Calendar Description

Vocational rehabilitation principles (return to work issues) when working with persons encountering adult onset disabilities.

Content/Objectives

- 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., GRTW, Transitional, Work Conditioning, and Worksite Evaluations, FCE).
- Career development theories in practice (e.g., Holland, Super, Work Adjustment Theory).

Outcomes/Competencies

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

Assignments

On line discussion postings 50%
Case Study 15%
Vocational Rehabilitation Plan 35%

Resources

CORE 473 Articles are obtained through the U of C data bases-web

Details for current course offerings are available at: www.crds.org
Instructor and Course Information

COURSE: CORE 473
INSTRUCTOR: Susan Cran

TERM: Fall 2013
TELEPHONE:

SECTION: L01
FAX: 220-6494

TIME: Online
EMAIL: spcran@ucalgary.ca

LOCATION: Web-based

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


**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
- Work
- Spine
- Journal of Occupational Rehabilitation

**Course Schedule**

This course is online utilizing Blackboard. Students are required to obtain an IT account in order to access the course on Blackboard. Please go to [blackboard.ucalgary.ca](http://blackboard.ucalgary.ca) and click on “Need help with Blackboard?” Please read and follow the schedule closely. Students also require a U of C campus ID card to order / access library data bases online.
Sept 23 – Sept 29th  Psychosocial Aspects of Chronic Illness & Disability
Week #1


3. View power point slides: Psychosocial Aspects of Chronic Illness & Disability

4. **PP**: Underlying paradigms of disability

5. **Question**: Discuss what paradigm you are operating from and how this might impact addressing the psychosocial aspects experienced by the client? What is the value of working from another paradigm?

Sept 30– Oct 6th  Understanding sudden adult onset disability: grief and loss issues
Week #2


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?

Oct 7th – Oct 13th  Working with the Client: Employment Readiness
Week #3


4. Review the power point slides - Stages of Vocational Rehabilitation

5. Review the power point slides – Career Services – Sue Kersey

6. **Exercise**: Read the case study: John Doe on Blackboard

7. **Question**: Follow the instructions to outline the recommendations for the rehabilitation plan for John Doe. Point form is acceptable.
   **Note**: NOC information can be found on line at www.hrsdc.gc.ca

Oct 14th-Oct 20th  NO Blackboard
Oct 21 – Oct 27th  Working with Employers  
Week #4

1. View power point slides in class: Employers
4. Exercise: Read the OT Functional Ability Assessment located on Blackboard
5. Building on the previous weeks’ knowledge and this week’s information, outline the recommendations for this OT assessment. Point form is acceptable.

Nov 4th – 10th  Understanding Career Theories  
Week #5  Note: this week is worth a possible 20 marks

1. View power point slides on Career Theories. Focus will be on the following theories: Holland (Personality Constructs), Super (Self-Concept), Work Adjustment (Dawis & Lofquist) and Social Cognitive/Self Efficacy (Hackett & Betz).
2. The following articles will give you preliminary information on the above career theories. You do not have to read all of the articles but these articles will give you a starting point as to what theory may relate to your decisions about career choices for yourself and your client.

**Self-Concept**

**Personality Constructs**

**Social Cognitive/Self-Efficacy**
Work Adjustment


**Question:** Comment on your own choice of career/vocation in relationship to these career theories (10 marks)

Surmise how one or more of these theories would relate to your client (10 marks)
Assignment #1
Discussion Board Posting: Value: 50%

1. Online 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 3 marking criteria for major postings AND both responses.

Marking criteria for online postings

1. **Quality of online postings**: demonstrates an understanding of the weekly concepts and integrates information, incorporates reflection and critical thought.

2. **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).

3. **Application to professional practice**: demonstrates the ability to apply concepts to professional practice. If you lack direct work experience in the CRDS field, then give an example from any type of personal work experience or other.

Major postings are worth a total of 60 marks. Must complete all components (exercise & question), and follow the marking criteria to receive full marks.
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. 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 online postings. Please note an “A+” is not given for just meeting all the criteria and is only given at the discretion of the instructor.

Assignment #2
Part A

Write a 5-7 page, double spaced case study in narrative form on a client experiencing an adult onset disability and return to work issues. A retrospective study (what would you have done differently if you were the consultant involved). The case study outline on page 8 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: November 18, 2013 Value: 15%

Grading Criteria:

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<thead>
<tr>
<th>Content</th>
<th>Value: 15%</th>
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<tbody>
<tr>
<td>a) Provides sufficient information in the case study to clearly articulate the client’s story</td>
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<th>Presentation style</th>
<th>Value: 15%</th>
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<tr>
<td>a) organization (e.g. use of headings, if applicable)</td>
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<td>b) Flow of ideas</td>
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<td>c) Grammar</td>
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<td>d) Adherence to APA, if applicable</td>
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Part B

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. Back up these recommendations up with supporting literature you have found throughout the course.

Due: November 18th, 2013 Value: 35%

Grading Criteria:

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<tr>
<td>a) Provide clear, concise recommendations that are supported by the information contained in the case study.</td>
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<td>b) Provides relevant literature support for the recommendations. Minimum of 5 journal articles.</td>
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<th>Presentation Style</th>
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<tbody>
<tr>
<td>a) organization</td>
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<tr>
<td>b) sequence of recommendations</td>
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<td>c) grammar</td>
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Important Guidelines for online 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) online 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

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<tr>
<td>95 – 100</td>
<td>A+</td>
<td>80 – 84</td>
<td>B+</td>
<td>65 – 69</td>
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<td>90 – 94</td>
<td>A</td>
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<td>B</td>
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NOTE: The last day to change/register is September 20, 2013 and last day to pay balance of fees for the Fall session is September 27, 2013. The last day to withdraw is December 06, 2013.

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 403-220-8237. 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.

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