

M.S. in Clinical Mental Health Counseling (MSC)

Syllabus

MSC 635

Job development and placement in Rehabilitation Counseling

Fall 2021

1 Credit Hours

Dates:	August 30 – December 17
Settings	Online/Distance Learning Asynchronous - Moodle Classroom
Instructor:	Dr. Sachin Jain PhD, NCC
Contact:	Email: sachin.jain@uprovidence.edu
Office:	TBA
Office Hours:	By Appointment (Contact through Moodle and email)
Website:	https://www.uprovidence.edu/academics/explore-programs/clinical-mental-health-counseling/

Course Description

Description:

This course is designed to help students acquire knowledge, understanding and experience in the job placement of persons with significant disabilities and the impact on the individual and family. A holistic approach to job placement is presented. Includes: job seeking training, job development procedures, job analysis, job modification, labor market information, working with business and industry, legislation and placement, selective placement, supported employment, support services, independent living, transition from school to work, and follow-up services.

Course Objectives, Student Outcomes and CACREP Standards:

Section D: Clinical Rehabilitation Counseling

2. CONTEXTUAL DIMENSIONS

K. effects of discrimination, such as handicapism, ableism, and power, privilege, and oppression on clients' life and career development

P. environmental, attitudinal, and individual barriers for people with disabilities

3. PRACTICE

B. career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening

C. strategies to advocate for persons with disabilities

D. strategies to consult with and educate employers, educators, and families regarding accessibility, Americans with Disabilities Act compliance, and accommodations

Required Readings: Book chapters, journal articles, and supplemental media & information will be presented.

1. Strauser, D.R. (2013). Career Development, Employment, and Disability in Rehabilitation. Retrieved from https://www.researchgate.net/publication/282976277_Career_Development_Employment_and_Disability_in_Rehabilitation_From_Theory_to_Practice

Chapters: 6, 14, 15, 16, & 18

Additional resources & media included (but not limited to):

1. <https://www.careerexplorer.com/assessments/welcome/>
2. <https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/performingjobanalysis.aspx>
3. Job Development vs. Job Placement
<https://www.youtube.com/watch?v=oed1Ozs74is&list=PLM3omAMy-fFG2kPUh87-6BxuyNcyNI06b&index=1>
4. Innovative Job Placement Strategies
<https://www.youtube.com/watch?v=1liRGfpXpFU&list=PLM3omAMy-fFG2kPUh87-6BxuyNcyNI06b&index=2>
5. Creating a Disability-Inclusive Work Culture
<https://www.youtube.com/watch?v=vws03GXdlQ8>
6. Employment Trends and Job Seeker Resources During COVID-19
https://www.youtube.com/watch?v=9EtdbEiu_Xk&list=PLM3omAMy-fFG2kPUh87-6BxuyNcyNI06b&index=3

Student Performance Evaluation Criteria and Procedures:

Discussion 1- Due September 26:	50 pts
Discussion 2- Due October 24:	50 pts
Discussion 3- Due November 21:	50 pts

Interview, Occupational Analysis, and Employer Informational Interview: 850 pts

Scale:

A = 90% of total points
B = 80% of total points
C = 70% of total points
D = 60% of total points
F = 50% of total points

B. Late or missed work policy: For each calendar day that your assignment is turned in late, the grade will be dropped by 25%.

I. Attendance Policy

- UP Policy:
Students are expected to attend all classes and complete all assigned work. Attendance includes attending on-campus classes and logging on a minimum of 3 times per week for on-line courses. The specific attendance and grading policy for each class is determined by the instructor and is listed in the course syllabus. Students who miss classes due to participation in University sanctioned events are required to make up any work or assignments they have missed in an equitable manner determined by the instructor and should not have their grade affected by the absence itself. In isolated cases involving family or medical emergencies, students are encouraged to speak with their instructors. Instructors may require documentation of family or medical emergencies." (University of Providence Graduate Catalog: "Academic Policies"), UP Academic Policies - Website: <https://www.uprovidence.edu/become-a-student/academic-information/academic-policies/>

B. Instructor's additions to the attendance policy

II. Academic Misconduct

- UP Policy:
 “Students should exhibit high standards of academic conduct. All acts of dishonesty in academic work constitute academic misconduct.
 To view the complete University of Providence Academic Misconduct policy please see the Graduate Catalog found on the University of Providence website.
<https://www.uprovidence.edu/wp-content/uploads/2018/03/Grad-Catalog-17-18-Final.pdf> (REQUIRED)
- A. The University of Providence strives to maintain an environment of trust, respect, and integrity that facilitates the pursuit of scholarly goals. As such, students are expected to exhibit high standards of academic conduct.

Cheating: Use or attempted use of unauthorized material, information, study aid, or electronic data that the student knows or should know is unauthorized in any academic assignment, exercise, paper, or examination. Cheating also encompasses the provision or acceptance of any unauthorized assistance during an examination or assignment to be completed individually, including but not limited to talking to another student, viewing or copying another student’s examination or assignment, making or receiving gestures from another student, or engaging another person to complete an assessment or examination in place of the student.

Plagiarism: Representation of another’s work as one’s own. This includes the unauthorized and unacknowledged use of the phrases, sentences, paragraphs, ideas, illustrations, drawings, photographs, or computer programs of another whether by using exact or nearly exact words without quotation marks or by omitting citations or both. (*To see the full wording please visit the Graduate Catalog on the University of Providence Website: Academic Policies and Procedures section*).

Initial Procedure regarding Academic Misconduct

The course instructor meets with the student (either in person or video conferencing) to discuss the incident. The student will be informed of the course instructor’s suspicions. The student may respond to the allegations and may bring witnesses, if deemed pertinent by the instructor.

The course instructor is the initial judge of whether a student is guilty of academic misconduct and, if necessary, assigns a sanction. This determination of responsibility shall be based upon the facts of the incident and whether it is more likely than not that the student is responsible for the alleged violation(s). The student shall be provided written notification of the course instructor’s decision and sanction, normally within five business days. The minimum penalty for an act of academic misconduct shall be a grade of “F” (failure) on the paper, assignment, or examination involved. More severe penalties may be enforced by individual instructors, provided that such penalties are identified in the course syllabus. The maximum penalty for plagiarism that may be levied is a grade of “F” (failure) for the course.

Copies of plagiarized work or other written evidence of the academic misconduct will be placed on file with the Coordinator of Student / Faculty Relations. This file is separate from the student’s permanent academic file and confidential. First violations of the Code are a part of this confidential record. Second violations are handled on a case-by-case basis and will become part of the student’s academic file only in those instances when subsequent offenses are serious enough to warrant inclusion.

Severe or repeated instances of academic misconduct will result in more severe sanctions up to and including expulsion. Appeal Should a student disagree with an instructor’s judgment; the student may appeal the instructor’s decision by

following the “Academic Related Appeals Process”. (University of Providence Catalog: “Academic Policies”)

B. Instructor’s additions to the Academic Conduct policy.

III. Provision for Special Needs

Accommodation for documented disabilities: If you have a documented disability and would like the professor to make accommodations, visit with Kay Seilstad, Disability Counselor, in the Sullivan Hall, Phone: 406-791-5212.

Accommodation for documented disabilities: If you have a documented disability and would like the professor to make accommodations, visit the Center for Academic Excellence on the first floor of Sullivan Hall to complete the Testing Accommodations Form.”

IV. Tentative Class Schedule and Outline

See last page of this syllabus

V. Policy on Diversity:

University-level education is about broadening horizons and looking at academic issues from a variety of perspectives. With this in mind, the participants in this class are encouraged to bring their own life experiences and viewpoints to accept on classroom discussions and assignments. Along with the freedom to express one's own view comes the responsibility of race, ethnicity, age, principle, religion, gender, sexual orientation, marital-status, or political ideology. In other words: you must be kind. Intolerance is never acceptable.

VI. Student Responsibilities and Tips for How To Do Well

- The “rule of thumb” for graduate courses is 3 or 4 hours of out of class work for each credit hour assigned to the course. For this 1-hour course, you should allocate at least 3 hours per week for reading, participating in the Moodle portion of the course, and writing papers.
- Please be sure to read the assigned readings **prior** to answering the discussion board questions. Remember, points are earned based on your presentation of factual material.
- Some of the lecture time for this course comes from participating in the discussion boards. Please make sure that you allocate at least 3-4 hours/week to reading the assigned chapters and at least 1-2 hours/week on average to participating in the discussion boards.
- At a minimum, log into the Moodle component of the course every other day. This is one of the ways that you “come to class”. I encourage you to ask questions and voice your opinions! Treat this class as a live seminar with an online component. Sign in, think deeply, participate, and always be kind in your interactions with others. Remember, written words are much more likely to be misconstrued because of all of the non-written cues that are missing. Please be careful and considerate.
- Come to the semester begin meeting each semester. The meeting will provide you the opportunity to know one another personally.
- If you are not doing as well as you would like: please make an appointment to consult with Dr. Jain about how you can excel in this course.
- Due to the nature of discussions involved in this class, it is important that we respect each other’s opinions and values. You are expected to participate in online discussions in such a manner as to maximize learning for yourself and your classmates while maintaining a safe environment for open and free expression of ideas by adhering to professional guidelines becoming of a clinical mental health counselor.

Academic Support Centers

This is a great, FREE resource for students. <https://www.uprovidence.edu/become-a-student/academic-information/academic-support/>

- Trio Support Services
- Mathematics Center
- Writing & Critical Thinking Center
- Disability Services
- Academic Success Center

Counseling Service

To promote the growth and mental well-being of MSC students, the University of Providence has contracted with mental health service providers at the YWCA to provide mental health counseling for any MSC students regardless of their ability to pay for services. Counseling services can be access by calling (406) 252-1315.

The University of Providence also offers within the Academic Success Center mental health counseling on campus. The RENEW Wellness Center is committed to provide high quality counseling and wellness services to help our community achieve their highest potential and discover total wellness. Phone: 406-453-WELL (9355)

<https://www.uprovidence.edu/become-a-student/academic-information/academic-support/academic-success-center/>

About the Instructor

Diversity is appreciated and welcome in this classroom. I define myself as a global citizen and I believe in a collaborative learning environment and embrace diversity. It is my concern to meet each student's individual need. My door is usually open and if you are unable to meet during my office hours, additional hours can be requested. You may also email me with any questions or concerns. I look forward to working with you!

Because it will assist you in becoming an effective mental health counselor, you should become aware of your personal issues and bias. Awareness is key to developing insight and reflecting on your own experiences. Counseling service may help you to address your personal issues during your graduate program.

WEEKS AND CATEGORIES	DATES, TOPICS, AND ASSIGNMENTS	CACREP STANDARDS ADDRESSED
MODULE #1	August 30 - September 5	
TOPIC	Introduction to Course, Syllabus, & Assignments Theories of Career Development & Work Adjustment Ethical & Legal Guidelines & Competencies	D.3.B
READINGS	Strauser, Chapter 6 Article 1- The elephant in the room	
MODULE #2	September 6 - September 12	

TOPIC	Theories of Career Development & Work Adjustment Ethical & Legal Guidelines & Competencies	D.3.B
READINGS	Strauser, Chapter 6 Article 1- The elephant in the room Job Development VS Job Placement YouTube Video	
MODULE #3	September 13 - September 19	
TOPIC	Computer Based Vocational Guidance Systems & Job Matching	D.3.B
READINGS	Strauser, Chapter 15 <i>Discussion 1 due Sunday, September 26</i>	
MODULE #4	September 20 - September 26	
TOPIC	Computer Based Vocational Guidance Systems & Job Matching	D.3.B
READINGS	Strauser, Chapter 15 CareerExplorer Free Assessment online <i>Discussion 1 due Sunday, September 26</i>	
MODULE #5	September 27 - October 3	
TOPIC	Job Analysis Occupational & Labor Market Information O*Net	D.3.B
READINGS	SHRM.org media Strauser, Chapter 14 O*Net online	
MODULE #6	October 4 - October 10	
TOPIC	Understanding the Job Seeker	D.2.K D.2.P D.3.C D.3.D
READINGS	Innovative Job Placement Strategies YouTube Video	
MODULE #7	October 11 - October 17	

TOPIC	Elements of Effective Job Placement: Environmental Context, Employer Relationship	D.2.K D.2.P D.3.C D.3.D
READINGS	Strauser, Chapter 18	
MODULE #8	October 18 - October 24	
TOPIC	Effects of ecological and standardized vocational assessments on office of vocational rehabilitation Discussion 2- Due October 24	D.3.B
READINGS	Article on the Moodle	

MODULE #9	October 25 - October 31	
TOPIC	Fall Break - No Classes	
MODULE #10	November 1 - November 7	
TOPIC	What Progress Have We Made	D.2.K
READINGS	Article on the Moodle	
MODULE #11	November 8 - November 14	
TOPIC	Why don't employers hire and retain workers with disabilities?	D.2.K
READINGS	Article on the Moodle	
MODULE #11	November 15 - November 21	
TOPIC	Employer's perspective of customized employment Discussion 3- Due November 21 Assignment- Interview, Occupational Analysis, and Employer Informational Interview- Due November 21	D.2.K D.2.P D.3.C D.3.D
READINGS	Article on the Moodle	
MODULE #12	November 22 - November 28	
TOPIC	Customized employment discovery fidelity	D.1.B
READINGS	Article on the Moodle	
MODULE #13	November 29 - December 5	
TOPIC	Generating integrated work sites for individuals with significant intellectual disabilities	D.1.B
READINGS	Article on the Moodle	
MODULE #14	December 6 - December 12	
TOPIC	What Do Employment Specialists Really Do?	D.1.B

READINGS	Article on the Moodle	

Interview, Occupational Analysis, and Employer Informational Interview (850 points)

This assignment should be submitted as one paper. The paper should have an APA formatted title page and APA headers for each of the following sections: (a) interview with a person with a disability, (b) Occupational Analysis, and Informational Interview. This assignment will be graded using the following criteria.

Part (a) interview with a person with a disability

Component	Description	Points	Comments
<i>APA (50 points)</i> Title page, headings,	To receive the maximum points, students must format paper according to APA 7th Edition		
<i>Interview a person with a disability (50 points).</i> Conduct a brief interview with a person with a disability	To receive the maximum points, students must provide the following information: Description of disability classification, summary or strengths and interest related to employment, (b) summary of employment history, (c) summary of the type of employment the person is interested (describe why), and (d) summary of supports needed to maintain employment.		

Part (b) Occupational Analysis, and Informational Interview.

<p><i>Occupational Analysis</i> (250 points)</p> <p>Conduct and occupational analysis of 2 occupations that are related to the person strengths and interest.</p>	<p>To receive the maximum points, student must provide, a brief summary of how you obtained specific information about the 2 occupations.</p> <p>For each occupation include the following:</p> <ol style="list-style-type: none">1. Information about the nature of work and working conditions.2. Information about the job outlook for each occupation including:<ol style="list-style-type: none">1. Factors that may influence job opportunities (training and qualifications)3. Information about the earning potential in each occupation.<ol style="list-style-type: none">1. Starting wages2. Opportunities for advancement.4. Provide a summary and analysis of potential accommodations that may be made for individuals with physical, sensory, intellectual/developmental, or mental disabilities.5. Information about how this information can be used to help people with disabilities obtain employment.6. An analysis of whether the information you obtained have any application for people with more significant disabilities?		
<p><i>Informational Interview</i> (400 points)</p>	<p>To receive the maximum points, student must provide the following:</p>		

<p>Contact and arrange an informational interview with a community business that is related to the interests of the person with a disability you interviewed. The interview must be preferably in a face-to-face format.</p>	<ol style="list-style-type: none"> 1. Name of business and contact information for the person interviewed (Name, email or phone). 2. Information about how you initiated contact with the business? 3. Information about the interview process (i.e. Did you go on a tour of the business? If so, what were your general observations about company culture?) 4. Information about the employer's greatest employment need at this time. 5. Information about how the employer typically recruit employees. <ol style="list-style-type: none"> 1. Are there ways in which people with more significant supports needs can learn more about this business? 2. Are there any barriers that would prevent people with more significant disabilities from working in this business? <ol style="list-style-type: none"> 1. What types of solutions can be offered to remove these barriers? 6. Information about tasks at the business that currently are not being accomplished. 7. Information about the potential to carve or create a position at this time? <ol style="list-style-type: none"> 1. What are these opportunities? 8. How can you maintain partnerships/relationships with the employer? 		
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<p><i>Summary</i> (100 points)</p> <p>Provide a brief summary of your experience.</p>	<p>To receive the maximum points, student must provide the following:</p> <ol style="list-style-type: none"> 1. Information about how the information obtained during the occupational analysis was different than the information obtained during the informational interview. 2. Recommendations about how rehabilitation professionals can facilitate the informational interview process. 		
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