

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 | 50% |
| Case Study | 15% |
| Vocational Rehabilitation Plan | 35% |

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: | Spring/Summer 2010 | TELEPHONE/FAX: | 220-5669/220-6494 |
| SECTION: | L30 | EMAIL: | spcran@ucalgary.ca |
| TIME: | On line | OFFICE: | CHS – TWR 3 |
| LOCATION: | Web-based | 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*. Alexandra, 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.

- Riggart, 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 is on line utilizing 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. Students also require a U of C campus ID card to order to access library data bases on line.

May 24 – May 30th Psychosocial Aspects of Chronic Illness & Disability Week #1

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
4. PP: Underlying paradigms of disability
- 5.

Question: As a rehabilitation counselor, discuss what paradigm you are operating from and how this might impact addressing the psychosocial aspects when working with a client? What is the value of working from another paradigm?

May 31 – June 6th Understanding sudden adult onset disability: grief and loss issues
Week #2

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?

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

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. **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. Post and Discuss.
Note: NOC information can be found on line at www.hrsdc.gc.ca

June 14th – June 20th
Week #4

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

June 21 – June 27th
Week #5

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 for consideration:**

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

June 28th – July 4th

Using the above information on career theories surmise how one or more of these career theories is involved in the career choices that your client made or will need to make.

Details of Assignments

On line postings:

Value: 50%

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 (6 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 12 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 6 major postings the percentage works out to an "A" grade. 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 on-set disability** and return to work issues. A retrospective study (what would you have done differently if you were the consultant involved). 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: July 19, 2010

Value: 15%

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 |

Part B

Due: July 19, 2010

Value: 35%

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

Grading Criteria:

| |
|--|
| Content |
| a) Provide clear, concise recommendations that are supported by the information contained in the case study. |
| b) Provides relevant literature support for the recommendations. Minimum of 5 |
| Presentation Style |
| a) Organization |
| b) sequence of recommendations |
| c) grammar |

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 weeks’ 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 Spring session is May 17, 2010. The last day to withdraw is August 17, 2010.

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