



Rehab 612: Vocational Rehabilitation and Placement

GENERAL INFORMATION:

Instructor:

Email:

Office Hours:

CLASS LOCATION/TIME:

Location: class meets online through Blackboard

Dates/Times:

Course Description:

This course seeks to provide students with information about the total vocational rehabilitation process, including follow-up services. Topics include the referral process; eligibility criteria; comprehensive (medical, psychological, vocational) assessment; vocational training; and placement.

Course Objectives:

To provide students with the ability to:

1. Consult with employers regarding accessibility and issues related to ADA compliance
2. Provide prospective employers with appropriate consultation information to facilitate prevention of disability in the workplace and minimize risk factors for employees and employers
3. Assess individuals readiness for gainful employment and assist individuals with a disability increasing this readiness
4. Apply transferable skills analysis methodology to identify alternative vocational and occupational option given the work history and residual functional capacities of individuals with a disability
5. Conduct and utilize labor market analyses and apply labor market information to the needs of individuals with a disability
6. Utilize appropriate job placement strategies (client centered, place-then-train,etc) to facilitate employment of people with disabilities

7. Describe employer practices that affect the employment or return to work of individuals with disabilities and utilize that understanding to facilitate successful employment
8. Apply job and task analyses methodology to determine essential functions of jobs for employment planning and placement, worksite modifications or job restructuring
9. Identify work conditioning or work hardening strategies and resources as part of the rehabilitation process
10. Identify and describe assistive technology resources available to individuals with a disability for independent living and employment
11. Effectively use employment supports to enhance successful employment
12. Assist individuals with a disability with developing skills and strategies on the job
13. Describe the disability benefits systems including workers' compensation, long-term disability and social security and the influence on rehabilitation, independent living and employment .

Required Texts:

Note Please check with instructor before purchasing the text

Bissonnette, D. (1994) *Beyond traditional job development: The art of creating opportunity*. Granada Hills, CA: A Milt Wright & Associates, Inc.

Course Structure: Interteaching:

This courses uses Interteaching, is an innovative, evidence-based, behavioral method of classroom instruction. Interteaching consists of several different components (see below and handouts found on Blackboard), the most important of which is pair, or dyadic discussion. One of the best ways to learn and understand a particular piece of information is to discuss it in detail; an even better way to learn something is to teach it to someone else. In essence, by discussing the main points in a reading assignment, clarifying any topics that are confusing, and helping another person—as well as yourself—understand the pertinent information will positively impact your learning and satisfaction.

Required Assignments

- | | |
|--|------------|
| 1. Participation | 15% |
| 2. Weekly quiz | 15% |
| 3. Business/Employer Interview Report | 15% |

2,000 words

Students will conduct an interview with a person who works in private industry as either a human-resource professional or hiring manager with hire/fire authority.

- | | |
|--|------------|
| 4. Powerpoint and Paper on Job Development for Special Population | 15% |
|--|------------|

Students are required to present a group powerpoint presentation and write an individual 1500 word paper addressing the particular job development needs of a specific population.

- | | | |
|---------------------------|------------------------|------------|
| 5. Employment plan | final paper due | 40% |
|---------------------------|------------------------|------------|

This is a large assignment in lieu of an exam. Each student is to identify a person (preferably with a disability – but this is not essential) who is seeking employment.the tasks. Detailed information about

each component of the assignment will be posted in the assessment icon on Blackboard, as the content area is covered in class.

Course Assessments:

Class Participation	15%
Weekly quiz	15%
Report on Business Interview	15%
Paper on special populations	15%
Employment plan	40%

UMass Boston Graduate Grading Policy		
Letter	Percentage	Quality points
A	93-100%	4.00
A-	90-92%	3.75
B+	87-89%	3.25
B	83-86%	3.00
B-	80-82%	2.75
C+	77-79%	2.25
C	73-76%	2.00
F	0-72%	0.0
INC	Given under very restricted terms and only when satisfactory work has been accomplished in majority of coursework. Contract of completion terms is required.	N/A
IF	Received for failure to comply with contracted completion terms.	N/A
W	Received if withdrawal occurs before the withdrawal deadline.	N/A
AU	Audit (only permitted on space-available basis)	N/A

NA	Not Attending (student appeared on roster, but never attended class. Student is still responsible for tuition and fee charges unless withdrawal form is submitted before deadline. NA has no effect on cumulative GPA.)	N/A
----	---	-----

Accommodations:

UMass Boston is committed to creating learning environments that are inclusive and accessible. If you have a personal circumstance that will impact your learning and performance in this class, please let me know as soon as possible, so we can discuss the best ways to meet your needs and the requirements of the course. If you have a documented disability, or would like guidance about navigating support services, contact the Ross Center for Disability Services by email (ross.center@umb.edu), phone (617-287-7430), or in person (Campus Center, UL Room 211). To receive accommodations, students must be registered with the Ross Center and must request accommodations each semester that they are in attendance at UMass Boston. For more information visit: www.rosscenter.umb.edu. Please note that the Ross Center will provide a letter for your instructor with information about your accommodation only and not about your specific disability.

Academic Integrity and Student Code of Conduct

Education at UMass Boston is sustained by academic integrity. Academic integrity requires that all members of the campus community are honest, trustworthy, responsible, respectful, and fair in academic work at the university. As part of being educated here, students learn, exercise, increase, and uphold academic integrity. Academic integrity is essential within all classrooms, in the many spaces where academic work is carried out by all members of the UMass Boston community, and in our local and global communities where the value of this education fulfills its role as a public good. Students are expected to adhere to the Student Code of Conduct, including policies about academic integrity, delineated in the University of Massachusetts Boston Graduate Studies Bulletin, Undergraduate Catalog, and relevant program student handbook(s), linked at www.umb.edu/academics/academic_integrity.

Health, Wellbeing, and Success

UMass Boston is a vibrant, multi-cultural, and inclusive institution committed to ensuring that all members of our diverse campus community are able to thrive and succeed. The university provides a wide variety of resources to support students' overall success.

- Are you in emotional distress? Call 617.287.5690 to speak with a licensed clinician 24/7 who can offer support, crisis recommendations, and assistance with finding resources.
- Have a campus question or issue? Use [Current Students - UMass Boston \(umb.edu\)](http://umb.edu)
- Want advice in navigating a university or life situation? Contact the Dean of Students Office at www.umb.edu/deanofstudents.

Mission of the School for Global Inclusion and Social Development: The School for Global Inclusion and Social Development supports inclusive communities, addresses the interrelationship of health, wellness, and social and economic development, and serves as a catalyst to social development at the local, regional, national and

international levels. The School is committed to developing future leaders able to address issues of equality of opportunity and enhanced quality of life for all. Central to the School is an understanding of how leadership must be sensitive to contextual and cultural variances and of its potential to bring about positive change. Through transdisciplinary graduate studies, applied and translational research, systemic development, innovation, and dissemination of knowledge and information, the School for Global Inclusion and Social Development embraces its commitment to students, faculty and the community at large.