EDCP 668 - Job Development & Placement  
Spring 2011

Instructor:  
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Course Description
This course focuses on the successful integration of jobseekers with disabilities in a diverse labor market. The course will emphasize acquiring knowledge and skills for job planning, development, and placement to assist people with disabilities to select, secure, and sustain employment in preferred job settings. Emphasis will be placed on contemporary tools and techniques in person-centered planning, assessment, marketing, developing partnerships with employers, effective job matching, workplace supports, and accommodations.

NOTE: THIS COURSE WILL BE TAUGHT ON-LINE with two sections: off-campus Graduate Certificate students working in community rehabilitation settings and on-campus Graduate students, with a mix of experiences in community rehabilitation.

Course Objectives
1. Apply career development theories, occupational choice, and planning with job seekers in the job development and placement process.
2. Conduct and utilize labor market information to assist job seekers with careers and vocational planning.
3. Use principles and practices of client-centered and person-centered assessment and planning to assist job seekers to identify their interests, values, and skills in finding a career.
4. Evaluate job seeker vocational skills and work support needs to ensure successful job matches and/or customize employment opportunities.
5. Understand and utilize strategies of job modifications and assistive technology to assist employers and job seekers/employees to identify necessary workplace supports and accommodations.
6. Evaluate job tasks and essential job functions utilizing job analyses to foster successful job matches.
7. Use effective customer-driven employer marketing strategies and practices to assist job seekers to get and keep quality jobs.
8. Consult with and act as a resource to employers on disability-related issues including the ADA and accessibility, human resource issues, and workplace strategies to successfully recruit and retain qualified employees with disabilities.

9. Understand the changing nature of labor markets and the world of work in order to optimize employment opportunities for citizens with disabilities.

**Required Texts**


**Course Schedule** – In ELMS Website, go to **Course Modules** for Course Materials, Posted Readings, and Videos; to **Live Classes** for live lectures and archived class sessions; to **Discussion Board** for Discussion Questions & replies; and to **Assignments** for Worksheets, Assignment Details, and Quizzes

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<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Readings/ Course Materials</th>
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| **Module 1 Unit 1** Week of 1/24 | Introduction Job Development & Placement | **LFT:** 1 – Job Development & Placement  
**LFT:** 2 – Employment Process  
**LIVE Class:** Drop In (Th, 1/27, 7-8 pm EST) | Worksheet # 1 JD Self Efficacy Scale by 2/3 |
| **Module 2 Unit 3** Week of 2/7 | Choosing Careers & Employment | **SE:** 1 – Overview of Supported Employment  
**SE:** 2 – Principles of SE  
**LIVE Class:** Introduction to JDP (Th, 2/3, 7-8:30 pm EST) | Discussion 1 by 2/6, reply 2/8 |
| **Module 3** Week of 2/14 | Knowing the Job Seeker | **SE:** 3 – Skills for Interviewing Clients  
**LFT:** 3 – Career Development Strategies  
**LIVE Class:** Vocational Identity and CGK (Th, 2/10, 7-8:30 pm EST) | Discussion 2 by 2/13, reply 2/15 |
| **Module 1 Unit 1** Week of 1/24 | Getting Employer Perceptions of Disability | **LFT:** 7 – Fundamental Skills for Employment Specialists  
**SE:** 4 – Helping People Find Work  
**LIVE Class:** Work Strengths Needs (Th, 2/24, 7-8:30 pm EST) | Assignment #1: Positive Personal Profile, by 2/28 |

| **Module 2 Unit 3** Week of 2/7 | Getting Employer Perceptions of Disability | **LFT:** 4 – Employer Perceptions of Disability | Assignment #2: Labor Market |

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<th>Unit 6</th>
<th>Week of 2/28</th>
<th>Knowing the Labor Market &amp; the Employer</th>
<th>Web Readings – Using Occupational &amp; Labor Market Information</th>
<th>Analysis, by 3/7</th>
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<td>Unit 7</td>
<td>Week of 3/7</td>
<td>LFT: 9 – Knowing the Employer Customer LFT: 10 – Marketing to Prospective Employer Customers LIVE Class: (Th, 3/10, 7-8:30 pm EST)</td>
<td>Discussion 3 by 3/13, reply 3/15</td>
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<td>Unit 8</td>
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<td>LFT: 5 – Developing Effective Business Relationships</td>
<td>Assignment #3: Informational Interview - Employer by 3/21</td>
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<td>Week of 3/21</td>
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<td>Module 4</td>
<td>Unit 9</td>
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<td>Getting Disclosure</td>
<td>Posted Readings LIVE Class: Disclosing Disability, (Th, 3/31, 7-8:30 pm EST)</td>
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<td>Unit 10</td>
<td>Week of 4/4</td>
<td>Job Search Plan</td>
<td>LFT: 11 – Customized Job Matches LFT: 12 – Quality Service and Customer Satisfaction</td>
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<td>Unit 11</td>
<td>Week of 4/11</td>
<td>Employer Development</td>
<td>LFT: 14 – Organization Change LFT: 13 - Non-traditional Employment through Customized Consultation LIVE Class: (Th, 4/14, 7-8:30 pm EST)</td>
<td>Assignment #4: Job Analysis by 4/18</td>
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<td>Module 5</td>
<td>Unit 12</td>
<td>Week of 4/18</td>
<td>Keeping &amp; Leaving Systems &amp; Services Supports Work &amp; Career Supports</td>
<td>SE: 7 – Working on a Multidisciplinary Team SE: 8 – Vocational Rehabilitation SE: 10 – Mental Health Practitioners</td>
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<td>Unit 13</td>
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<td>SE: 5 – Providing Individualized Job Supports LIVE Class: Job Accommodations (Th, 4/28, 7-8:30 pm EST)</td>
<td>Assignment #5: Employer/Job Seeker Action Plan, due by 5/2 CourseEvalUM</td>
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<td>Unit 14</td>
<td>Week of 5/2</td>
<td>Leaving Jobs Successfully</td>
<td>LFT: 15 – Job Retention &amp; Career Growth Posted Readings</td>
<td>Worksheet # _JP Self-Efficacy Scale due by 5/5 Quiz 3 (Mod 9-14) due by 5/10</td>
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SE = Swanson, Becker, Drake, & Merrens text – Supported Employment
LFT = Luecking, Fabian & Tilson text – Working Relationships

Assignments
Please submit all assignments via the digital drop box and email the instructors outside of the course when you have submitted. Assignments and worksheets should be typed unless otherwise indicated. Assignments are expected by the due date – up to 10% of the total points will be deducted for lateness on any assignment due dates not negotiated BEFORE the due date.

Skills Practice Assignments (5@20 pts=100 pts)
Job Development and Placement is a skills-based course – requiring you to learn background knowledge and tools, and apply them in the “real world”. As a result, demonstration of your mastery of the material is primarily derived from the course assignments. The assignments involve applying course material to working with an individual who is looking for a job, although it does not necessarily have to be a
jobseeker with a disability. You may use a volunteer, a friend, colleague or coworker if a job seeker with a disability is not available at your worksite.

Assignment 1: Assessment and Positive Personal Profile - Due: Feb 28
Assignment 2: Labor Market Analysis & Career Research - Due: March 7
Assignment 3: Informational Interview with Employer - Due: March 21
Assignment 4: Job Analysis – Due: April 18
Assignment 5: Employer/Job Seeker Action Plan – Due: May 2

ASSIGNMENT GRADING RUBRIC
Points will be assigned according to the following criteria. Please use them in completing your assignments.
Assignment covered all required aspects 10 pts
Creativity or complexity (assignment reflected some depth reflective of graduate level work) 5 pts
Presentation (grammar, edits, typos, language use, etc.) 5 pts

Discussion Questions (5@5 pts = 25 pts)
Discussion Questions will be posted for each Module, at least 1 week prior to the due date – due dates will be listed in the Course Modules Section and also in the Discussion Board. Total points for the Discussion question are given when you post your own response (up to 4 points) and reply to at least one other classmate (up to 1 point). Maximum points are given for complete, in depth, and detailed responses that are relevant to the question – extraneous detail to lengthen the response which is not relevant to the analysis of the response will detract from the total points allowed.

Quizzes – (3 quizzes@ 20 pts = 60 pts)
Quizzes will be completed for each module to assess basic knowledge. They will be based on the assigned readings, lectures/videos, and other course materials. Quizzes will be brief (approximately 10 questions in True-False, Multiple Choice, and Short Answer format) and timed. You are expected to complete the quizzes independently, consistent with the University of Maryland’s Honor Pledge. While you may not share information with classmates, you will be able to refer to books and notes while taking the quiz.

Bonus Points – (5 points)
Up to 5 points may be earned for exceptional, insightful, exemplary and in depth work that is completed and submitted on time. Bonus points cannot be earned for late work or work that is returned to be revised and resubmitted. These points are awarded at the end of the semester at the discretion of the instructor.

Grading:
Total Points = 190
Course Requirements
Your assignments should be submitted on time and loaded directly onto the website (in the digital drop box). The filename of your assignment should use the format ‘assign#_lastname.’ On the actual documents for assignments, you must include your name, the assignment name/number, course number and date on the top of the first page. Points will be deducted for work turned in after the due date if not negotiated IN ADVANCE. Course Assignment description and instructions are available on the course website in ELMS. Do not hesitate to contact the instructor or TA regarding any questions about the course content or assignments.

Written Work: All written work must be in APA style, typed, double-spaced, in 12 point font with 1 inch margins. See course website for additional instructions about written work, and tips about writing and APA style. References should be recent, within the last 7-10 years, and include credible sources, such as published journal articles and professional books, with limited web sources. Each assignment (with the exception of weekly discussions) should have your name, assignment name, course number, honor pledge (see below), and date written on the cover page. On all written work, points will be deducted for failure to proofread and edit assignments.

POLICIES
Academic Integrity: Academic integrity is a foundation for learning. The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. This includes doing original work on one’s own, quoting and citing sources in any assignments for material obtained elsewhere, avoiding cheating on exams or assignments, avoiding buying or copying papers or other written material, or forging signatures. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu. To further exhibit your commitment to academic integrity, on all papers, exams, and written assignments, the following Honor Pledge statement and signature should appear: I pledge on my honor that I have not received any unauthorized assistance on this examination (or assignment).

Academic Adjustments: Any student with a disability or health condition that may affect course performance and may require reasonable accommodation should discuss the matter privately with the instructor in advance. It is recommended that students also contact the Disability Support Services (301-314-7682 v/tty) for additional assistance. Any such disclosures and arrangements will be treated confidentially.
**Religious Observations**: Students should inform the instructor of any intended absences for religious observances in advance. Prior notification of an absence is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credit for the course.

**Absence/Lateness**: Students will contact the instructor or supervisor *in advance* of a due date for class assignments to discuss any problems in meeting the deadlines, or points will be deducted (up to 10% of total points) upon late submission. Do not hesitate to contact the instructor or supervisor regarding any concerns about the class, the readings, or the assignments. Early submissions of assignments due to schedule conflicts are encouraged.

**Professional Demeanor and Behavior**: As a Graduate Student in Rehabilitation Counseling, you are expected to conform to high standards of professionalism at all times, representing the University of Maryland and the Department of Counseling and Personnel Services. As such, you are expected to conduct yourself in a professional manner in all communications, written, electronic, and verbal. Also, in keeping with the ethics of the counseling professions, confidentiality is a crucial matter. Except under extraordinary circumstances, material shared with you in the course of counseling sessions should not be discussed with anyone other than your instructors or supervisors, protecting the identity of the participant and your agency in any class discussions and submission of assignments, including tapes.

**CourseEvalUM**: Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for spring semester courses during the last few weeks of the semester. Please go to the website [www.courseevalum.umd.edu](http://www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo [www.testudo.umd.edu](http://www.testudo.umd.edu), the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.