

BP
08/04/15

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 (e.g.: Holland, Super, Schlossberg, Roe, Work Adjustment Theory).
- Social, psychological and cultural factors of adult onset disability (e.g., grief and loss, impact on family).
- Occupational information (e.g., Labor Market Survey, DOT/NOC/CCDO)
- Return to work programs (e.g., GRT, Transitional, Work Conditioning, 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

| | |
|------------------------|-----|
| Postings and exercises | 45% |
| Comprehensive paper | 55% |

Resources

Book of Readings for CORE 473, Spring/Summer 2007 -(required to do the on-line work)
Order from www.calgary.ca/bookstore.ca

NOTE:

The last day to change/register for courses and pay balance of fees for the Spring/Summer session is May 16th, 2008. The last day to withdraw is Aug 14th, 2008.

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

Instructor and Course Information

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|----------|--------------------|----------------|-------------------|
| COURSE: | CORE 473 | INSTRUCTOR: | Michele Meier |
| TERM: | Spring/Summer 2008 | TELEPHONE/FAX: | (780) 488-1658 |
| SECTION: | L20 | EMAIL: | mmeier1@telus.net |
| FORMAT | Web-based | | |

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., Brooks, L., & Assoc. (1991). *Career choice and development*. San Francisco: Jossey-Bass.
- Donaldson, E.L., Hiebert, B., Pyryt, M., & Authur, N. (1998). *Making Transitions Work: Navigating Change*. Calgary, AB: Detselig Enterprises
- 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*. 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. (Ed). (1987). *Rehabilitation Counseling: Basics and Beyond*. Texas: Pro-Ed.
- 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: Praeger
- 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.
- Schlossberg, N. (1984). *Counselling adults in transition: Linking practice with theory*. New York: Springer.
- Shulman, L. (1992). *The Skills of Helping: Individuals, Families, and Groups*. Illinois: Peacock.
- Sharf, R. S. (1997). *Applying Career Development Theory to Counseling* (2nd edition). Pacific Grove: Brooks and Cole.

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. (1999). *Career Theory and Practice: Learning through Case Studies*. California: Sage Publications

Szymanski, E., & Parker, R. (Eds) (1996). *Work and Disability: Issues and Strategies in Career Development and Job Placement*. Texas: Pro-Ed.

Relevant Journals: On line/internet

The Journal of Applied Rehabilitation Counseling
The Journal of Vocational Rehabilitation Counseling
Rehabilitation Counseling Bulletin
Rehabilitation Digest
American Rehabilitation
Psychiatric Rehabilitation
Psychosocial Rehabilitation
International Journal of Rehabilitation
Disability and Rehabilitation

Course Schedule

| | |
|-----------------------------------|---|
| May 19- 25 Week 1 | <p>Introduction</p> <ol style="list-style-type: none">1. View power point slides: Underlying paradigms of Disability2. Read: Consumer: Individual and Families (Chpt. 7, Condeluci & Williams, 1997)3. Read: The Role of the Professional in Rehabilitation (Chpt. 2, Day, 1992)4. Do Exercise: Complete the table called: Models of Human Behaviour (located in reading package) from a community rehabilitation perspective. Post for discussion5. Answer Question: Evaluate the role you play and how the medical, legal and education model has influenced this role in working with people with disabilities. Post and discuss. |
| May 26– June 1 Week 2 | <ol style="list-style-type: none">1. Read: Adaptation & Coping Strategies in Counselling (Chpt. 5, Robertson & Brown, Eds., 1992).2. View power point slides: Psychosocial Aspects of Chronic Illness & Disability3. Do Exercise: Complete the table called: Identifying Specific Coping Strategies (located in reading package). Post and discuss.4. Answer Question: How would you propose to assist an individual with a disability increase their “response capacity” to create new behaviours for coping strategies? Think about the power point slide that asks about the disability being visible and stigmatized etc. Would this have any impact on the type of coping strategy an individual might utilize? Post & discuss |
| June 2 – 8 Week 3 | <ol style="list-style-type: none">1. Read: Psychosocial Adaptation to Chronic Illness & Disability (Chpt. 1, Livneh & Antonak,)2. Read: Conceptual Framework for the Study of Psychosocial Adaptation to Chronic Illness & Disability (Chpt. 23, Livneh & Antonak, Eds., 1997).3. Read: Disability Counselling: Grieving the Loss (Chpt. 8, Robertson & Brown, Eds., 1992).4. Do Exercise: Consider all the types of losses one might experience as a result of an adult onset disability (eg: visible, non-visible, and symbolic?) Post and discuss.5. Answer Question: 1.What is the major points Livneh & Antonak are conveying about psychosocial adaptation to chronic illness and disability? Grief and loss appear to be central to adapting to chronic illness and disability. 2. What are your thoughts about perceived differences between bereavement loss and loss as a result of disability? Post and discuss. |
| June 9 – June 15 Week 4 | <ol style="list-style-type: none">1. View power point slides: Stages of Vocational Rehabilitation & Hierarchy of Work2. Read: Rehabilitation Client Assessment3. Read: Work Samples & Transferable Skills Assessment (Chpt 10, Power, 2000)4. View power point slides: Employers5. View power point slides: Making Career Sense of Labour Market Information |

6. Read: Job Placement (Chpt 12, Robin & Roessler, Eds., 1995).
7. **Exercise:** Read the case study located in reading package: John Doe
8. **Question:** Follow the instructions to outline the recommendations for the rehabilitation plan for John Doe. **Post and Discuss**

June 16 – June 22
Week 5

1. Using last week’s information complete 2 & 3.
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. **Post and discuss.**

June 23 – June 29
Week 6

1. View power point slides on Career Theories
2. Read: Introduction to Super’s Life-Span Theory (Chpt 6, Sharf, 1997).
3. Read: Holland’s Theory of Types (Chpt, 4, Sharf, 1997).
4. Read: Dawis & Lofquist’s Theory of Work Adjustment
5. **Question:** Comment on what you see as the pitfalls and/or strengths when applying these career theories to a person with an adult disability. **Post and Discuss**

Details of Assignments

1. ON-LINE POSTINGS:

Value 45%

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. Students then have the rest of the week to respond to two major postings of their fellow students.

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. |
| Application to professional practice: demonstrates the ability to apply concepts to practice |

Major postings are worth a total of 60 marks

Responses worth a total of 40 marks

Each posting receives a Good, Satisfactory, Needs Work or Missed ranking as follows:

Needs work – has not met the marking criteria and/or completed all of the question and/or exercise

Satisfactory – has met two out of the three marking criteria

Good – has met the marking criteria

The instructor will give feedback to the students at the end of Week 1 & 3 on their on line postings.

For example, if you received a “Good” ranking on all six major postings this would be an “A” grade

2. COMPREHENSIVE PAPER- 3 parts

Total Value 55%

PART A (5-7 pages)

Value: (15%)

Write a case study in narrative form (double-spaced) on a client experiencing an adult on-set disability and return to work issues. The outline (Appendix 1) 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.

Grading Criteria:

PART A

| | |
|---|-----------|
| Content | 8 |
| a) Provides sufficient information in the case study to clearly articulate the client’s story | |
| Presentation style | 7 |
| a) organization (e.g. use of headings, if applicable) | |
| b) Flow of ideas | |
| c) Grammar | |
| d) Adherence to APA, if applicable | |
| Total | 15 |

PART B-(2 pages single spaced)**Value: 15%**

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 | 10 |
| 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 | |
| Total | 15 |

PART C – 5-7 pages**Value 25%**

Answer the following question. 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 analyse the theory to consider what works and what does not when applying it to your client’s situation.

Grading Criteria:

| | |
|--|-----------|
| Content | 15 |
| a) Application of the theory to the client’s case study | |
| b) A critical analysis of the theory-pitfalls and advantages | |
| c) Provides additional relevant literature to the paper | |
| Presentation Style | 10 |
| a) organization | |
| b) Flow and consistency of ideas | |
| c) Grammar | |
| d) Adherence to APA guidelines | |
| Total | 25 |

Due: July 16th, 2007**Student Responsibilities**

Due to the intense nature of this Spring on line course, it is imperative that students meet the posting timelines. You will be placed in groups of 4-5 students to facilitate the learning process. These groups will be changed at week 4 so that students experience other perspectives in the class. Students are encouraged to designate specific time each week to complete the work.

1. Each week starts on a Monday.
2. Major posting by Wednesday-midnight.
3. Two responses to your peer’s work by Sunday-midnight.
4. Follow the marking criteria in the course outline for your postings.
5. You can work ahead in your learning group for week 1 through 3, but must wait until being assigned to a new learning team before starting week 4 on June 9.

Please remember there are other students in the course that need to respond. Please be respectful of each others’ time.

Instructor Responsibilities

1. Student postings will be reviewed twice per week. The last response postings for the week (Sunday night) will be reviewed, but postings made after Sunday at midnight will not be reviewed. The instructor will not go back and look at any week that is “over”. The student will forfeit the ranking for that particular weeks’ posting if posted late. Only exceptional circumstances will be considered.
2. Any postings the instructor considers “chit-chat” will not be considered for your (2) on line responses (unless that is all there is). Chit-chat is expected with on line learning but remember to do two quality responses, 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. The instructor will provide feedback on the postings after Week 1 and 3 to students.
4. Remember if you provide a reference that is not in the course readings please give the whole reference at the bottom of your posting so that we know where it came from.

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 |

Academic Accommodation

Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre <http://www.ucalgary.ca/UofC/Others/DRC> 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 to 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

APPENDIX 1: CASE STUDY

Personal Story: Introduction/Summary

- 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