I. Descriptive Information

A. Course Number: REHB 372

B. Course Title: Occupational Information and Job Placement

C. Catalog Description: This course describes sources of occupational information for job placement of individuals with disabilities. Theories of occupational choice are discussed extensively. Career development through career exploration, occupational information, and job placement.

D. Instructor’s Emphasis: This course addresses the world of work as it relates to individuals with disabilities. Theories of vocational choice, the U.S. work ethic, workplace laws, and workplace diversity are emphasized. Relevant issues and trends in society are discussed.

E. Course Credit: 3 Hours

F. Prerequisites: Introduction to Rehabilitation (REHB 340)

G. Intended Audience: This course is intended for undergraduate students in rehabilitation services as well as other human service majors.

H. Instructor: Phyllis Kelly-Gailes, M.A.
   Office Location: 311 Blanks Hall
   Office Phone Number: 771-2381
   Email Address: KellyGailes@yahoo.com or phyllis_gailes@subr.edu

II. Student Learning Outcomes:

A. Upon successful completion of the course, students will:

   1. Address systemic vocational challenges and attitudinal barriers faced by individuals with disabilities through information dissemination, advocacy, and research-based promotion of disability awareness and etiquette.
2. Use theories of career development to understand and select various assessment inventories and to interpret the results of same in the job placement process for individuals with disabilities.

3. Use evidence-based research in planning to meet the vocational goals and needs of a diverse client caseload with disabilities.

4. Perform a job analysis for individuals with disabilities to aid the job placement process.

5. Utilize DOT, OOH, and O*NET evaluation data to develop jobs or modify existing jobs.

6. Use evaluation/assessment results to match the client to the job.

7. Secure assistive technology devices and services to maximize the client’s independence in the home, at work, and in the community.

8. Conduct a Transferrable Skills Analysis in the job development and placement process to increase the individual’s quality of life.

B. General Rehabilitation Student Learning Outcomes:

1. Role-play or demonstrate ability to lead groups or facilitate group meetings by choosing among various types of group leadership styles.

2. Achieve personal growth and sustainability

3. Utilize major counseling theories to develop a personal and work-related theoretical orientation that integrates theory and best practices.

4. Utilize research methods commonly used in counseling

5. Apply sound ethical principles in field practice.

6. Promote diversity and advocacy.

7. Select appropriate counseling interventions based on situation.

8. Accept and use constructive criticism.

9. Present themselves in a professional manner.

10. Display knowledge of legal and ethical issues and concerns.

11. Synthesize lifespan theories to develop culturally responsive counseling practices.

12. Demonstrate effective counseling techniques.

13. Discuss evidence-based counseling models and techniques.

14. Be capable of developing a soundly constructed consent form.
15. Develop a systems perspective that provides an understanding of family systems.
16. Exhibit the essential characteristics of an effective counselor.
17. Demonstrate skills in applying principles toward promoting cultural understanding and positive changes in individuals and society.
18. Begin to develop a professional orientation and identity among the helping professionals and professions.
19. Apply theories of counseling to factors that affect quality of life.
20. Use knowledge of community resources to develop individualized service plans for clients.
21. Transfer clients’ pre-disability skills to new or modified job setting or living environment.

C. Statement of Course Content:

Conceptually, the content of this course covers sources of occupational information for job placement of individuals with disabilities. Theories of occupational choices are discussed extensively. Career development, career development skills, development of career and employability plans that take into account career exploration, occupational information resources, and information about job placement.

III. Readings

Textbook:


IV. Accommodations Statement:

Students with disabilities should make the needs for accommodations known to the instructor during the first week of classes. The instructor, with assistance from the Southern University Office of Students with Disabilities, will make reasonable accommodations for the student. The Office of Disability Services is located in Room 246 Blanks Hall. Please contact Professor Patricia Hebert, Director for accommodation needs. Phone: 225-771-3546; Fax: 225-771-3949 and email: patricia_hebert@subr.edu
V. Evaluation:

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<th>Component</th>
<th>Points</th>
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<tr>
<td>Homework/Presentation</td>
<td>250</td>
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<tr>
<td>Exams</td>
<td>900</td>
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<td>Job Development Project</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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<td><strong>TOTAL</strong></td>
<td><strong>1500</strong></td>
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VI. Grading Scale:

- 100 – 90 = A
- 89 – 80 = B
- 79 – 70 = C
- 69 – 60 = D
- 59 – 00 = F

VII. Course Format:

Instruction in this course consists of formal lectures, student-teacher discussions, student-student discussions, exercises, supplemental readings, job placement project, case studies, case notes, IPE, consent forms, and student presentations.
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<th>Topic</th>
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<td>Orientation/ History of Work</td>
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<td>Week Two</td>
<td>Theories and Test Development</td>
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<td>Week Three</td>
<td>Trait and Factor Theory</td>
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<td>Week Four</td>
<td>Holland’s Theory</td>
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<td>Week Five</td>
<td>Super’s Theory</td>
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<td>Week Six</td>
<td>Krumboltz’s Social Learning Theory</td>
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<td>Week Seven</td>
<td>Social Cognitive Theory</td>
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<td>Week Eight</td>
<td>MID-TERMS</td>
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<td>Week Nine</td>
<td>Ginzberg’s Stages of Career Development</td>
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<td>Week Ten</td>
<td>Roe Theory</td>
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<td>Week Eleven</td>
<td>Dinklage’s Decision Making Strategies</td>
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<td>Week Twelve</td>
<td>Myers- Briggs Type Indicator</td>
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<td>Week Thirteen</td>
<td>Work Adjustment Theory</td>
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<td>Week Fourteen</td>
<td>Case Study/Case Notes</td>
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<td>Job Development</td>
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<td>Week Sixteen</td>
<td>FINALS</td>
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