Fall 2014

Job Analysis, Development, & Placement
REH 6160
Department of Special Education and Rehabilitation

Instructor: Tim Riesen, PhD
Email: tim.riesen@usu.edu
Phone: (385) 646-5570
Office: Thursday 2:00- 4:00 (MST)
Class: Thursday 5:00-7:30 (MST)

Required Reading


Selected journal articles are required for some of the class sessions. These articles will be posted on Canvas.

Course Overview
This course is designed to provide an overview of the principles of job analysis, development, and placement. The course will review career development and the application of vocation and career development theories in the job placement process.

Course Objectives
Students will:
1. Understand and describe specific legislation affecting people with disabilities.
2. Understand history of employment support for people with disabilities and describe the barriers to employment for people with disabilities.
3. Understand career development theories and how they can be applied to people with disabilities.
4. Understand career counseling models and applications
5. Understand key provisions of ADA and section 504 and how these provisions apply to job development and placement.
6. Understand and describe principles of supported employment.
7. Understand and describe the principles of customized employment
8. Understand and describe the difference between supply and demand-side job development.
10. Understand and describe effective methods to conduct a job analysis

COURSE EXPECTATIONS

In order to maximize your experience this semester, bear in mind the following course expectations:
Skills
At a minimum, students are expected to develop a graduate-level understanding of the following skills: research, writing, presentation, collaboration, technology, and critical thinking. It is also important that you do not make assumptions regarding the content, policy, or other elements of this class. Please feel free to contact me directly to address any questions or concerns you may have.

Attendance
Students are expected to attend all adobe connect sessions. Attendance is a critical aspect of student success and classroom engagement. Students should let the professor know in advance if they need to be absent. In the event of a personal emergency, getting word to the professor about personal absences, as soon as possible, is appreciated. Should absences occur, students are expected to follow-up with peer colleagues regarding missed content, and then with the instructor for consultation, if further elaboration on content is needed.

Participation
Students are expected to participate in all teaching activities. Participation is a critical aspect of student success and classroom engagement. Sharing professional and personal experiences related to the topic under discussion is invited as a way of adding to the overall learning environment whether we are meeting online or in-person. Students are expected to demonstrate respect for one another in the way that they ask questions, make comments, and engage in the overall academic exchange of concepts, topics, and ideas.

Adobe Connect
Distance learning presents some pedagogical challenges for both instructors and students. Therefore, to maximize learning in this course, students are expected to participate in all Adobe connect sessions in professional manner. Students should minimize distraction by turning off other electronic devices (e.g. televisions, cell phones, etc.) and minimizing other Internet web pages while class is in session. In addition, students should only use the adobe connect chat feature for class related posts. Students are strongly encouraged to use the adobe connect microphone feature to ask questions and dialogue with the instructor. Please remember to mute the adobe connect microphone when you are not speaking.

Assignments
Assignments are due on the date specified. Being a graduate student requires you to demonstrate a level of self-directedness and self-regulation. As such, students should organize, plan, ask questions, seek out information, and set timeframes and goals for the completion of course assignments. Assignments submitted after the due date will automatically receive a deduction of 10%. Five additional points will be deducted for each week late. The late assignment policy only applies to the reading quizzes and final project.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments</th>
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<tbody>
<tr>
<td>Class 1</td>
<td>Course Introduction – Review of Syllabus - Work and Disabilities</td>
<td>Chapter 1: Introduction to the Centrality of Work for Individuals with disabilities.</td>
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<tr>
<td>August 28</td>
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<td><strong>Assignments Due</strong></td>
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<td>None</td>
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<td>Class 2</td>
<td>Defining Disability, Prevalence, &amp; Economic Outcomes</td>
<td>Chapter 2: Disability Prevalence and Economic Outcomes</td>
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<td>September 4</td>
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<td>Chapter 4: The Causal Relationship Between Chronic Poverty and Disability</td>
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<td>2014</td>
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<td><strong>Assignments Due:</strong></td>
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<td>Reading Quiz 1.</td>
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<td>Class 3</td>
<td>Disability and the Importance of Employment</td>
<td>Chapter 9: Empowerment through employment: Job satisfaction theories and Research</td>
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<tr>
<td>September</td>
<td></td>
<td>Butterworth et al. (2014)</td>
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<td>11, 2014</td>
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<td><strong>Assignment Due:</strong></td>
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<td>Reading Quiz 2</td>
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<td>Discussion Group Question 1</td>
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<td>Reading Quiz 3</td>
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<td>Discussion Group Question 2</td>
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<td>Class 5</td>
<td>Legislation Related to Employment WIOA, Rehabilitation Act ADA IDEA</td>
<td>Chapter 3: Ticket to Work and Self-Sufficiency Program, and Key Employment and Civil Rights Legislation: Are They Working for People with Disabilities?</td>
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<tr>
<td>Sept 25</td>
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<td>Kessler Foundation/NOD. (2010). Survey of employment of Americans with Disabilities. Chapter 4, Chapter 8, Chapter 9</td>
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<td><strong>Assignments Due:</strong></td>
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<td>Reading Quiz 3</td>
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<td>Term Paper topic proposal</td>
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<td>Date</td>
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<tr>
<td>Class 6</td>
<td>Career Research on PWD Career Development Theories and Constructs</td>
<td>Chapter 6, Theories of Career Development and Work Adjustment</td>
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<tr>
<td>Oct 2</td>
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<td><strong>Assignments Due:</strong> Reading Quiz 4 Discussion Group 3</td>
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<tr>
<td>Class 7,</td>
<td>Career Counseling with People with Disabilities ICOME Framework</td>
<td>Chapter 17: Career Counseling with People with Disabilities</td>
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<td>October 9</td>
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<td><strong>Assignments Due:</strong> Reading Quiz 5 Discussion 4</td>
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<td>Class 8,</td>
<td>Supported Employment</td>
<td>Chapter 19: Supported and Customized Employment</td>
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<td>Oct 16</td>
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<td><strong>Assignments Due:</strong> Reading Quiz 6</td>
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<td>Class 9</td>
<td>Framework for Assessment</td>
<td>Chapter 11, Vocational Evaluation in Rehabilitation</td>
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<td><strong>Assignments Due:</strong> Reading Quiz 7 Discussion Group Question 5</td>
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<td>Take the Computerized Interest Profile</td>
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<td><a href="http://personality-testing.info/tests/RIASEC.php">http://personality-testing.info/tests/RIASEC.php</a></td>
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<td>Class 9</td>
<td>Understanding the Labor Market: Occupational and Labor Information</td>
<td>Chapter 14: Occupational and Labor Market Interests</td>
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<td>Oct 30</td>
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<td><strong>Assignments Due:</strong> Reading Quiz 8 Employer Interview and Presentations</td>
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<td>Class 10</td>
<td>Cancelled</td>
<td>DCDT Conference</td>
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<td>Nov 6</td>
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<td>Nov 13</td>
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<td><strong>Assignments Due:</strong> Reading Quiz 9</td>
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### Date | Topic | Reading/Assignments
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Class 12 Nov 20 | Work Analysis and Task Analysis | Reading: Chapter 16: Understanding Work Analysis and its Application  
**Assignments Due:**  
None  

Nov 27 | No Class/Thanksgiving |  

Class 13 Dec 4 | Working with Transition Programs to Improve Employment | Chapter 22. Transition form School Through Process to Outcomes  
**Assignment Due**  
Term Paper

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**Assignments**  
All Assignments need to be submitted using the Canvas platform. Please do not email assignments directly to me.  

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**Late Assignment will receive an automatic 10% reduction.**  

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Asynchronous Discussion Groups (50 points)

Student will participate in 5 graded asynchronous Canvas discussion groups on a topic related to the class material. These discussion groups are a platform to discuss issues and develop deeper understanding of a concept. You are required to post at least one substantive original comment and respond to other student’s comments on each discussion topic. Because online communication lacks the non-verbal cues that provide much of the meaning in face-to-face conversations, you should always maintain professionalism. Choose your words carefully and phrase your sentences clearly. Your discussion will be graded using the following criteria developed by Hazari, S, (2004).

(2 – 5 Points)
- Posted main topic information
- Replied to one other student posting
- No depth of presentation, no research base, opinion only
- Information posted only one time or several post at one time
- Comments were minimally related to the main discussion question and/or other student posting
• No constructive comments to help class discussion
• All post made within 24 hours of the due date

(6 – 9 Points)
• Posted main topic information and one response on same day.
• Several post but all on the same day.
• Time between posting indicated student had read and considered substantial number of student postings before responding.
• Replied to other student postings and provided relevant responses and constructive feedback to the student.
• Enhanced quality of discussion (i.e. illustrated a point with examples, suggested new perspectives on issues, asked questions that helped further discussion, cited current news events etc).
• Time between posting indicated student had read and considered substantial number of student postings before responding.
• Referenced other research, gave examples, and evoked follow-up responses from other students.

(10 Points)
• Demonstrated leadership in discussions.
• Posted regularly during the week.
• Replied to main topic. Substantially enhanced quality of discussion (i.e. illustrated a point with examples, suggested new perspectives on issues, asked questions that helped further discussion, cited current news events etc.)
• Replied to several other student postings on a regular basis and provided relevant responses and constructive feedback to the student posting.
• Time between posting indicated student had read and considered substantial number of student postings before responding.
• Referenced other research, gave examples, and evoked follow-up responses from other students.


**Reading Quizzes (100 points)**

10 reading quizzes will be posted on Canvas. Each quiz will cover content in the assigned reading.

**Term Paper (75 Points)**

Students are required to write a term research paper on a topic related to employment of people with disabilities. The paper should be on a topic related to employment that interests you, however, the topic must be approved by me no later than class 5 (Sept 25, 2014). The paper is limited to 12 pages including title and reference pages. The paper must be formatted using APA, 6th Edition. The paper must also included a minimum of 12 peer reviewed references.
Writing and Style Convention (15 Points)

Title Page – Formatted APA (3 Points)
Title page must include title of paper, student name, and institutional affiliation. Must also include a running head. See OWL at Purdue for formatting guidelines: https://owl.english.purdue.edu/owl/resource/560/01/

Proper use of headings (3 points).
Use APA headings to help with the structure of your final project. Below are APA headings:
Level 1.
Centered, Boldface, Uppercase and Lowercase Headings
Level 2
Left-Aligned, Boldface, Uppercase and Lowercase Heading
Level 3
Indented, boldface, lowercase heading with a period. Begin body text after the period.

Complete Paragraphs (3 points)
Paragraph must include a topic sentence, supporting sentences, and concluding sentences

Grammar, Syntax, Convention. (3 Points)
Proof read your paper to ensure proper grammar, syntax, and complete sentences. For example,
• Eliminate the use of “passive voice” (e.g. It was said that work analysis are useful (Jensen, 2012). Change to Jensen suggests that work analysis are useful).
• Utilize parallel structure (e.g. not parallel – Tim likes kayaking, climbing, and to hike. Parallel - Tim likes kayaking, hiking, and climbing).

Reference (3 points)
Proper in text citation and reference list.

References (10 points).
A minimum of 15 peer reviewed references.

Content (55 Points)
The following elements will be used to grade the content of the paper:

• Introduction to the topic (10 points)
• Logical sequence and continuity of ideas (5)
• Adequate background information (legislation/policy, employment data, etc.) (15 points)
• Description of program/policy/intervention (15 points)
• Recommendation to improve program/policy/practice (5)
• Summary and conclusion (10 points)
Employer Interview (40 Points).

Conduct an interview with the employer. The interview should be conducted with a person who has direct experience with hiring employees (e.g. business owner, human resource professional, or line supervisor). Limit your written interview summary to 5 written pages. Follow these guidelines:

1. Each interview must be in a face-to-face format with a business that you are unfamiliar and who you have no connection.
2. Provide contact information of the person you interviewed including name, position, phone number and/or email address.
3. Provide a description of the business of industry and the reasons why you chose the business.
4. Indicated whether the business has written job descriptions.
   a. Do you feel the description provides adequate information about the essential functions of the job (explain why or why not)?
2. Briefly describe employer expectations. That is, do you feel that the job descriptions/employer expectations align with the information you obtained during your occupation/labor analysis?
3. Is there potential to negotiated or carve out a position?
4. Describe your overall perceptions about the employers’ knowledge of disability support programs.
5. Describe your overall perceptions about the willingness of each employer to hire people with disabilities.

Students will also be required to give a 10-minute presentation to the class about their interview.

Grades

Grades will be assigned based on the following distribution:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94% +</td>
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<tr>
<td>A-</td>
<td>90-93%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>84-86%</td>
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<tr>
<td>B-</td>
<td>80-83%</td>
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<tr>
<td>C</td>
<td>77-79%</td>
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<tr>
<td>C+</td>
<td>74-76%</td>
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<td>C-</td>
<td>70-73%</td>
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<td>D</td>
<td>67-69%</td>
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<td>D+</td>
<td>64-66%</td>
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<td>D-</td>
<td>60-63%</td>
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<td>E</td>
<td>&lt; 60%</td>
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</tbody>
</table>

******Late Assignment Policy*******

Graduate level courses require students to engage in substantial planning and preparation. The syllabus provides details regarding dates that assignments are due and it is, therefore, an expectation that all assignments be turned in by the date listed on the syllabus. I will allow students to turn in ONE late assignment during the semester with a 10% percent automatic
deduction from this assignment. Any late assignment turned in one week from the due date will not be graded.

Email and Phone Policy

Communications technology is a useful and potentially life-enhancing tool. Yet, if not attributed its proper value and used under appropriate conditions, this technology can induce anxiety, foster meaningless communication, undermine the quality of personal interactions, and render some of us unable to locate the silence and solitude essential to thinking and to well-being. As such, I have established necessary limits on my use of technology and I will not always be able to:

1. Respond to email messages within the same day;
2. Respond to any email messages on Saturday or Sunday;
3. Answer the phone only because it is ringing;
4. Answer the phone while I am already engaged in conversation with another.

USU Policies

Students with Disabilities
Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435) 797-2444 voice, (435) 797-0740 TTY, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible.

Academic Dishonesty
The class adheres to the Code of Policies and Procedures for Students at Utah State University available for review: 
http://catalog.usu.edu/content.php?catoid=2&navoid=96#Academic_Honesty