

Calendar Description

Career and work transition issues for persons encountering adult onset disabilities.
Course assumes prior knowledge in assessment, planning and interventions.
Course provides foundation for case management.

Content/Objectives

- Career development theories in practice (Holland, Super, Work Adjustment Theory).
- Social, psychological and cultural factors of adult onset disability (e.g., grief and loss, impact on family, cycle of pain).
- Occupational information (e.g., Labor Market Survey, DOT/NOC/CCDO)
- Return to work programs (e.g., GRT, Transitional, Work Conditioning, and Worksite Evaluations).

Outcomes/Competencies

- Evaluates and adapts career development theories in practice.
- Identifies and plans for the social, psychosocial, cultural factors that impact on a person with an adult onset disability.
- Utilizes occupational information to develop RTW programs.
- Identifies appropriate components necessary for successful RTW programs.
- Identifies and critiques current research. (e.g. disability management, vocational evaluation, career trends, accommodation).

Assignments

On line discussion postings	30%
Case Study	10%
Vocational Rehabilitation Plan	20%
Power Point Presentation	35%
Peer Participation	5%

Resources

CORE 473 Readings on line

Details for current course offerings are available at: www.crd.s.org

Instructor and Course Information

COURSE:	CORE 473	INSTRUCTOR:	Susan Cran
TERM:	Fall 2009	TELEPHONE/FAX:	220-5669/220-6494
SECTION:	L01	EMAIL:	spcran@ucalgary.ca
TIME:	Mondays @ 1 p.m.(170 mins)	OFFICE:	EDT 418
LOCATION:	SH 274	OFFICE HOURS:	By Appointment

Course Description

Career and work transition issues for persons encountering adult onset disabilities.
Course assumes prior knowledge in assessment, planning and interventions.

Resources and Sources

- Alberta Advanced Education and Career Development. (1994). *Creating a new future: The job-loss workbook*. Edmonton, Alberta: Learning Resources Distributing Centre
- Alberta Advanced Education and Career Development (1998). *Positive Works II* (Catalogue Item #332891). Edmonton, Alberta: Learning Resources Distributing Centre.
- Alberta Advanced Education and Career Development. (1996). *Radical change in the world of work*. Edmonton, Alberta: Learning Resources Distributing Centre.
- Brown, D., & Associates. (2002). *Career choice and development 4th Ed.*. San Francisco: Jossey-Bass.
- Bruyère, S. (1997) Work and Disability: Issues and strategies in career development and job placement. *Rehabilitation Education*, 11(1&2), 141-143.
- Chan, F., Berven, N., & Thomas, K, (2004). *Counseling theories and techniques for rehabilitation health professionals*. NY: Springer
- Donaldson, E.L., Hiebert, B., Pyryt, M., & Authur, N. (1998). *Making transitions work: Navigating change*. Calgary, AB: Detselig Enterprises.
- Falvo, D. (2008). *Medical and psychosocial aspects of chronic illness and disability*. Toronto, Canada: Jones & Bartlett Publishing Co.
- Goodman, J., Schlossberg, N., & Anderson, M. (2006). *Counselling adults in transition: Linking practice with theory*. New York: Springer.
- Jackoben, J. (1998). *Working alliances & the politics of difference*. Bloomington: Indiana University Press.
- Lea, H.H., & Leibowitz, Z.B. (1992). *Adult career development: Concepts, issues and practices 2nd Ed*. Alexandria, VA: The National Career Development Association.
- Livneh, H. & Antonak, R. (1997). *Psychosocial adaptation to chronic illness and disability*. Maryland: Aspen.
- Martin, E.D., & Gandy, G.L. (1990). *Rehabilitation and disability psychosocial case studies*. Springfield: Charles C. Thomas.
- O'Reilly, E., & Alfred, D. (1995). *Making sense of labour market information*. Canadian Guidance Counselling Foundation.
- Parker, R. & Szymanski, E. (Eds). (1992). *Rehabilitation counseling: Basics and beyond*. (2nd ed.) Texas: Pro-Ed.
- Riggat, T.F. & Maki, D. (Eds). (2004). *Handbook of rehabilitation counseling*. NY: Springer.

- Robertson, S.E. and Brown, R.I. (1991). *Rehabilitation counseling: Approaches in the field of disability*. London: Chapman & Hall.
- Robinson, F. Jr., West, D., & Woodworth, D. Jr. (1995). *Coping + plus dimensions of disability*. New York: Praegu.
- Roessler, R., & Standford, E. Rubin. (1994). *Case management and rehabilitation counseling*. Texas: Pro-Ed.
- Rubin, S.E., & Roessler, R. (1995). *Foundations of the vocational rehabilitation process*. Austin, Texas: Pro-Ed.
- Shulman, L. (1992). *The skills of helping: Individuals, families, and groups*. Illinois: Peacock.
- Sharf, R. S. (2005). *Applying career development: Theory to counseling (3rd edition)*. Wadsworth Publisher.
- Shrey, D., & Lacerte, M. (1995). *Principles and practices of disability management in industry*. Winter Park, Florida: GR Press.
- Sullivan, Lawrence E. (1994). *The parabola book of healing*. New York: The Continuum Publishing Company.
- Swanson, J.L. & N.A. Fouad. (2009). *Career theory and practice: Learning through case studies, 2nd Ed*. California: Sage Publications
- Szymanski, E., & Parker, R. (Eds) (2003). *Work and disability: Issues and strategies in career development and job placement*. Texas: Pro-Ed.

Relevant E-Journals:

Disability and Rehabilitation
 Disability and Rehabilitation: Assistive Technology
 International Journal of Disability, Community & Rehabilitation
 Journal of Applied Rehabilitation Counseling
 Journal of Counseling & Development
 Journal of Vocational Rehabilitation
 Rehabilitation Counseling Bulletin
 Rehabilitation Digest
 Rehabilitation Education
 Career Planning and Adult Development
 The Career Development Quarterly
 Journal of Career Development
 Psychosocial Rehabilitation
 International Journal of Rehabilitation

Course Schedule

This course will be taught in combination with on campus lectures and on line sessions (Blackboard). Students are required to obtain an IT account in order to access the course on Blackboard. Please go to **blackboard.ucalgary.ca** and click on “Need help with Blackboard? Please read and follow the schedule closely.

September	14	On campus Overview of Assignments Video-Help Wanted
	21	On campus Vocational Rehabilitation. Continuum of Services –PP presentation Insurance/WCB perspective Case Studies/Video-Assistive Technology
	28	Library Orientation and Effective Writing Meet at Information Commons-Library (2nd floor) 1pm

Oct 4 - Oct 11 **Blackboard/On line**

Psychosocial Aspects of Chronic Illness & Disability

1. **Read:** Livneh, H. (2001). Psychosocial adaptation to chronic illness and Disability: A Conceptual framework. *Rehabilitation Counseling Bulletin*, 44(3), 151 – 160.
2. **Read:** Livneh, H. & Antonak, R.F. (2005). Psychosocial adaptations to chronic illness and Disability: A primer for counselors. *Journal of Counseling & Development*, 83(1), 12 – 20.
3. View power point slides: Psychosocial Aspects of Chronic Illness & Disability
Question: What are the major points of the psychosocial adaptation to chronic illness and disability? As a rehabilitation counselor, what elements of this model do you feel are the most important when working with a client? Are there any pitfalls to the model?

October 19 **On campus**

Exploring the Role of the Professional in Vocational Rehabilitation

1. PP: Underlying paradigms of disability
2. **Read:** Peck, B., & Kirkbride, L. (2001). Why businesses don't employ people with disabilities. *Journal of Vocational Rehabilitation*, 16, 71 – 75.
3. **Read:** Wong, D., Chan, F., Da Silva Cardoso, E., Lam, C., & Miller, S. (2004). Rehabilitation counseling students' attitudes toward people with disabilities in three social contexts: A conjoint analysis. *Rehabilitation Counseling Bulletin*, 47(4), 194 – 204.

Dr. Penny Ford – Understanding the Cycle of Pain

October 25 – Nov 1 **Blackboard/On line**

Understanding sudden adult onset disability: grief and loss issues

1. **Read:** Breeding, R. (2005). Vocational rehabilitation and sudden onset disability: Advancing Proprietary consumer involvement through improved vocational assessment. *Journal of Vocational Rehabilitation*, 22, 131 – 141.
2. **Read:** Alaszewski, A., Alaszewski, H., & Potter, J. (2004). The bereavement model, stoke, and Rehabilitation: A critical analysis of the use of a psychological model in professional practice. *Disability and Rehabilitation*, 26(18), 1067 – 1078.
3. **Research:** Dr. Elizabeth Kübler-Ross's (1969) five stages of grief (denial, anger, bargaining, depression and acceptance).
4. **Question:** What are your thoughts about the bereavement model and its application for people who have experienced disability and injury? How do you see the 'grief cycle' as a change model for helping to understand and deal with personal reaction to trauma? How does the psychosocial adaptation model contribute to understanding loss? Does it differ? Should it differ? What approach would you take?

November 2 **On campus**

Working with the Client: Employment Readiness

Through your own personal exploration of employment readiness, you will learn how to transfer these skills when you work with someone transitioning to a different occupation due to an adult onset disability. A representative from Career Services, U of Calgary, conducts this class.

November 8 – 15 Blackboard/On line

1. **Read:** Dunn, P., & Growick, B.S. (2000). Transferable skills analysis in vocational rehabilitation: Historical foundations, current status, and future trends. *Journal of Vocational Rehabilitation, 14*, 79 – 87
2. **Read:** Hagner, D. (2000). Primary and secondary markets: Implications for vocational rehabilitation. *Rehabilitation Counseling Bulletin, 44*(1), 22 – 29.
3. **Read:** Williams, J., Dunn, P., Bast, S., & Giesen, J. (2006). Factors considered by vocational rehabilitation professionals in employability and earning capacity assessment. *Rehabilitation Counseling Bulletin, 50* (1), 24 – 34.
4. Review the power point slides-Stages of Vocational Rehabilitation
5. **Exercise:** Read the case study: John Doe (on Blackboard)
6. **Question:** Follow the instructions to outline the recommendations for the rehabilitation plan for John Doe. Post and Discuss.
Note: NOC information can be found on line at www.hrsdc.gc.ca

November 16 On campus Steve Kuyltjes – OT

1. View power point slides in class: Employers
2. Exercise: Read the OT Functional Ability Assessment located in reading package
3. Outline the recommendations for the rehabilitation plan for the above OT assessment

November 21 - 29 Blackboard/On line

1. **View** power point slides on Career Theories.
2. **Read:** Lueng, A. (2008). The big five career theories (Chpt 6). In Athanasou, James A., & Esbroeck, R. Van (Eds.) *International Handbook of Career Guidance* (pp. 115 -132). Springer Netherlands. (On Blackboard)
3. **Additional Reading:**

Chop, R. (2008). Practice and research in career counseling and development – 2007. *The Career Development Quarterly, 57*(2), 98 – 173.

Salomone, P. (1996). Tracing Super's theory of vocational development: *Journal of Career Development, 22*(3), 167 – 184.

Hammond, M. (2001). The use of the five-factor model of personality as a therapeutic tool in Career counseling. *Journal of Career Development, 27*(3), 153 – 165.

Helwig, A. (2001). A test of Gottfredson's theory using a ten-year longitudinal study. *Journal of Career Development, 28*(2), 77 – 95.

Eastman, C. & Marzillier, J.S. (1984). Theoretical and methodological difficulties in Bandura's self-efficacy theory. *Cognitive Therapy and Research, 8*(3), 213 – 229.

Question: Comment on your own choice of career/vocation in relationship to these career theories

November 30 **On campus** - Presentations

December 07 **On Campus** - Presentations

Details of Assignments

On line postings:

Value: 30%

1. On-line postings:

Students are expected to participate in the discussion board. Each weekly exercise and question will commence on the Sunday midnight at the beginning of the given week. Students are expected **to complete the weekly exercise and question** (if applicable) and post to the discussion board by Wednesday at midnight of that given week (**Major posting**). Students then have the rest of the week **to respond to two (2) major postings** of their fellow students.

Follow the marking criteria for major postings AND both responses.

Marking criteria for on line postings

Quality of on line postings: demonstrates an understanding of the weekly concepts and integrates information, incorporates reflection and critical thought.
Analysis of content: contributes new ideas or information based on new literature from E-journal articles found by the student. A minimum of one new reference each blackboard session (magazines, books, newsletters, websites will not be counted as the NEW literature)
Application to professional practice: demonstrates the ability to apply concepts to professional practice. Give an example from your organization or another one.

Major postings are worth a total of 60 marks. 10 marks for each major posting (4 major postings). Must complete all components (exercise & question), and follow the marking criteria.

10 marks = 3 out of 3 marking criteria met

7 marks = 2 out of 3 marking criteria met

3 marks = 1 out of 3 marking criteria met

0 marks = no posting, late posting, failed to meet any marking criteria

Responses worth a total of 40 marks. A total of 8 responses. Two (2) responses to two (2) different group members per Blackboard Session.

7 marks = 3 out 3 marking criteria met

4 marks = 2 out of 3 marking criteria met

2 marks = 1 out of 3 marking criteria met

0 marks = No posting, late posting, failed to meet any marking criteria

The instructor will give feedback to the students at the end of each Blackboard session on their on line postings.

For example, if you received 10 marks on each of the 4 major postings the percentage works out to an "A" grade.

See schedule for Blackboard Sessions.

Assignment #2

Write a 5-7 page case study in **narrative form** on a client experiencing an adult on-set disability and return to work issues. The outline below is a guideline for the type of information that may be present in a case study. Information for this case study can be someone you have previously worked with or presently know. Please change any identifying information and use a pseudonym. Remember to include enough information in the case study so that PART B-Recommendations for the Rehabilitation Plan makes sense to the reader.

Due: October 30th, 2009

Value: 10%

Grading Criteria:

Content
a) Provides sufficient information in the case study to clearly articulate the client's story
Presentation style
a) organization (e.g. use of headings, if applicable)
b) Flow of ideas
c) Grammar
d) Adherence to APA, if applicable

Assignment #3Due: November 30th

Value: 20%

Using your case study develop a vocational rehabilitation plan.

Surmise what the potential goals may be for your client and the services required depending on the return to work phase you have described in your case study.

Grading Criteria:

Content	15
a) Provide clear, concise recommendations that are supported by the information contained in the case study	
Presentation Style	5
a) organization	
b) sequence of recommendations	
c) grammar	

Assignment #4Due: November 30th and December 7th, 2009**Power Point presentation (Case Study, Voc Rehab Plan & Career Theory)**

Value:35%

Develop a power point presentation outlining the case study, vocational rehabilitation recommendations, and application of applicable career theory (see below).

If you were to choose one of the career theories outlined what would it be and how would you apply it within a vocational counseling situation with your client? Consider the practical applications of the theory, critically analysis the theory to consider what works and what does not when applying it your client's situation.

Grading Criteria for Presentation:

	20
a) Presented clear, concise information for the case study so audience could understand voc rehab plan	
b) Provided clear, concise recommendations that are supported by the details in the case study	
c) Provided an application of career theory, spoke to pitfalls and advantages of the theory	
d) Provided relevant literature supportive of the voc rehab recommendations and career theory chosen	
Presentation Style	15
a) Organization and coherency of power point –visual, text, etc.	
b) Flow and consistency of ideas through out presentation	
c) Point form, clear and concise, audience did not feel the presentation was “information overload”	

Peer Participation

Value 5%

Students attending **both** presentation dates will receive 5 % for participation.

Important Guidelines for on line postings**Student's Responsibilities:**

1. Students are to post responses during the timeframe identified. Each week starts on Sunday at midnight
2. The **major posting** is required by Wednesday of that week by midnight.
3. Two responses to your fellow peer's work by the following Sunday using the marking criteria in the course outline for **your** postings.
4. Remember there are **other** students in the course that need to respond. Please be respectful of their time.

Instructor's responsibilities:

1. I will review the postings daily and then finish off the week by reviewing the last response postings made on Sunday night on Monday morning. After this I do not go back and look at any week that is “over”. The student forfeits the mark for that particular week's posting if posted late.
2. Any postings I consider “chit-chat” are not considered your (2) on line responses (unless that is all there is). Chit-chat is fine and expected with on line learning but remember to do **two quality response** postings, in addition to the **major posting** following the marking criteria in the course outline.
3. The marking criterion is provided to ensure **your** posting is meeting the expectations of the course.

Marking Scheme

95 – 100	A+	80 – 84	B+	65 – 69	C+	50 – 54	D+
90 – 94	A	75 – 79	B	60 – 64	C	45 – 49	D
85 – 89	A-	70 – 74	B-	55 – 59	C-	Below 44	F

NOTE: The last day to change/register and pay balance of fees for the Fall session is September 21, 2009. The last day to withdraw is December 8, 2009.

All assignments will be held at the Community Rehabilitation and Disability Studies office for only one (1) year after the last day of term.

Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre, MC 295, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. It is a student's responsibility to register with the Disability Resource Centre, and request academic accommodation, if required.

IMPORTANT: Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offence. Students should examine sections of the University Calendar that present a Statement of Intellectual Honesty and definitions and penalties associated with Plagiarism/Cheating/and Other Academic Misconduct.

Purchasing a Textbook from the University of Calgary Bookstore:

- Shop On-line www.calgarybookstore.ca/ Click on --> Shop On-line; Click on --> Textbooks; Follow the directions.
- Order by Phone: (403) 220-5937; Toll Free: 1-877-220-5937
- In Person: Go to the University of Calgary Bookstore, MacEwan Student Centre, Room 155, 2500 University Drive NW, Calgary, AB T2N 1N4

CASE STUDY INTERVIEW OUTLINE

Personal Story: Introduction/Summary (Narrative)

- who this person is (age, relevant family history, marital status, children)
- brief education and employment history
- diagnosis (as the client knows it)
- clarify partnership with client

Description of Disability: Medical History

- onset of disability, i.e. motor vehicle accident or gradual onset
- injuries sustained and/or disability type
- treatments, modes of therapy (chiropractor, acupuncture, surgery, physiotherapy), duration
- assistance devices required, if any
- present exercise program, special care needed
- medications - past and present

Impact of Disability on Daily Living:

- outline present symptoms
- pain level - have patient describe activities which make it worse, what they do to make it better
- adaptation's and coping strategies

Limitations: Physical

- client's perceived physical limitations to disability (standing, sitting, bending, lifting, crouching, stair climbing)
- client's energy level
- What do they do differently or not at all (i.e.: leisure pursuits)
- client's sleep habits, and affect

Psychological/Sociocultural Factors

- significant others involved in their lives (emotional support, financial support)
- traumatic injury versus gradual onset
- client's attitude (frustrated, angry, depressed, positive)
- client's acceptance of disability, accommodation, work and disability
- family impact, reactions to disability, family role, other social issues, other barriers
- behaviour exhibited during interview

NOTE: Some of this section will be based on your observations during the interview.

Vocational Information: Career Adjustment Issues

Education

- grade completed, training obtained - college, university, upgrading, on the job training, etc.
- client's feelings surrounding training/education, willingness to re-train if required
- other interests (hobbies, talents, courses)

Employment Experience

- an overview of work history: type of job, duties, why they left, how they liked each job, skills required
- do they see themselves as employable
- importance of work to them
- client career adjustment issues (family, relocation, further education, financial obligations, supported employment, other alternatives)

Future Goals

- client perspective on his/her future
- short and long term goals (educational/vocational)
- further treatment/intervention plans