issues and strategies in career development and job placement (pp. 79-107). Austin, TX: Pro-Ed. *Please note the page numbers - you only need to read this section of the chapter.*

Session 7: March 7, 2002

- ◆ Career Counseling in Schools
- ◆ Career Counseling for Older Adults
- ◆ Mid-Life Career Changes
- ◆ Retirement Issues
- ◆ Special Populations
 - Dual Career Couples
 - Gay/Lesbian Issues
 - Disability Issues

Readings and Assignments:

Szymanski, E.M. & Parker, R.M. (1996). Work and disability: Introduction. In E.M. Szymanski & R.M. Parker, (Eds.), Work and disability: Issues and strategies in career development and job placement.

Session 8: March 14, 2002 MID SEMESTER EXAMINATION DISTRIBUTED

- ◆ Occupational Classification and Information Systems
- ◆ Labor Market Information (Labor Market Surveys)
- ◆ Job Analysis
- ◆ Computer Based Job Matching Systems
- ◆ Transferable Skills Analysis

Readings and Assignments:

Brodwin, M., Parker, R.M., & DeLaGarza, D. (1996). Disability and accommodation. In E.M. Szymanski & R.M. Parker, (Eds.), Work and disability: Issues and strategies in career development and job placement (pp.165-208). Austin, TX: Pro-Ed.

Gilbride, D.D., & Burr, F. (1993). Self-directed labor market survey: An empowering approach. Journal of Job Placement, 9 (2), 13-17.

Patterson, J.B. (1996). Occupational and labor market information. In E.M. Szymanski & R.M. Parker, (Eds.), Work and disability: Issues and strategies in career development and job placement (pp.209-254). Austin, TX: Pro-Ed.

Review Dictionary of Occupational Titles and Occupational Outlook Handbook.

Session 9: March 21, 2002

***No Class - Mid Semester Examination/Presentation Preparation Time**

Session 10: March 28, 2002

- ◆ No Class: Spring Break

Session 11: April 4, 2002 MID SEMESTER EXAMINATION DUE

- ◆ Introduction to Job Placement and Job Development
- ◆ Trends in Job Placement
- ◆ Models of Job Placement
- ◆ Legislation Affecting Persons with Disabilities and Employment
- ◆ Workers Compensation
- ◆ Disability Management

Readings and Assignments:

Danek, M.M., Conyers, L.M., Enright, M.S., Munson, M., Brodwin, M., Hanley-Maxwell, C., & Gugerty, J. (1996). Legislation concerning career counseling and job placement for people with disabilities. In E.M. Szymanski & R.M. Parker, (Eds.), Work and disability: Issues and strategies in career development and job placement (pp.38-78). Austin, TX: Pro-Ed.

Gilbride, D.D., Stenrud, R. & Johnson, M. (1994). Current models of job placement and employer development: Research, competencies and educational considerations. Rehabilitation Education, 7, 215-239.

Session 12: April 11, 2002 SMALL GROUP PRESENTATIONS

- ◆ Job Search Methods
- ◆ Job Search Basics - Interviewing
- ◆ Resumes, Cover Letters and Other Job Search Correspondence

Readings & Assignments:

Koch, L. & Johnston-Rodriguez, S. (1997). The career portfolio: A vocational rehabilitation tool for assessment, planning, and placement. Journal of Job Placement, 13 (1), 19-22.

Session 13: April 18, 2002 SMALL GROUP PRESENTATIONS

- ◆ Building Effective Partnerships with Employers
- ◆ Structuring the Job Search & Marketing to Perspective Employers
- ◆ Quality Service and Customer Satisfaction in Job Placement

Session 14: April 25, 2002

**FINAL EXAMINATION DISTRIBUTED
LABOR MARKET SURVEY DUE**

- ◆ Overview of Social Security benefits, entitlements and subsidies related to employment for persons with disabilities.
- ◆ Benefits Counseling

Guest Speaker: Mary Ridgely, Executive Director
Employment Resources, Inc.

Readings and Assignments:

Danek, M.M., Conyers, L.M., Enright, M.S., Munson, M., Brodwin, M., Hanley-Maxwell, C., & Gugerty, J. (1996). Legislation concerning career counseling and job placement for people with disabilities. In E.M. Szymanski & R.M. Parker, (Eds.), Work and disability: Issues and strategies in career development and job placement (pp.38-78). Austin, TX: Pro-Ed.

Session 15: May 2, 2002

- ◆ Ten Steps Process for Overcoming Barriers to Employment
- ◆ Job Search Skills for Persons with Disabilities

Readings and Assignments:

To be announced

Session 16: May 9, 2002

FINAL EXAMINATION DUE

- ◆ Job Stress and Disability
- ◆ Disclosure
- ◆ Career Counseling and Job Placement: Putting it all Together
- ◆ Ethical Considerations

Readings and Assignments:

Patterson, J.B. (1998). Ethics and ethical decision making in rehabilitation counseling. In R.M. Parker & E.M. Szymanski (Eds.), Rehabilitation counseling: Basics and beyond (3rd ed.) (Pp. 181-224). Austin, TX: Pro-Ed.

Salomone, P. (1996). Career counseling and job placement: Theory and practice. In E.M. Szymanski & R.M. Parker, (Eds.), Work and disability: Issues and strategies in career development and job placement (pp.38-78). Austin, TX: Pro-Ed.

**Western Washington University
Woodring College of Education**

Course: AHE 590: Job Placement

Credits: 3

Mode of instruction: Online

Quarter: Winter, 2002

Instructor: Marti Riemer-Reiss, Ph.D., CRC

CCER Office Phone: (425) 774-4446 extension 316

Home Office: 360-579-4012 (M-F; 9:00 am-5:00 pm)

FAX: (425) 774-9303

Email: Marti.Riemer-Reiss@wwu.edu

Course overview:

A comprehensive exploration of the process and techniques of assisting individuals with disabilities to find and maintain employment. Includes job analysis, work site modification, employment techniques and legislation. Students will develop employment plans, implement placement strategies and develop job contacts.

Course Objectives

1. The student will demonstrate an understanding of the vocational implications of disabling conditions on work and work tasks.
2. The student will demonstrate an understanding of pertinent legislation such as: consumer informed choice, self determination and person centered planning and its impact on placement.
3. The student will demonstrate the skill necessary to apply technology assessment for the work with disabilities to enhance productivity
4. The student will demonstrate knowledge of placement factors for individuals with disabilities from different cultural backgrounds.
5. The student will demonstrate an understanding of various placement strategies, models and techniques of effective placement of people with disabilities in employment settings.
6. The student will understand the demands of the labor market, job analysis and structure and employer expectations as it pertains to today's work world.
7. The student will demonstrate skill in making a placement presentation to an employer.

Required Text

Bissonnette, D. (1994). *Beyond Traditional Job Development*. Chatsworth, CA:
Milt Wright & Associates.

-The text comes with an audio tape.

*Additional readings will be assigned or distributed via the Internet to supplement the text.

Class Meetings

This is an Internet-based course. The instructor expects the students to be active learners. Students will read the text, obtain additional information from the Internet, participate in discussion groups, and submit assignments through the on-line class. **Due dates indicate when assignments/materials should be received by the instructor.** The policy remains that late assignments will be accepted with a 3 point reduction/day late.

The instructor will respond to student questions and concerns and participate in discussion by asking questions and responding to students' discussion/comments.

There is a telephone conference scheduled on the first day of class (1/8/02). Students should be signed up for a conference from either 12:00-1:00 pm or 1:00-2:00 pm.

There is also a phone conference scheduled for Wednesday, February 20th from 12-1 or 1-2. Be sure to sign up with Sandy Burns in order to secure your spot.

-Additional telephone sessions may be scheduled, if necessary.

Logging on to AHE 590-MR

1. Browse to Woodring College of Education's website: <http://www.wce.wvu.edu>
2. Double click on the online courses hyperlink located beneath the distance education heading.
3. Login with your username and password
4. Go to "my courses" AHE 590-mr
5. Click on the AHE 590-mr hyperlink
6. A prompt will appear asking you for your username and password

7. Be sure to remember both as you will be required to use this information each time you enter the course's website
8. Once the correct name and password are supplied, you will be taken to the course announcement page.

Important: Before browsing, you may have to click on the "enroll" button located underneath the gray search and logout buttons.

If you need login and account creation instructions, go to: <http://courses.wwu.edu> and click on the Login Help button. If you have questions, there is help available by clicking on the Support button.

If you experience difficulty or have technical questions, please direct them to the ATUS Help Desk (360- 650-3333) or email address helpdesk@cc.wwu.edu Be sure to indicate your name and phone number and what course you are having the difficulty.

Reasonable Accommodations

Students with a documented disability that may interfere with learning in this course should negotiate a reasonable accommodation with Disabled Student Services during the first few weeks of the course. To access this information, click on External links, next click on the Student Support folder and there you will find a link for WWU Disabled Student Services. This link provides the contact information for requesting a reasonable accommodation.

Assessment and Evaluation Standards

1. Participation/Discussion: All students must participate in discussion as well as posting assignments. The discussion board is one way in which we will share, clarify and explore ideas. Since the course is almost entirely conducted by distance education format, you will use the Internet often in the course of the ten-week period. Each student will make at least two substantive entries weekly on two different dates to questions posted by the instructors and related to the assigned readings. You will be graded on the basis of your participation (regularity, number, and timeliness and the quality of your entries). Comments are expected to be thoughtful and insightful, reflecting both critical thinking skills, knowledge of the subject and your professional experiences. Thus, comments like "yes" or "I agree" are not considered substantive entries. Responses and questions should challenge ideas while reflecting courtesy and respect for the person. Discussion questions will be posted each Wednesday.

Students who make two substantive entries on two different dates will receive 5 points each week for the six weeks of discussion questions= 30 points.

Students who make two substantive entries weekly on the same date will receive 3 points each week for six weeks = 18 points

Students who make one substantive entry weekly will receive 1 point each week for six weeks = 6 points.

2. Assignment #1: Creative Pod Project

A creative project that is relevant to your work setting and focuses on job development in innovative ways will be completed by each pod.

For example:

- ✓ You may want to develop a curriculum for hard to place individuals or
- ✓ You may want to create a project that focuses on developing relations with employers or
- ✓ You may want to work with your region's BAC for this project or
- ✓ You may want to utilize the Internet as a resource.
- ✓ Your project may be presented in any CREATIVE manner that demonstrates job development and innovation.
- ✓ Don't limit yourself to a written project, however if it is submitted in a written format, it may not exceed 8 double spaced typed pages.

Due: At your face-to-face session (1/30 or 1/31)

Protocol for grading pod projects:

1. Creativity of project: 7 points
 2. Degree to which project focuses on job development/innovation: 9 points
 3. Relevance to work setting: 7 points
 4. Quality of project: 7 points
- Total: 30 points

-Late papers will result in the loss of 3 points/day.

3. Major Job Development Report

Each student will submit a report that reflects job development/placement for an individual you are working with to place in the community. You will present a client with a disability, identify his/her functional capacities and limitations, conduct a labor market search and identify and implement an innovative

placement strategy including accommodation issues. Your employer contacts and follow up will also be included in the report. Each student will be responsible for highlighting the activities, writing in a succinct manner and keeping the length between 4-10 double-spaced typed pages.

Due: 2/28/02

Points: 35 possible

Protocol for Major Job Development Report

1. Presentation of a client (disability, functional limitations/capacities): 6 pts
2. Labor market search: 6 pts
3. Innovative placement strategy: 6 pts
4. Accommodations adequately addressed: 5 pts.
5. Employer contacts/follow up adequately addressed: 6 pts.
6. Overall quality of project (spelling, grammar, readability, proper length, instructions followed...): 6 pts.

Total points: 35

Reports may be submitted via student drop-box or emailed to the instructor

-Late reports will result in a deduction of 3 points/day late

4. Examinations: Students will independently complete a midterm examination and a final examination based on the materials covered this quarter. The exams will be posted (Assignments>midterm examination) via Blackboard.

Midterm: Students will independently complete an open-book midterm based on the materials covered up to the date of the midterm. The midterm will be posted by midnight on Friday, February 8th and must be completed by midnight on Monday, February 11th. This examination is timed and worth 35 points.

Final: Students will independently complete a test based on the materials covered from the midterm examination on. The final will be posted by midnight on Friday, March 15th and will be due by midnight PST on Monday, March 18th. This examination is timed and worth 35 points.

Grading

Participation: 30 points

Creative Pod Project: 30 points

Major Job development report: 35 points

Midterm Examination: 35 points

Final Examination: 35 points

Total: 165

Grades are based on the total number of points accumulated through the completion of course assignments. The grading scale is;

Letter Grade	Percentage	Points Range
A	94-100%	155-165
A-	90-93%	149-154
B+	86-89%	142-148
B	83-85%	136-141
B-	80-82%	132-135
C+	76-79%	125-131
C	73-75%	120-124
C-	70-72%	115-119
D+	66-69%	109-114
D	63-65%	104-108
D-	60-62%	99-103
F	59% or lower	98 or lower

The Incomplete Grade

The instructor may assign a grade of K (incomplete). It may be assigned only upon request of the student and agreement of the course instructor. Normally, it is given only to a student who has been in attendance and has achieved passing grades until the final two weeks of the quarter when extenuating circumstances beyond the student's control make it impossible to complete the course work on schedule. To receive a K grade a student must obtain a contract form from the appropriate department and negotiate a formal agreement with the course instructor specifying the work done and the remaining work to complete the course and earn a grade. One copy is kept by the student and one by the faculty member. Normally, the student removes the K grade (completes the work agreed upon) during the next academic quarter. If the K grade has not been removed within one year, it automatically converts to a failing grade.

Withdrawal Policy and Deadline

Students may withdraw during the first two weeks of class by using the RSVP (telephone registration) system. After that you must appear in person at the Registrar's office on campus. After the seventh week of the quarter, course withdrawal is not permitted.

Grades and Intellectual Honesty

Grades are given for the student's work and achievement. Intellectual dishonesty can result in a failing grade and the placement of a note in the student's permanent record. For the university policy on academic dishonesty, see Appendix C of the WWU Catalog.

Calendar of course topics and assignments

Date	Topic	Reading	Assignment
Week 1: 1/8-1/15	<u>Conference calls: Dr. Riemer-Reiss (1/8)</u> <ul style="list-style-type: none"> • Introduction to course • Class expectations 		1. Sign on to a pod by January 9th by midnight. 2. Listen to tape that accompanies the text (about 30 minutes long)
Week 2: 1/16-1/22	Rising to the challenge Questioning convention: New Paradigms	Text: Chapters 1-2	1. Read Lecture 2. Pod Discussion questions
Week 3 1/23-1/29	Creating Jobs with Employment Proposals Capitalizing on Business and Social Trends	Read: Chapters 3-4	1. Pod discussion activity related to employment proposals (no lecture) 2. Pod discussion questions
Weeks 4-5 1/30-2/12 1/30 or 1/31 Face to Face Sessions Attend face-to-face session 9 am-3:30 pm at Everett	Developing Partnerships with Employers Guest Employers **Computer resources for Job placement Pod Projects	Read Text: Chapter 5 Developing Partnerships with Employers	No Pod discussion due to face to face sessions Pod Project Due either 1/30 or 1/31 -Each region must check out a "Get a Job Workshop" CD-ROM at the session

Community College			-Midterm Examination (Text 1-5) up by midnight 2/8/02 and due by midnight on 2/11/02
Week 6: 2/13-2/19	Targeting New employers	Text: Chapter 6	1. Lecture 2. Pod discussion questions
Week 7: 2/20-2/26	Initiating Contact with Employers Understanding Employer Needs	Text: Chapters Read Chapters: 7- 8	1.Conference Call with employer: Joanna Childress (LiveBridge) on 2/20/02 either 12-1 or 1-2 Note: this is the lecture of the week. 2. Pod discussion questions
Week 8 2/27-3/5	Communicating with Employers Resolving Employer Concerns	Text: Chapter 9-10	1. Read lecture 2. Pod discussion questions 3. Start sharing the CD-ROM Major Project due: 2/28/02 by midnight
Week 9: 3/6-3/12	Providing Quality Service to Employers	Text: Chapter 11	1. Get a job workshop on CD-ROM to be shared in each region (this is lecture) 2. Pod group discussion related to CD-ROM

Week 10 3/13-3/19		Review text and lectures from midterm through Week 9.	Final examination posted by midnight on 3/15 and due by Midnight on 3/18
Final Examination	Due on 3/18		Independently complete final examination by midnight on March 18th

***Pod Assignments:**

You will have until Wednesday, January 9th to select your pod. The instructor will assign you to a pod if you have not met the deadline. The recommended size for each pod is between 4-8 members.

NOTE: It is important that you select your pod wisely as there is a pod project this term. Thus, be sure you discuss your work style prior to committing to a pod.

To select your pod: Go to: Communications>Discussion Board> the pod of your choice

One member of each pod is responsible for getting a pod name to the instructor by Thursday, January 10th.

****We have 10 "Get a Job Workshop" CD-ROMs to distribute among the group. These are to be shared with one another and returned to Sandy Burns by the end of the term. A leader from each region will be responsible for checking it out at the face-to-face session, coordinating with the members in his/her region (so all have access to it) and returning it to Sandy Burns.**

Occupational Analysis and Job Placement
REHAB 717
Department of Rehabilitation and Counseling
Fall, 2001

Meeting Time: 9:00 a.m. – Noon, Friday
Room: Millennium 205

Instructor: Brian Kamnetz
Contact info: 231 A Vocational Rehabilitation Bldg.
Phone: 715/232-1113
If I am unavailable at the office, preferred method of communication is
email: kamnetzb@uwstout.edu

Office Hours: Mon 1:25 - 5:35
Wed 1:25 – 2:20
Thurs 10:10 – 12:10
Or by appointment

Course Website: May be established toward the middle of the semester

Required Text:

Pimentel, R. K. (1993). The job placement - ADA connection: Limiting liabilities and maximizing opportunities for training and placement of persons with disabilities. Chatsworth, CA: M. Wright & Associates.

Robinson, C. W. (1994). Using the dictionary of occupational titles in career decision-making: A self study manual. Menomonie, WI: Materials Development Center, Stout Vocational Rehabilitation Institute, School of Education and Human Services, University of Wisconsin-Stout.

Szymanski, E. M. and Parker, R. M. (1996). Work and disability: Issues and strategies in career development and job placement. Austin: Pro-Ed, Inc.

U.S. Department of Labor. (1992). Revised handbook for analyzing jobs. Indianapolis: JIST Works, Inc.

U.S. Department of Labor. (1991). Dictionary of occupational titles. Indianapolis: JIST Works, Inc.

Recommended Texts:

Isaacson, L. E. and Brown, D. (1997). Career information in counseling and career development (6th ed.). Boston: Allyn and Bacon, Inc.

Course description:

Application of occupational analysis, career information, and placement concepts to the practice of job placement of persons with a disability. Includes job development/search techniques and the nature and critical impacting factors of the placement process.

Purpose of the Course:

Purpose of the course is to review concepts of occupational analysis, career development, and placement, and to apply these concepts to the practice of job placement of persons with a disability. Includes job development/search techniques. Reviews factors that can affect the placement process. Students will learn to integrate career development theory with practical job placement strategies and techniques, and will develop the skills necessary to assist clients with disabilities as clients prepare for, obtain, and maintain employment.

Objectives:

Upon completion of this course, the student will be able to:

1. Understand the social, psychological, and economic factors affecting work, disability and vocational development.
2. Describe the major career development theories and their impact on occupational choice, vocational development, and work adjustment for people with disabilities.
3. Identify and organize client information in order to conceptualize client vocational potential, including assessment of transferable work skills and job readiness.
4. Assist clients in developing appropriate vocational goals and job placement plans.
5. Use formal and informal sources of occupational information and labor market trends, including the Dictionary of Occupational Titles (DOT), Guide for Occupational Exploration (GOE), Occupational Outlook Handbook (OOH), labor market economist reports, and other sources of labor market information.
6. Conduct a job analysis and understand work-site modification/restructuring, including the use of technology.
7. Conduct a labor market survey.
8. Understand job placement, including job seeking skills instruction, employer contacts and development of job leads, resume writing, and interviewing techniques.
9. Understand alternatives to competitive employment, including supported and sheltered employment.

Class Format:

The course will include a combination of lecture/class discussion and practical application. There may be occasional guest speakers and videotapes on relevant topics.. Materials presented in class during discussions, guest presentations, videos, and lab sessions may be included in course exams.

Course Requirements:

1. Class attendance and meaningful participation, including completion of all reading assignments prior to class.
2. Completion of a job analysis (see handout for more specific information).
3. Completion of a labor market survey (see handout for more specific information).
4. Midterm and final examinations. (Note: exams will include multiple choice and short answer questions. The final exam is not comprehensive).

Student Responsibilities:

1. You are accountable for all materials obtained through lectures, in-class activities, projects, assigned readings, handout materials, videotapes, and guest presentations.
2. Attendance and discussion in class are expected. In the case of a necessary absence, it is the student's responsibility to obtain notes and information from classmates.
3. In order to foster professional habits, assignments must be completed in a professional manner. All assignments must be typed, double-spaced, and grammatically correct.
4. In order to foster professional habits, assignments should be turned in on the day they are due. I will collect assignments at the beginning of the class period of the due date.
5. Please be aware that you must complete all course assignments to receive a passing grade in this class.

Policy on Late Assignments and Make-up Exams:

Assignments are required to be turned in at the beginning of class on the dates due. There will be a 10 % point reduction *per day* for all assignments not completed by the deadlines given.

Make-up exams are not allowed, except in extreme emergencies (e.g., death of a family member or illness requiring hospitalization) and at the discretion of the instructor. Documentation is required. It is your responsibility to contact the instructor prior to the exam if you have an emergency. Permission for make-up exams will not be granted after the exam date.

Final examination period:

The final exam is scheduled for Friday, Dec. 21 at 8:00 a.m. This time is set by the University of Wisconsin-Stout. The instructor is not empowered to grant changes.

Accommodations for Students with Disabilities:

Please let me know if you require classroom, assignment, or test accommodations for a disability or functional limitation.

It is the student's responsibility to inform me of the need for any accommodations and to provide the necessary documentation. If you need additional information about what constitutes a disability, how to obtain documentation, etc., please don't hesitate to see me individually or to contact the Office of Services for Students with Disabilities in Bowman Hall (715-232-2995; Web site: <http://www.uwstout.edu/disability/>).

I will make every effort to provide reasonable accommodations; however, I will need advance notice, so the sooner we can make arrangement, the better.

Email:

The campus is using e-mail more frequently to communicate with students on official business and program advisement. If you have not activated your campus account, please do so. If you use an online email account (e.g., Hotmail; Yahoo) and have not linked to your campus account, please do so. The linkage is a simple matter. Instructions are at <http://www.uwstout.edu/compute/emailfaq.html>. You may be missing out on important and time-sensitive information if you do not check and read campus email

Grading Criteria

	Points
Job Analysis	50
Labor market Survey	50
Midterm Exam	100
Final Exam	<u>100</u>
Total Points:	300

Grade	Cumulative Points	Value
A	279 – 300	93 to 100 %
A-	270 – 278	90 to 92.9 %
B+	261 – 269	87 to 89.9 %
B	249 – 260	83 to 86.9 %
B-	240 – 248	80 to 82.9 %
C+	231 – 239	77 to 79.9 %
C	210 – 230	70 to 76.9 %
D	180 – 209	60 to 69.9 %
F	179 and below	Less than 60 %

Other Grades

Listed below are grades that may be assigned for students who do not complete the course. I strongly encourage that requests be made in writing.

- W If student officially withdraws from the course within deadlines established by the university.
- WS If a student withdraws from the course after deadlines for a "W" and has earned more points than the class average.
- WU If a student officially withdraws from the course after the deadline for a "W" and has earned fewer points than the class average.
- I When a student who is otherwise doing satisfactory work is unable, for reasons beyond the student's control (e.g., death in the family), to complete all course requirements during the term, the mark of "I" may given for incomplete work. An incomplete will be given only for medical reasons or for extreme personal emergencies that could not have been avoided by more careful planning. Additionally, the student must have demonstrated reasonable and regular efforts to complete the course. Students have one year to remove the incomplete grade. If the incomplete is not removed within the time limit, the "I" becomes "F" on the student's transcript.

Academic Dishonesty:

Academic dishonesty is not acceptable. Any form of academic misconduct, as defined within the Student Handbook, will result in an automatic 'F' being awarded in this course. UW-Stout subscribes to the definitions of academic dishonesty provided by the National Association of Student Personnel Administrators. These include:

Cheating - Intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.

Fabrication - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

Plagiarism - Intentionally or knowingly representing the words or ideas of another as your own in any academic exercise. Plagiarism is considered a form of theft and at the university is a serious violation. Penalties can range from a lowered grade to expulsion.

Facilitating Academic Dishonesty - Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Refer to Student handbook for further information on appeals and academic disciplinary procedures.

TENTATIVE COURSE SCHEDULE

Week	Date	Topic	Reading
1	9/7	Course Introduction & Review of Materials	
		Overview of Occupational Analysis and Job Placement of Individuals with Disabilities	
2	9/14	Psychosocial & Economic Aspects of Work and Disability	Pimentel, p 1-2, Ch 1, 6 Szymanski Ch 1, 2
		Psychosocial & Economic Aspects of Work and Disability	
3	9/21	Theories of Career Choice and Career Development	Szymanski Ch 4 I & B, Ch. 2
		Theories of Career Choice and Career Development	Szymanski Ch 4
4	9/28	Legislative Aspects of Work and Disability	Pimentel, Ch. 4 Szymanski Ch 3
		Legislative Aspects of Work and Disability	
5	10/5	Disability, Functional Limitations, & Job Accommodation	Pimentel, Ch. 3 Szymanski Ch 6
		Disability, Functional Limitations, & Job Accommodation Review for Midterm Exam	
6	10/12	Midterm Exam	
		The Dictionary of Occupational Titles (DOT)	DOT; Robinson text
7	10/19	DOT & O*NET	DOT; Robinson text
		Tools of the Trade (GOE, COJ, etc)	Handouts
8	10/26	Computer-based Tools to Aid in Job Placement of Individuals with Disabilities	I & B, Ch. 8
9	11/2	Job Classification Systems	Revised Handbook for Analyzing Jobs
		Transferable Skills Analysis	Handouts Szymanski Ch 7
10	11/9	Task Analysis/Job Analysis	Handouts Szymanski Ch 7
		OASYS	Handouts
11	11/16	Job Development	Pimentel, Ch. 5 & 6 Szymanski Ch 8 & 10
		Labor Market Surveys	Szymanski Ch 7
12	11/23	Thanksgiving Break – NO CLASS	
13	11/30	Work Readiness Guest Speaker TBA	
		Job Placement Models	Szymanski Ch 12
14	12/7	Job Placement Strategies	Pimentel, Ch. 5; A-D Szymanski Ch 9
		Supported & Sheltered Employment	Szymanski Ch. 11
15	12/14	Supported & Sheltered Employment Job Analysis Due Labor Market Survey Due	Szymanski Ch. 11
		Follow-Along Services and Job Retention Review for Final Exam	Handouts
Final	12/21	Exam Week – Final Exam is Friday, Dec. 21, 8 a.m.	

REHB 426
Community-Based Employment for Persons with Disabilities
Spring, 2002

COURSE SYLLABUS

Course Title: Community-Based Employment for Persons with Disabilities

Course Number: REHB 426

Credit Hours: 3

Location & Time: Mondays, 9-12 am, Rehn Hall, room 326

Instructor: Ruth Anne Rehfeldt, Ph.D.

Office: 337-A Rehn Hall

Phone: 453-8276

Email: rehfeldt@siu.edu

Office Hours: Mondays, 1:30-4:30; Tuesdays, 9:30-12:30, & meetings by appointment

Course Description and Objectives:

This course will focus on community work options for adults with severe disabilities. Supported employment, transition from school to work, and other vocational rehabilitation services will be discussed from both philosophical and practical perspectives.

Upon completion of this course, the student will be able to:

- Define and identify different models of supported employment
- Understand the history and philosophy of supported employment
- Apply the principles of supported employment to different disability groups
- Understand the transdisciplinary team approach as it pertains to career planning
- Recognize the role of situational assessment in career planning
- Respect approaches for identifying jobs and marketing supported employment to employers
- Conduct and summarize a Job Analysis
- Understand the role of employers' attitudes and biases
- Recognize instructional techniques that are used to teach persons with disabilities to perform work tasks
- Understand the concepts of natural, ongoing, and community supports as they pertain to workers with disabilities

Text & Assigned Readings:

There is no textbook for this course. A readings packet is available for purchase at the Printing Plant at 606 S. Illinois Ave., Carbondale. Assigned readings are shown on the attached calendar. It is strongly suggested that you keep up with the reading assignments and complete each assignment prior to the lecture over that same material.

Class Sessions:

Classes will include material presented by lecture, video, or guest speakers, and will serve to supplement the assigned readings. Videos will be presented as learning tools and will not be available outside of class. Please complete the assigned readings on the date on which that topic will be discussed. Material presented in class will be included on quizzes. Directions for assignments will also be provided in class, and some class time may occasionally be devoted to assignment completion. It is thus expected and encouraged that students will attend each class the entire class time. If a student chooses not to attend class or chooses to leave mid-way through, he or she should obtain the information missed from a class-mate.

Evaluations:

1. Quizzes (80 pts): Eleven short answer quizzes will be completed in this course. Your lowest 3 grades will be dropped at the end of the semester. Quizzes will be given promptly at the beginning of class on the dates shown on the attached quiz schedule, and will cover the *previous week's* reading and lecture material, as is also specified on the attached schedule. Quizzes will last 30 minutes in duration, even for students who arrive late. *There will be no makeup quizzes. If an emergency arises and a student is unable to take a scheduled quiz, the student should plan on dropping that quiz score.* The purpose of quizzes is to help you engage in a steady rate of behavior throughout the semester and as a result, perform well.

2. Portfolio (62 pts): Over the course of the semester, you will be asked to complete a variety of vocational assignments for a hypothetical consumer who you will get to choose. He or she will be representative of a disability group that fits your interests. A total of seven assignments will comprise your job portfolio for your consumer. Several of the assignments have more than one part. Please keep all of these assignments in a thin 3-ring binder. All assignments should be typed, unless otherwise specified. Assignments will not be accepted unless they are typed (unless otherwise specified). Directions for the assignments will be given in class according to the dates shown on the specified calendar. The due date for each assignment is also shown. Most assignments will be due in class the week after the assignment is assigned, with the exception of the 4-part Compatibility Analysis, with which students will be provided with nearly a month to complete. If a student does not achieve the optimal number of points on a particular assignment, he or she can revise the assignment (if he or she wishes) and turn the revised assignment in with the portfolio at the end of the semester for additional points. However, if an assignment is turned in late, 1 point will be subtracted for each day that it is late. Late points cannot be recovered at the end of the semester. The purpose of the portfolio is to acquaint you with the tasks in which those working in the field of supported employment routinely engage.

3. Final essay (15 pts.): Directions for a final essay will be provided in class on April 29. The essay is to be turned in on May 6.

Grades:

A: 141-157
 B: 125-140
 C: 110-124
 D: 94-109
 F: > 94

CALENDAR

Class 1: Jan. 14: Course Introduction; Myths about Competitive Employment & Disabilities

Video: "Supported Competitive Employment: Implementing the Model" (30 min)

Jan. 21: MARTIN LUTHER KING, JR., DAY: NO CLASS.

Class 2: Jan. 28: History and Philosophy of Supported Employment

Wehman, P. (1988). Supported employment: Toward zero exclusion of persons with severe disabilities. In P. Wehman, & S. Moon (Eds.), Vocational Rehabilitation & Supported Employment (3-33), Brookes, Baltimore.

Huang, W., & Rubin, S.E. (1997). Equal access to employment opportunities for people with mental retardation: An obligation of society. Journal of Rehabilitation, 63, 27-33.

Video: "Specialized Training Program Supported Employment: A New Way to Work" (20 min)

Class 3: Feb. 4: Transition Planning & Service Delivery Models

Moon, S.M., & Griffin, S.L. (1988). Supported employment service delivery models. In P. Wehman, & S. Moon (Eds.), Vocational Rehabilitation & Supported Employment, (17-29). Brookes, Baltimore.

Johnson, S., & Wehman, P. (2001). Teaching for transition. In P. Wehman, (Ed.), Life Beyond the Classroom (pp. 145-169). Brookes, Baltimore.

Quiz #1

Class 4: Feb. 11: Employment Issues with Persons with Autism and TBI

Kreutzer, J.S., & Morton, M.V. (1988). Traumatic brain injury: Supported employment and compensatory strategies for enhancing vocational outcomes. In P. Wehman, & S. Moon (Eds.), Vocational Rehabilitation & Supported Employment, (291-311). Brookes, Baltimore.

McCarthy, P., Fender, K.W., & Fender, D. (1988). Supported employment for persons with autism. In P. Wehman, & S. Moon (Eds.), Vocational Rehabilitation & Supported Employment, (269-290). Brookes, Baltimore.

Quiz #2

Video: "Building independence through the use of adaptations & enablers." (21 min)

Class 5: Feb. 18: Employment Issues with Persons with Psychiatric Disorders

Fischler, G., & Booth, N. (1999). Vocational Impact of Psychiatric Disorders: A Guide for Rehabilitation Professionals. Aspen Publishers Inc., Gaithersburg, MD: (Chapter 1, Mood Disorders; Chapter 2, Anxiety Disorders)

Quiz #3

Class 6: Feb. 25: Employment Issues with Persons with Sensory Impairments & Physical Disabilities

Powell, T., et al. (1991). Assisting employees with special medical and physical needs. In T. Powell et al., Supported Employment: Providing Integrated Employment Opportunities for Persons with Disabilities (146-164). Longman, New York.

Danek, M.M., Seay, P.C., & Collier, M.L. (1989). Supported employment and deaf people: Current practices and emerging issues. Journal of Applied Rehabilitation Counseling, 20, 34-57.

Quiz #4

Video: "Job Design Strategies for Persons with Physical & Multiple Disabilities" (17 min)

Video: "Florida Lions Conklin Center for Multihandicapped Blind" (10 min)

Class 7: March 4: Transdisciplinary Team Approach to Career Planning & Family Collaboration; Employment Issues for Persons with Mental Retardation

Mank, D., & Buckley, J. (1988). Supported employment for persons with severe and profound mental retardation. In P. Wehman, & S. Moon (Eds.), Vocational Rehabilitation & Supported Employment, (313-324). Brookes, Baltimore.

Schutz, R.P. (1986). Establishing a parent-professional partnership to facilitate competitive employment. In F.R. Rusch (Ed.), Competitive Employment: Issues and Strategies (289-302). Brookes, Baltimore.

Quiz #5

Guest Presentation: Linda LaFoon, Rehabilitation Counselor, Choate Mental Health.

March 11: SPRING BREAK - NO CLASS

Class 8: March 18: Identifying Jobs & Situational Assessment

Martin, J.E. (1986). Identifying potential jobs. In F.R. Rusch (Ed.), Competitive Employment: Issues and Strategies (165-174). Brookes, Baltimore.

NO QUIZ

Video: "Put that person to work, Part 1." (25 min)

Class 9: March 25: Job Analysis & Job Matching

Powell, T., et al. (1991). Compatibility Analysis. In T. Powell et al., Supported Employment: Providing Integrated Employment Opportunities for Persons with Disabilities (29-39). Longman, New York.

McLaughlin et al. (1987). Employee profiles, matching, and selection. In McLaughlin et al., Getting Employed, Staying Employed: Job Development and Training for Persons with Severe Handicaps (111-122). Brookes, Baltimore.

Quiz #6

Video: "Everybody Wins: Tips for Supervising the Employee with Mental Retardation (11:33).

Class 10: April 1: Salary Negotiation & Orientation; Employers' Attitudes & Responsibilities

Bordieri, J.E., Drehmer, D.E., & Taylor, D.W. (1997). Work life for employees with disabilities: Recommendations for promotion. Rehabilitation Counseling Bulletin, 40, 181-191.

The Americans with Disabilities Act: Your Responsibilities as an Employer. (U.S. Equal Employment Opportunity Commission).

Quiz #7

Class 11: April 8: Job Skill Acquisition

Powell, T., et al. (1991). Instructional Tactics. In T. Powell et al., Supported Employment: Providing Integrated Employment Opportunities for Persons with Disabilities (47-58). Longman, New York.

Powell, T., et al. (1991). Helping Employees with Behavioral Challenges. In T. Powell et al., Supported Employment: Providing Integrated Employment Opportunities for Persons with Disabilities (81-98). Longman, New York.

Quiz #8

Video: "Put that person to work, Part 2." (27 min)

Class 12: April 15: Natural Supports & Socialization

Powell, T., et al. (1991). Coworkers and supervisors. In T. Powell et al., Supported Employment: Providing Integrated Employment Opportunities for Persons with Disabilities (116-126). Longman, New York.

Hagner, D.C. (1992). The social interactions and job supports of supported employees. From Nisbet (1992), pp. 217-232.

Quiz #9

Class 13: April 22: Ongoing & Community Supports; Barriers & Disincentives

Parent, W., Unger, D., Gibson, K., Clements, C. (1994). The role of the job coach: Orchestrating community and workplace supports. American Rehabilitation, Autumn, 1994, 2-11.

Working While Disabled – How We Can Help (Social Security Administration). (www.ssa.gov/pubs/10095)

Quiz #10

Class 14: April 29:

Quiz #11

***final essay and portfolio due: Monday, May 6, to instructor's office or mailbox**

QUIZ SCHEDULE:

<u>QUIZ #:</u>	<u>MATERIAL COVERED:</u>	<u>DATE:</u>
Quiz #1:	Jan. 14 & 28 material	Feb. 4
Quiz #2:	Feb. 4 material	Feb. 11
Quiz #3:	Feb. 11 material	Feb. 18
Quiz #4:	Feb. 18 material	Feb. 25
Quiz #5:	Feb. 25 material	March 4
Quiz #6:	March 4 & 18 material	March 25
Quiz #7:	March 25 material	April 1
Quiz #8:	April 1 material	April 8
Quiz #9:	April 8 material	April 15
Quiz #10:	April 15 material	April 22
Quiz #11:	April 22 material	April 29

PORTFOLIO ASSIGNMENT SCHEDULE:

<u>Assignment:</u>	<u>Date Given:</u>	<u>Date Due:</u>
1. Select hypothetical consumer.	Feb. 25	March 4 (2 pts.)
2. A. Quality of Life Outcomes	March 4	March 18 (5 pts.)
B. Resume	March 4	March 18 (5 pts.)
3. A. List of positions	March 18	March 25 (5 pts.)
B. Letter to employer	March 18	March 25 (5 pts.)
4. Compatibility Analysis		
A. Consumer factors	March 25	April 15 (5 pts.)
B. Job Inventory (employer interview)	March 25	April 15 (10 pts.)
C. Job Factors	March 25	April 15 (10 pts.)
D. Summary	March 25	April 15 (5 pts.)
5. Plan for Natural Supports	April 15	April 22 (5 pts.)
6. Plan for Ongoing Supports	April 22	April 29 (5 pts.)
7. FINAL ESSAY.	April 29	May 6 (15 pts.)

Job Placement of People with Disabilities



PAES 792

The Ohio State University
College of Education

School of Physical Activity and Educational Services

Dr. Bruce Growick

356 Arps Hall

1950 High Street

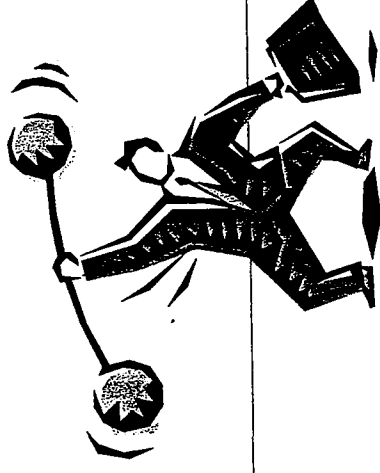
Columbus, Ohio 43210

614-292-8463

Email: growick.1osu.edu

www.coe-ohio-edu/bgrowick

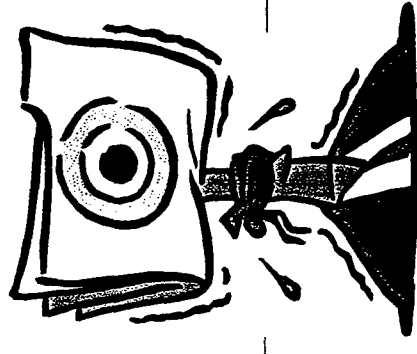
Job Analysis



- What is Job Analysis?

- Worker's relationship to data/people/things
- Methods and technologies used to perform the work
- Machines, tools, equipment and work aids
- Materials, products and subject matter produced
- Worker characteristics (traits)

The Uses of Job Analysis



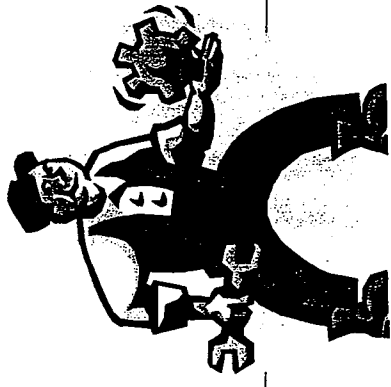
- Job restructuring
- Recruitment and placement of workers
- Vocational counseling
- Training
- Performance evaluation
- Occupational safety
- Better utilization of workers

The Basics of Job Analysis



- Step by step process
- Methodical
- Uses basic sentence structure
 - Noun + action verb + direct object
- Analyzes the job NOT THE PERSON
- Identifies skills and aptitudes (abilities)
necessary to perform the essential functions of
the job
- Worker in relation to data/people/things
- Methods and techniques, etc.

Worker Traits



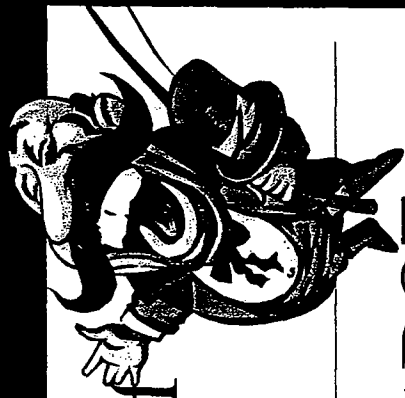
- Seven Worker Trait Categories
 - GED
 - SVP
 - Aptitudes
 - Physical Demands
 - Environmental Factors
 - Interests
 - Temperaments

Understanding the Dictionary of Occupational Titles (DOT)



- Parts of the occupational definition
 - Occupational code
 - Nine digit number assigned to each job
 - Identifies occupational group and DPT levels
 - Occupational title
 - Name given to the specific job by DOL
 - Base, term, and master titles
 - Industry designation
 - Identifies the industry in which the job occurs

Understanding the Dictionary of Occupational Titles (DOT)

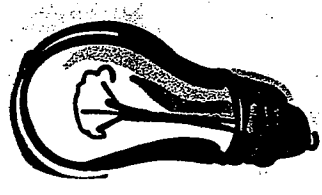


- Ways to access information in the DOT
 - Occupational Group Arrangement (OGA)
 - First three digits of nine digit code
 - Alphabetical listing
 - Occupational titles by industry designation, alphabetically listed

The Step by Step Guide to Job Analysis

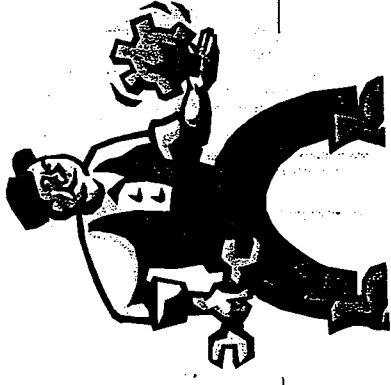
- **Step 1- Employer Contact**
- Contact employer to arrange for site visit
 - Explain purpose of Job Analysis (JA)
 - Explain process to employer
 - Advise employer will receive completed copy of JA for personnel records
 - Ask for permission to use a notebook or pad to take notes

Step 2 – Job Analysis form/process



- Review blank JA form prior to visit
- Identify potential DOT codes for the job to be analyzed – note worker trait codes in definition trailer of DOT
- Prepare critical questions re: essential job functions in advance

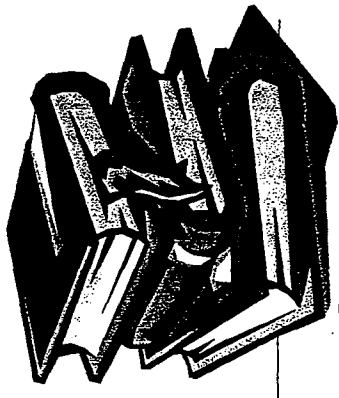
Step 3- Site visit



- Spend time orienting the employer to the process
- Spend time learning about the company
- Be prepared to spend 1-3 hours, depending on employer availability
- Take many notes, worry about organizing later

The Role of Job Analysis in Reasonable Accommodation

Transferable Skills Analysis (TSA)



- Vocational Diagnosis and Assessment of Residual Employability (VDARE)
- Step by step process
- Based on accurately identifying work history
- Is not applicable if there is no past relevant work history

Performed within the last 15 years

Was at least 3 months in duration

The Seven Steps to TSA



- Step 1- Work History
 - Identify jobs in work history
 - Past relevant work only
- Step 2-Identify Occupational Codes
 - Use DOT or computer program for job identification
 - Match the occupational code and title

Seven Steps to TSA continued

- Step 3 – Profile the Jobs
 - Identify worker traits for each job in past relevant work (PRW)
 - Identify work codes and fields for each position using computer program, GOE or COJ
- Step 4 – Create the “unadjusted profile”
 - Identify the highest level of functioning for each worker trait

Seven Steps to TSA continued

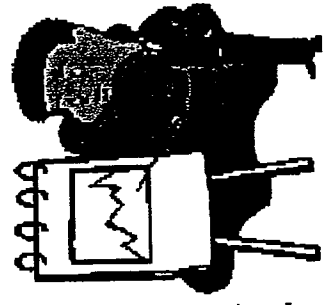
- **Step 5— Create the Residual Capacity Profile**
 - Review each worker trait to determine which trait(s) should be adjusted (i.e. medium to light)
 - Make changes based on available, documented cognitive, physical or psychological data

Seven Steps to TSA continued

- Step 6 – Identifying Related or Similar Jobs
 - Based on commonsense, clinical judgment and DOL definitions of worker trait factors
 - Levels of Transferability
 - Jobs within the same OGA
 - Jobs within the same work fields
 - Jobs with similar MPSMS

Seven Steps to TSA continued

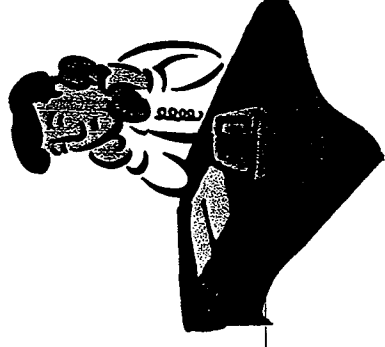
- Step 7 –Locating job opportunities in the labor market
 - Use SIC codes or NAICS codes for the state
 - Use Census Code data
 - Use a variety of labor market resources and information



Labor Market Information (LMI)

- Two primary sources of labor market information
 - Informal
 - Stores, friends, realtors, newspapers
 - Formal
 - U.S. Bureau of Labor Statistics
<http://stats.bls.gov/>
 - State Labor market web site
– <http://lmi.state.oh.us/>
 - Dun & Bradstreet
 - Occupational Outlook Handbook

Labor Market Surveys



- Personal contact is the primary method to gather labor market information
- Use all resources available including the Yellow Pages
- Document each contact

Labor Market Surveys

continued

- The five questions a good labor market survey answers

1. Does the job I am researching exist in the local economy?
2. If the job exists, is it available locally?
3. Is this job open to my client?
4. What does the job pay?
5. How often are there openings for this job?

Job Seeking Skills Classes

- Job leads
 - Where to look
 - How to look
 - How to manage the job search
- Completing job applications
 - Answering the tough questions
 - Reasons for job applications
- Developing a resume
 - Chronological
 - Functional
 - Targeted

Job Seeking Skills Classes

continued

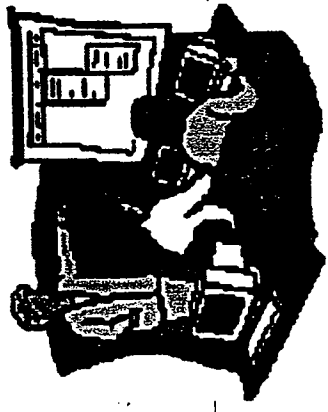
- Interviewing techniques
 - Being prepared
 - Answering the tough questions
 - Knowing both assets and limitations
 - Interviewing and the ADA
- Employer follow-up
 - Follow-up letters
 - Thank you notes
 - Follow-up phone calls

Job Seeking Skills Classes

continued

- Job retention skills
 - Getting along with coworkers
 - Punctuality
 - Attendance
 - Performance issues
 - Hygiene

Job Clubs



- Azarin model of job clubs
 - 90% placement rate
 - Most effective with small groups (10-12 members)
 - Networking
 - Job search support
 - JSS classes

Langston University
SCHOOL OF EDUCATION AND
BEHAVIORAL SCIENCE
GRADUATE PROGRAM
RC 5703 Job Development and Placement
3 Credit Hours
Room 108
Spring 2002

FACULTY

Professor: Dr. Shanna L. Broussard
Office: Rm #102 Graduate Program
Phone: (405) 962-1670
Office hours: Monday-Wednesday 1-5; Thursday 1-4

The Graduate Program in Rehabilitation Counseling adheres to standard C.2.6 that has been set forth by the Council on Rehabilitation Education (CORE). This standard is applicable to this course. The standard indicates that a Course in Job Development and Placement include job analysis, work-site modification and restructuring, including the application of appropriate technology; and job development, job placement, employer contacts, disability-related legislation, supported employment, post employment (follow-up and/or follow-along) services, job coaching and natural supports.

I. CATALOG DESCRIPTION:

Job analysis, work-site modification and restructuring including the application of appropriate technology, job development, job placement, employer contacts, disability-related legislation, supported employment, post employment services, job coaching, and natural supports are covered in this course.

II. RATIONALE:

This course is designed to prepare rehabilitation counselors and other human service professionals in the area of job placement and development consistent with labor market trends based on employer needs and consumers interests, aptitudes and abilities.

III. COURSE OBJECTIVES:

1. Procuring information about the existence of businesses and industries within the community.
2. Determining occupational classifications within businesses and industries in the community.
3. Identifying and contacting employers to actively develop and/or identify job opportunities for rehabilitation clients.

4. Evaluating job activities through the use of task analysis inventories and job analysis schedules to aid in job modification and restructuring.
5. Providing information and/or training to prospective employers about various disabilities including vocational implications, the use of assistive devices, job accommodation, and facility services.
6. Assisting employers to identify, modify, and/or eliminate architectural, procedural and/or attitudinal barriers to the employment and advancement of persons with disabilities.
7. Reviewing vocational, physical, social and related data to determine client job readiness for supported and competitive employment.
8. Teaching appropriate job seeking and retention skills, as needed, for competitive employment.
9. Establishing follow-up and/or follow-along procedures for clients who are in employment.

IV. CONTENT

Midterm	<u>1@100pts</u>	100
Final Exam	<u>1@100pts</u>	100
Job Analysis	<u>1@100pts</u>	100
Labor Market Survey	<u>2@50pts</u>	100
Placement Paper	<u>1@100pts</u>	100
Mock Interview	<u>1@100pts</u>	100
Total Available Points		600

V. EVALUATION

1. Attend class regularly, read materials as assigned, participate in class discussions and group activities.
2. Complete all assignments on schedule.
3. No late assignments will be accepted, except in cases of medical emergencies.

Grading Scale

90-100%	A
80-89%	B
70-79%	C
60-69%	D

Required Texts:

Work and Disability Issues and Strategies in Career Development and Job Placement, edited by Szymanski and Parker, published by Pro-Ed, Inc.

Get the Marketing Edge! By DiLeo and Langton, published by Training Resource Network, Inc.

Schedule

January	17	Orientation
	24	Ch 1
	31	Ch 2
February	7	Ch 3 , Mock Interview
	14	Ch 4
	21	Ch 4, Mock Interview
	28	Review for Mid Term, Labor Market Survey #1 is due
March	7	Mid Term
	14	Ch 5, Mock Interview
	21	Spring Break March 18-22
	28	Ch 6
April	4	Ch 6 (Activity), Labor Market Survey #2 is due
	11	Ch 7, Mock Interview
	18	Ch 7 (Activity)
	25	Ch 8, Job Analysis is due, Mock Interview
May	2	Review for Final, Placement Paper is due
	9	Final

Mock Interview (see Assignment Descriptions)

Attendance Policy

Daily attendance is required for students to complete assignments. Students who are absent for more than 3 times are subject to a loss of 10 percentage points on their overall grade.

Plagiarism

Refers to the presentation or submission of the work of another without citation or credits as your own work. Whenever the thoughts, words, drawings, designs, statistical data, computer programs, or other creative work of others are used by either direct quotation or by paraphrasing, the author and the source must be clearly identified through the use of proper referencing (ie., foot notes, endnotes)

When no recognition is ascribed to an author for phrases, sentences, thoughts or arguments within a student's work, substantial plagiarism exist. Complete plagiarism involves an entire essay or form of creative work of another being copied and presented as original work. Unless prior written and signed permission is obtained, submitting the same essay, paper or other term work for credit in more than one course constitutes a similar situation to complete plagiarism. The minimum penalty for plagiarism is failure of the assignment and notation within permanent student record; the maximum penalty is expulsion for the University.

The information provided regarding plagiarism is from the University of Northern British Columbia at <http://quarles.unbc.ca/lsc/rpplatia.html>.

Assignment Descriptions

1. **Labor Market Survey** - each student will be expected to complete 2 Labor market surveys of potential jobs in the local economy. Labor Market Survey Worksheets will be provided by the Instructor.
2. **Job Analysis** - each student will be expected to complete 1 job analysis consistent with the format utilized in the DOT. In consultation with the Instructor, each student will visit with an employer in the local area for purpose of identifying a job found in the local economy.
3. **Placement Paper** - each student will select a disability and develop a placement strategies paper for that particular disability. The paper is to be typewritten (double-spaced) and should not exceed 5 pages in length. References should be listed in APA style.
4. **Mock Interview** - each student will be assigned to a group. Each student in the group will play the role of the interviewee while the remaining members of the group provide an evaluation and constructive feedback.
5. **Resume** -- each student will be expected to submit a current up-to-date resume at the time of the Mock Interview.
6. **Midterm and Final Exams**- The examinations will be in the form of short answer essay/essay questions that will be generated from the objectives at the beginning of each chapter in the text. The midterm will cover chapters 1-6 and the final will cover chapters 7-12.

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RC 5703 JOB DEVELOPMENT AND PLACEMENT
ROOM 108
3 CREDIT HOURS
FALL 2002

FACULTY:

Jerry M. Deibel, Ed.D.,CRC, LPC

Shanna Broussard, Rh.D, CRC

Phone: 962-1671

Office hours: M/T/F: 8:00 AM-11:00 AM, W 3:00PM-5:00PM, & 1 HOUR AFTER
CLASS AND BY ARRANGEMENT

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<http://quarles.unbc.ca/lsc/rpplatia.html>.

TENTATIVE CLASS SCHEDULE

- 08/21: Orientation & Overview of Course
- 08/28: Chapter 1, Assessing Your Skills, Abilities, and Goals
- 09/04: Chapter 2, Exploring Careers (*Occupational Outlook Handbook & Dictionary of Occupational Titles*)
- 09/11: Chapter 3, More Preparation, Experiential Education, Assertiveness, Training, and Public Speaking
- 09/18: Chapter 4 & 5, Creating Your Resume and Writing a Great Cover Letter
- 09/25: Chapter 6, Networking (Labor Market Survey #1 Due)
- 10/02: Mid Term Examination
- 10/09: Chapter 7, Other Ways To Generate Job Leads
- 10/16: Chapter 8, Managing Your Job Search (Labor Market Survey #2 Due)
- 10/23: Chapter 9, Applying For Jobs
- 10/30: Chapter 10, Preparing for the Interview (Job Analysis Due)
- 11/06: Chapter: 11, After the Interview
- 11/13: Chapter: 12, Keeping the Job (Placement Paper Due)
- 11/20: Mock Interview Tapes Due-Class Review
- 11/27: Chapter: 13, Accommodating Your Disability on the Job
- 12/04: Review for Final Examination & Wrap up.
- 12/09-12/13: Final Examination Period