

**REHB 570 - Occupational Information and Vocational Analysis  
Rehabilitation Counseling, Southern University**

**Course Syllabus  
Spring, 2008**

**Purpose:**

The purpose of the course is to conduct a critical study of the vocational /occupational structure of American society and understand the importance of career development throughout a person's lifespan. The course will present vocational choice theories and provide resources for occupational/labor market information. This course is designed for graduate students who are preparing to work in the state-federal rehabilitation system, community rehabilitation programs, private for-profit and not-for-profit agencies, and social service organizations.

**Description:**

This course provides knowledge of job requirements meshed with knowledge of capabilities and limitation of persons with disabilities. Jobs are considered in terms of necessary prerequisites, needed skills, and task demands. Methods of obtaining occupational information and using the same to help consumers make appropriate career choices based on their potentials, skills, education, interests, and aptitudes are included.

**Student Learning Outcomes:**

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

1. Illustrate the relevance of work in a person's life and the major labor market trends that affect career development by preparation of an oral report on career guidance for a simulated client (role play). This report will include an explanation of related test results used for career guidance.
2. Describe the complexity of career development and the interaction of social, economic and psychological factors that influence vocational decision-making. Each student will prepare and present a comprehensive paper which will propose an integrated approach of

career guidance for persons with disabilities.

3. Identify, compare and contrast the major theories of career development, occupational choice, vocational development, and work adjustment. Sectional exams will be conducted on the major theorist in the area of career development and vocational decision-making.
4. Demonstrate use various sources of occupational information, including online resources in the field of vocational rehabilitation. Students will use online resources in preparation of a report on a simulated consumer with a disability.

### **Required Readings and Reference Materials:**

Zunker, V. G. (2006). *Career counseling: A holistic approach*. (7<sup>th</sup> ed.). Belmont, CA: Thomson - Brooks/Cole.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D.C.: Author.

### **Additional Readings:**

Relevant journal articles and other web resources will be discussed in class.

### **Recommended sources for professional literature:**

*Journal of Applied Rehabilitation Counseling*

*Journal of Counseling and Development*

*Journal of Rehabilitation*

*Journal of Vocational Evaluation and Work Adjustment*

*Rehabilitation Counseling Bulletin*

### **Assignments:**

Final grade will be composed of:

1. Class participation: Active involvement of all students in class discussion is required. Students will be asked to lead class discussions, participate in class exercises and/or present supplemental information

obtained from electronic (online) resources (journals or web pages). The information from these supplemental sources must relate to the course material for that week. The title of journal articles or supplemental web resources should be approved by the Instructor and “reserved” for that student. Students presenting online journal articles or other website information must submit a one-paragraph description of the information, including the URL (web address).

Students who miss class or otherwise fail to participate in the class discussions will be given the opportunity to complete make-up assignments. (Grade points for class participation = 20.) Class attendance accounts for an extra 5 grade points.

2. Multiple quizzes will be given, typically at the beginning of each class period, to encourage everyone to read the assigned material for that class session. Class grade points will range from 0 – 5 points for each class quiz. (Grade points for the class quizzes = 25)
3. Two unit examinations (15 points each) will be given, covering material from the first and second half of the semester. (Grade points for the unit exams = 30 or 15% of the final grade.)
4. Vocational Assessment and Interpretative Class Report: Each student will administer vocational interest and aptitude tests and conduct an online vocational exploration exercise with another person. The “role play client” for the test interpretation session should have a simulated disability. The career exploration exercise should include labor market information, number of local jobs available, training or experience required and pay scale. In-class reports (using Powerpoint slides) will review the findings of the assessment with your interpretation of the scores. No written report is required. (Grade points for the Assessment and Interpretative Report = 30 or 15% of the final grade)
6. Prepare and deliver a 10 - 15 minute presentation on your personal theory of career development including the relevance for persons with disabilities and individuals of differing cultural backgrounds. The presentation should describe your approach to counseling individuals with respect to vocational / career options. You must prepare handouts or use MS PowerPoint slides for your presentation. Appropriate and

accessible handouts will enhance the effectiveness of the presentation. (Grade points for the class presentation = 25)

7. Prepare a Term Paper on your personal theory for career counseling. The paper should review and integrate two or more career development theories, and may include an interview with a practicing vocational guidance professional (any discipline). The paper should be 7 - 10 pages in length, plus references and conform to the APA publications manual, 5<sup>th</sup> Edition. The paper must be accompanied by copies of the cited references. References should include at least 8 - 10 refereed articles or book chapters published in the years 2000 - 2007. The cited sections of all attached reference documents must be "highlighted or underlined" as appropriate. (Grade points for the class paper = 40 or 20% of the final grade)
8. Final Examination covers all course material. (Grade points = 25)

### **Accommodations for students with special needs:**

Students with disabilities should discuss accommodations needs with the instructor during the first week of classes. The instructor, with assistance from the Southern University Office of Students with Disabilities and other recommended social service agencies, will make reasonable accommodations for the student.

The Office of Students with Disabilities located in Room 239 Blanks Hall. Please contact Ms. Patricia Hebert, Director for accommodation needs; Phone: 771-3950; Fax: 771-2959; and email: [patricia\\_hebert@subr.edu](mailto:patricia_hebert@subr.edu).

### **LiveText Subscription**

Southern University and A&M College-Baton Rouge has entered into partnership with LiveText, Inc. to provide online academic resources for student collaboration and learning outcomes assessment. Therefore, all students enrolled in this course are required to purchase a subscription from LiveText, Inc. through the Southern University Bookstore. LiveText, Inc. provides students with the electronic tools and services needed to serve them in their courses and in their career or academic pursuits beyond graduation.

LiveText is a dynamic tool that will enable you to:

- Create Electronic Portfolios for storing and displaying coursework for use anytime and anyplace;
- Share your résumés, professional portfolios and virtually any projects that can be photographed, video recorded, and uploaded to prospective employers and others who need or want to know about your accomplishments;
- Engage in discussion boards with other students, exchange feedback, and create study groups and other types of social networks.
- Complete assignments in key/required courses where LiveText has been embedded (without LiveText, you will not be able to complete these assignments).
- Create a complete record of your academic career that is malleable and easily accessible.
- Engage in developing a results driven culture of assessment at Southern University.
- Participate in a process that will allow for data-driven curricular improvements that foster improved student learning and performance.

### **Administrative requirements:**

1. Attendance will be monitored as per university requirements. Questions or concerns regarding class attendance should be discussed with the Instructor.
2. If you miss a class quiz or examination, a make-up examination can be taken. The make-up examination will typically not be the one previously administered to the class. You can expect the make-up exam to be more difficult than the initial exam, regardless of the rationale for missing the first exam. Permission to take make up exams must be discussed with the Instructor.
3. Assignments are to be turned in by the due date, unless otherwise arranged with the Instructor. Grade points will be deducted for submitting late assignments.

4. All cellular phones and laptop computers should be turned off during the class.
5. Academic Honesty: The University's Academic Honesty rules apply to ALL course products. See your Student Handbook if you have a question about possible repercussions.

Plagiarism: <http://www.indiana.edu/~wts/wts/plagiarism.html>  
<http://www.georgetown.edu/honor/plagiarism.html>

7. **Caveat:** The information and schedule of events contained in this syllabus are subject to change.

### **Grading:**

Grades will be based on total points earned, as follows:

180 – 200 = A

160 – 179 = B

140 – 159 = C

139 or below = F

**Class Meetings:** Room 304, Wednesday, 4:00 PM – 7:00 PM

### **Instructor:**

Frank Puckett, Rh.D. CRC, ATP  
Associate Professor  
Department of Rehabilitation and Disability Studies  
Room 248, Blanks Hall  
Baton Rouge, LA 70813  
Phone: 225-771-0046  
Fax: 225-771-2293  
E-mail: frank\_puckett@subr.edu

Office hours:     1:00 – 4:00 PM on Tuesday  
                         1:00 – 4:00 PM on Wednesday  
                         1:00 – 4:00 PM on Thursday  
                         (Otherwise by appointment)

## REHB 570 Occupational Information and Vocational Analysis

### Class Schedule

#### Spring

**Dr. Frank Puckett**

- Week 1      Review of Course Requirements and Schedule  
 Introduction: Historical perspective on career guidance  
 Chapter 1. Attendance = 2 grade points.  
 Class assignments for Week 2 class session.
- Week 2      Theories of Career Development  
 Chapter 2 and Appendix A.
- Class Participation Points (2): Class members will be assigned to discuss a specific career development theory. Some class members will be asked to find and report on related journal articles or other supplemental material on the assigned career development theory.
- Class Quiz on Chapter 2 and Appendix A (3 grade pts.)
- Week 3      Review of Counseling Models  
 Chapters 3.
- Class Participation Points (2): Class members will be asked to lead the class discussion on topics covered this week or else will be expected to find and report on related journal articles or other supplemental material.
- Class Quiz on Chapters 3 (2 grade pts.)
- Week 4      Techniques for Conducting Intake Interviews and Managing Sets of Needs.  
 Chapters 4 and 5 and Appendix C.
- Class Quiz on Chapters 4 and 5 and Appendix C (5 grade pts.)
- Each class member will be assigned to a role-play

activity, either as the counselor or client. Those assigned to be clients will have one week to prepare their notes. All other class members will be expected to participate in a role play with any of the “clients” identified for this exercise.

## Week 5                      Conducting a Career Counseling Intake Interview

Class Participation Points (6): Class members will participate in role-play exercises, in which they will be asked to serve as the counselor conducting an Intake Interview with one of the “identified” clients, which were assigned the week before. All class members will participate, either as the counselor or client.

## Week 6                      Use of Assessment Strategies in Career Counseling Chapters 6 and 7.

Room 304 or  
Room 240A

Class Quiz Chapters 6 and 7 (4 grade pts.)

Computer Resources for Occupational Information,  
Worker Qualifications and Labor Market Information.  
Chapter 8.

Class Quiz Chapter 8 (3 grade pts.)

Class Participation Points (4): Class members will be asked to present Internet resources for career guidance and assessment, including a handout for each class member that describes the online career assessment instrument and provides the URL

## Week 7                      First Unit Examination (Chapters 1 – 8 and materials discussed in Weeks 1 – 8)

Class Session: Review the Test Administration and Interpretation Assignment. Instructions will be provided for accessing the online assessment sites.



- Week 8      Career Counseling – Ethics in Career Counseling and Multi-cultural Issues  
Chapters 9, 10 and Appendix B
- Class Participation Points (4): All class members will be asked to find and report on journal articles or other supplemental material related to ethics and/or multi-cultural career guidance. Each student will submit an Abstract of their web resources and URL for distribution to the class.
- Quiz on Chapters 9, 10 and Appendix B (4 grade pts.)
- Week 9      **Spring Break**
- Week 10      Career Counseling for Individuals with Disabilities (Adults in Transition). Chapters 13 & 19
- Class Participation Points (2): All class members will be asked to find and report on journal articles or other supplemental material related to career counseling for individuals with disabilities.
- Supplemental Reading: Chapters 11 and 14 (not discussed in class)
- Second Unit Examination (20 grade pts.)  
(Chapters 9, 10, 11, 13, 14, 19 and Appendix B)
- Week 11      Class Cancelled, Recruitment trip to New Orleans.
- Week 12      **Class Presentations: Reports on the Administration of Career Assessment Tools and Interpretation of Results.**
- Week 13      Class Presentations on one's personal Career / Vocational Development and Counseling Strategies.  
(Two bonus grade points for presenting on April 16<sup>th</sup>)

**Term Papers Due April 16<sup>th</sup>**

- Week 14      Class Presentations on one's personal Career /  
Vocational Development and Counseling Strategies.  
Attendance = 3 pts.
- Week 15      Final Examination. Covers all course materials.