

Southern University and A & M College
College of Nursing and Allied Health
Department of Rehabilitation and Disability Studies
Clinical Rehabilitation Counseling Program (CRCP)

I. Description Information

- a. **Course Number:** REHB 571
- b. **Course Title:** Career Development, Job Development, and Job Placement
- c. **Credit Hours:** 3.0
- d. **CIP CODE:** 512310
- e. **Intended Audience:** This course is intended for Master's level candidates in the Clinical Rehabilitation Counseling and other human services fields whom have been approved for this course by their respective advisors.
- f. **Method of Delivery:** This course will be delivered face-to-face for students in Baton Rouge and simultaneously for students living elsewhere online via Zoom. The method of delivery will employ a variety of methods of instruction including lecture, class discussion, small group interaction, role play and learning experiences.
- g. **Pre-Requisites:** REHB 501, REHB 502

II. Catalog Description:

This course provides a practical and theoretical foundation for understanding the relationships of career development theories to counseling practice. Includes vocational choice theory, lifestyle choices, occupational and educational information, decision-making processes and career exploration techniques, focusing especially on ethical service delivery to diverse population. Additionally, the contents will cover techniques of job development and placement as applied to assist persons with disabilities to obtain and **maintain competitive employment, which includes self-employment and business ownership**. Attempts will be made to demystify the role of vocational rehabilitation counselors in the process of job development and placement. Strategies to involve the consumers, the family, the employer, and other stakeholders in all phases of career development and placement will be discussed.

III. CACREP Content Areas:

The Graduate Program in Clinical Rehabilitation Counseling adheres to standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

This is a required Course.

Throughout this syllabus, this course addresses professional counseling requirements for CACREP Standards Section 2.F.4 – Career development

- a. theories and models of career development, counseling, and decision making
- b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors

- c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- d. approaches for assessing the conditions of the work environment on clients' life experiences
- e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- f. strategies for career development program planning, organization, implementation, administration, and evaluation
- g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- h. strategies for facilitating client skill development for career, educational, and life-work planning and management
- i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- j. ethical and culturally relevant strategies for addressing career development and Section 5.D.2
- k. transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities
- l. role of family, social networks, and community in the provision of services for and treatment of people with disabilities
- m. environmental, attitudinal, and individual barriers for people with disabilities
- n. assistive technology to reduce or eliminate barriers and functional limitations

IV. Student Learning Outcomes:

CACREP Knowledge and Skill Outcomes:

4a. Demonstrate understanding of theories and models of career development, counseling, and decision making by a score of 80% on quizzes and exams, by earning a score of 80% on class presentation, and completion of weekly written class discussion.

4b. Demonstrate knowledge of approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors by a score of 80% on quizzes and exams and completion of weekly written class discussion.

4c. Demonstrate knowledge of processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems by a score of 80% on quizzes and exams, earning a score of 80% of job analysis, earning a score of 80% on labor market survey, and completion of weekly written class discussion.

4d. Demonstrate understanding of approaches for assessing the conditions of the work environment on clients' life experiences by a score of 80% on quizzes and exams and a score of 80% on job analysis, and completion of weekly written class discussion.

4e. Demonstrate understanding of strategies for assessing abilities, interests, values, personality and other factors that contribute to career development by a score of 80% on quizzes and exams and completion of weekly written discussion.

- 4f. Demonstrate understanding of strategies for career development program planning, organization, implementation, administration, and evaluation by a score of 80% on quizzes and exams and completion of weekly written discussion.
- 4g. Demonstrate understanding of strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy by a score of 80% on quizzes and exams and completion of weekly written discussion.
- 4h. Demonstrate understanding of strategies for facilitating client skill development for career, educational, and life-work planning and management by a score of 80% on quizzes and exams and weekly written discussion.
- 4i. Demonstrate knowledge of methods of identifying and using assessment tools and techniques relevant to career planning and decision making by a score of 80% on quizzes and exams and weekly written discussion.
- 4j. Demonstrate understanding of ethical and culturally relevant strategies for addressing career development by a score of 80% on quizzes and exams and weekly written discussion.
- 5.D.2.m. Demonstrate understanding of transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities by scoring 80% on quizzes and exams, a score of 80% on job analysis, a score of 80% on labor market survey, and weekly written discussion.
- 5.D.2.n. Demonstrate understanding of role of family, social networks, and community in the provision of services for and treatment of people with disabilities by a score of 80% on quizzes and exams and weekly written discussion.
- 5.D.2.o. Demonstrate knowledge of environmental, attitudinal, and individual barriers for people with disabilities by a score of 80% on quizzes and exams and weekly written discussion.
- 5.D.2.p. Demonstrate knowledge of assistive technology to reduce or eliminate barriers and functional limitations by a score of 80% on quizzes and exams and weekly written discussion.

Students will complete a classroom presentation and a research paper. They will need to earn a score of 80% on each of these projects. The student is able to select the topic for these projects. Which specific objective that the project applies to will be based on the students selection. They will need to earn a score of 80% on each project to demonstrate specific knowledge and application.

V. Required Texts and or Readings

Sharf, R. S. (2013). *Applying career development theory to counseling* (6th ed.). Belmont, CA: Wadsworth.

Strauser, D. R. (2013). *Career Development, Employment, and Disability in Rehabilitation: From Theory to Practice*. New York: Springer Publishing Company.

Students will be assigned specific professional readings – Please review weekly schedule for details.

CACREP Faculty: Clarence D. Merckerson, PhD, CRC, LPC-S (AL)
Assistant Professor
Blanks Hall - Office 252
Office Hours: Tuesday and Thursday 12:30-5p (Or by appointment)
Phone: 225.771.2411
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Department URL: <http://www.subr.edu/rehabilitation>

Class: Monday & Wednesday 5:00 PM – 7:50 PM
Zoom Meeting ID: 551870787

VI. Method of Instruction:

Instruction in this course consists of formal lectures, guest lectures, student-teacher discussions, student discussions, student presentations, job analysis, labor market analysis, and transferable skills analysis.

VII. Student Performance Evaluation Criteria

Method of Evaluation/Grading

Please note that each of these measurements are stated in the CACREP Knowledge and Skills requirements section of this syllabus.

Final grade will be composed of:

- A. **Class Attendance and Participation:** All students must attend classes punctually following SUBR policy and actively participate in class discussion on assigned readings and related course materials/activities. Coming late to class or leaving the class early (15 minutes or more) will lead to a point deduction (**50 Points – 4 points/class**).

- B. **Class Group Presentation:** Present on a career topic of interest that is related to the material discussed in this class. Examples of career topics may include: career counseling with students; multicultural career counseling, dual career couples/families; work – family interface; career change; retirement; career satisfaction; career decision making; online career assessments; and negotiating practices. The presentation should be approximately 45 minutes in length and include the following: apply a career theory to the topic, current research in the area (minimum of 5 journal articles), and an effective career technique and/or assessment. A large portion (20-25 minutes) of your presentation should include an experiential component in which an applied career intervention or technique is thoroughly explained and used with all the class in a small group format (e.g., constructivist laddering technique). Explain how and why the selected intervention has to be used. All topics must be prior approved by the faculty. Provide the entire class an outline/handout and a reference list in APA format.

The group members are expected to present equally during the presentation. The groups will be assigned by instructor (**100 points**).

- C. Job analysis: Complete one job analysis. Instruction to be posted. (**100 points**).
- D. **Test 1:** Will contain materials taught since Week 1 (**50 points**).
- E. **Five-Page Paper:** Write a paper following the APA 6th Edition style on an evidence based job placement model or technique or framework related to one type of disability. The paper must include information on addressing the needs of culturally diverse and marginalized populations with disabilities. In doing so, please select one model/technique/framework of job development and placement that may be applied to the target population describe in the above two sentences. (**100 points**).
- F. **Labor Market Analysis:** It must be completed in one of the industries local to you that hires persons with disabilities. Assignment guideline will be given. Please refer to the Instruction for Written Assignments (**100 points**).
- G. **Final examination:** will not be comprehensive (**50 points**).

Grading Scale:

A	90-100%	495 – 550
B	80-89%	440 – 494
C	70-79%	385 – 439
D	60-69%	330 – 384
F	0-59%	329 – below

Livertext 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:

- i. Create Electronic Portfolios for storing and displaying coursework for use anytime and anyplace;
- ii. 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;

- iii. Engage in discussion boards with other students, exchange feedback, and create study groups and other types of social networks.
- iv. Complete assignments in key/required courses where LiveText has been embedded (without LiveText, you will not be able to complete these assignments).
- v. Create a complete record of your academic career that is malleable and easily accessible.
- vi. Engage in developing a results driven culture of assessment at Southern University.
- vii. Participate in a process that will allow for data-driven curricular improvements that foster improved student learning and performance.

VIII. Disability Accommodations Policies and Procedures

Students with disabilities should make their needs for accommodations known to the Instructor during the first week of class. The instructor and the University's Office of Students with Disabilities will work together to make reasonable accommodations for the student. Email Address: patricia_hebert@subr.edu

Changes to the course syllabus may occur at any time and will be deemed effective when the Syllabus is posted to the Moodle course website.

IX. CLASS SCHEDULE (Weekly course content meets CACREP requirements)

Week 1 8/20/18	Sharf Chapter 2 Trait and Type Theories Sharf Chapter 4 Work Adjustment Theory Sharf Chapter 5 Holland's Theory of Types Sharf, Chapter 6 Myers-Briggs Type Theory (CACREP: 4a, 4b, 4d, 4e, 4f, 4h, 4i, 4j, 5.D.2.m, 5.D.2.o)
Week 2 8/27	Sharf Chapter 7 Career Development in Childhood (Super's Model; Gottfredson's Theory of Circumscription, Compromise, and Self-Creation) (CACREP: 4a, 4b, 4d, 4e, 4f, 4h, 4i, 4j, 5.D.2.o)
Week 3 9/10	Sharf Chapter 8 Adolescent Career Development Sharf, Chapter 9 Late Adolescent and Adult Career Development (Super's Theory – Life Roles and Independent Living) (CACREP: 4a, 4b, 4d, 4e, 4f, 4h, 4i, 4j)
Week 4 9/17	Sharf Chapter 12 Relational Approaches to Career Development Sharf Chapter 13 Krumboltz's Social Learning Theory Sharf Chapter 14 Social Cognitive Career Theory The emergence of telecommuting

(CACREP: 4a, 4b, 4d, 4e, 4f, 4h, 4i, 4j, 5.D.2.n, 5.D.2.o)

Week 5
9/24

Sharf Chapter 10 Adult Career Crises and Transitions
Sharf Chapter 11 Constructivist and narrative Approaches to Career Development
Sharf Chapter 15 Career Decision-Making Approaches
(CACREP: 4a, 4b, 4d, 4e, 4f, 4h, 4i, 4j)

Week 6
10/1

Test 1
Strauser (2013) Chapter 1 Work and Persons with Disabilities
Strauser (2013) Chapter 2 Disability Prevalence and Economic Outcomes
Strauser (2013) Chapter 3 Legislation, Advocacy, and Work with Disability
Strauser (2013) Chapter 17 Career Counseling with Persons with Disabilities
Discussion of Assigned Reading
Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*, 26(4), 331-362.
(CACREP: 4a, 4d, 4f, 4h, 4i, 4j, 5.D.2.m, 5.D.2.o, 5.D.2.p)

Week 7
10/8

Strauser (2013) Chapter 11 Vocational Evaluation
Strauser (2013) Chapter 12 Motivation to Work
Strauser (2013) Chapter 14 Occupational and Labor Market Information
Discussion of Assigned Reading
Dutta, A., Kang, H, J., Kaya, C., Flowers, S., Sharp, S., Chan, F., Cardoso, E., & Kundu, M. (2015). Social Cognitive Career Theory predictors of STEM career interests and goal persistence in minority students with disabilities: A path analysis. *Journal of Vocational Rehabilitation*, 43, 159-167.
(CACREP: 4c, 4e, 4f, 4j, 5.D.2.m, 5.D.2.n, 5.D.2.o)

Week 8
10/15

Strauser (2013) Chapter 11 Vocational Evaluation
Strauser (2013) Chapter 12 Motivation to Work
Strauser (2013) Chapter 14 Occupational and Labor Market Information
Discussion of Assigned Reading
Dutta, A., Kang, H, J., Kaya, C., Flowers, S., Sharp, S., Chan, F., Cardoso, E., & Kundu, M. (2015). Social Cognitive Career Theory predictors of STEM career interests and goal persistence in minority students with disabilities: A path analysis. *Journal of Vocational Rehabilitation*, 43, 159-167.
(CACREP: 4a, 4c, 4d, 4e, 4f, 4h, 4i, 4j, 5.D.2.m, 5.D.2.n, 5.D.2.o)

Week 9
10/22

Class Group Presentation

Strauser (2013) Chapter 16 Work Analysis and Application

Strauser (2013) Chapter 19 **Supported Employment and Customized Employment**

Strauser (2013) Chapter 21 Private Practice **and Self-Employment in Vocational Rehabilitation**

Discussion of Assigned Reading

Jackson, S. E., Hall, N. C., Rowe, P., & Daniels, L. M. (2009). Getting the job: Attributional retraining and the employment interview. *Journal of Applied Social Psychology, 39*(4), 973-998.

McDonnall, M. (2015). The relationship between vocational rehabilitation professional's interactions with businesses and employment outcomes for consumers who are blind or visually impaired. *Rehabilitation Counseling Bulletin, 59*(4), 203-212.

(CACREP: 4a, 4d, 4e, 4f, 4g, 4h, 4i, 4j, 5.D.2.m, 5.D.2.n, 5.D.2.o, 5.D.2.p)

Week 10
10/29

Strauser (2013) Chapter 22 Transition from School

Strauser (2013) Chapter 23 Youth and Adults with Psychiatric Disabilities

Independent Living

Discussion of Assigned Reading

Gianakos, I. (2013). Counterdependence at work: Relationships with social support, control beliefs, and self-monitoring. *Journal of Career Development, 40*(1), 23-39.

Carter, E. W., Trainor, A. A., Cakiroglu, O., Swedeen, B., & Owens, L. A. (2010). Availability of and access to career development activities for transition-age youth with disabilities. *Career Development for Exceptional Individuals, 33*(1), 13-24.

(CACREP: 4a, 4b, 4d, 4f, 4g, 4h, 4i, 4j, 5.D.2.m, 5.D.2.n, 5.D.2.o, 5.D.2.p)

Week 11
11/5

Five-Page Paper – DUE

Strauser (2013) Chapter 24 Career Development and Employment for Persons with Physical Disabilities, **including business ownership**

Discussion of Assigned Reading

Dutta, A., Chan, F., Kundu, M., Kaya, C., Brooks, J., Sánchez, J., & Tansey, T. (2017). Assessing vocational rehabilitation engagement of people with disabilities: A factor-analytic approach. *Rehabilitation Counseling Bulletin, 60*(2), 80-120.

(CACREP: 4a, 4d, 4e, 4f, 4g, 4h, 4i, 4j, 5.D.2.m, 5.D.2.n, 5.D.2.o, 5.D.2.p)

Week 12
11/12

Strauser (2013) Chapter 25 Addressing Career-Related Needs of Women with Disabilities

Discussion of Assigned Reading

Beveridge, S., Karpen, S., Chan, C., & Penrod, J. (2016). Application of the KVI-R to assess current training needs of private rehabilitation counselors. *Rehabilitation Counseling Bulletin*, 59(4), 213-223.

(CACREP: 4a, 4b, 4d, 4e, 4f, 4g, 4h, 4i, 4j, 5.D.2.m, 5.D.2.n, 5.D.2.o, 5.D.2.p)

Week 13
11/26

Labor Market Analysis DUE AND Job Analysis – DUE 11/26

Strauser (2013) Chapter 26 Essential Knowledge to Improve Employment of Ethnic Minorities with Disabilities

Review for the Final

Discussion of Assigned Reading

Chan, F., Strauser, D., Gerve, R., & Lee, E-J. (2010) Introduction to demand-side factors related to employment of people with disabilities. *Career Development for Exceptional Individuals*, 33(1), 13-24.

(CACREP: 4a, 4c, 4d, 4f, 4g, 4h, 4i, 4j, 5.D.2.m, 5.D.2.n, 5.D.2.o, 5.D.2.p)

Week 14
12/3

Final Examination

(CACREP: 4a, 4c, 4d, 4f, 4g, 4h, 4i, 4j)