



**KENNEBEC VALLEY COMMUNITY COLLEGE  
FAIRFIELD, MAINE**

**Social Sciences Department  
Approval Date: 5/20/15  
Semester: Fall 2016**

**COURSE NUMBER:** MHT226 **CREDIT HOURS:** 3  
**COURSE TITLE:** Vocational Aspects of Disability **CLOCK HOURS:** 45  
**PREREQUISITES:** None  
**CO-REQUISITES:** None

<b>INSTRUCTOR</b>	<b>VOICE MAIL</b>	<b>OFFICE</b>	<b>E-MAIL ADDRESS</b>
Wendy Warren	See	Course Information	In Blackboard

**OFFICE HOURS:** TBA

**TEXTS & OTHER MATERIALS:**

All material is in Blackboard

**OTHER MATERIALS:**

TBA

**COURSE DESCRIPTION:**

Students will learn the vocational factors that need to be reviewed and considered prior to developing a vocational goal and implementing a Individual Plan for Employment (IPE) for a qualified individual with a disability. This will include appropriate vocational assessment tools including the Job Readiness Assessment used in the Bureau of Rehabilitation Services and other sources for understanding medical and psychological diagnosis and their relationship to functional capacities of individuals with disabilities. Labor market surveys, general marketing and other business community relationship building will be reviewed. Specific intervention, accommodation and other on-site supports will be discussed both from a theoretical and practical perspective. Actual skill acquisition modules will be presented as case studies that will provide opportunities to use the knowledge gained in real-world applications.

**LEARNING OUTCOMES:**

Upon successful completion of this course, the student should be able to:

1. Students will be able to identify how disability is classified, measured, and understood within the context of the Americans with Disability Act, the Rehabilitation Act of 1973 and contemporary American society.
2. Students will explore the role of the MHRT/C in supporting individuals pursuing vocational goals.
3. Students will explore and demonstrate knowledge of various engagement and motivation techniques specific to encouraging the development of vocational goals.
4. Students will utilize vocational assessment tools and job development strategies in order to match interest, abilities, and capabilities of the client with jobs that exist in the labor market.
5. Students will describe the four workforce development models that currently exist and compare and contrast these systems as they apply to individuals with disabilities.
6. Students will apply labor market analysis technique to locate jobs within a given geographic area

- using the Internet and other resources.
7. Students will integrate the basic employer perspective in terms of profit, production, human resource function and overall efficiency and how to network with employers, through direct marketing, sales and other public relation techniques.
  8. Students will describe and develop models of employment support including Long Term Support, (paid and natural) and current techniques for collaborating with employers to achieve success for clients served.
  9. Students will explore research shows that most people with psychiatric disabilities want to pursue employment opportunities and that a consumer can be successful in competitive employment regardless of diagnosis, symptoms, disability status, prior hospitalizations, or co-occurring substance abuse
  10. Demonstrate proficiency in lifelong learning\*\*.

## **COURSE CONTENT:**

Lesson 1: Workforce Development Systems; The Systems we Work in  
Lesson 2: Rehabilitation: A Case Study Approach (Developing a Vocational Profile)  
Lesson 3: Disability Identification and Categorization  
Lesson 4: Fundamental Components of Recovery  
Lesson 5: Supported Employment  
Lesson 6: Informal Vocational Assessment  
Lesson 7: Job Development  
Lesson 8: Employer Relations  
Lesson 9: Community Resources  
Lesson 10: Vocational Factors Impacted by Drug and Alcohol Abuse  
Lesson 11: Vocational Factors Impacted by Psychiatric Conditions  
Lesson 12: Vocational Factors Impacted by Physical and Other Disabilities  
Lesson 13: Vocational Factors Impacted by Developmental Disabilities  
Lesson 14: Collaborating with State Vocational Rehabilitation Services  
Lesson 15: Change Theory

## **COURSE ACTIVITIES:**

For each week in this class you will be assigned specific activities. These activities may include reading in the textbook, reading outside material, participation in discussions, quizzes on the text content, and reflection quizzes.

### **Lesson ZERO**

Lesson ZERO is a brief tutorial on how to navigate in Bb and on how to engage in the basic skills for participating in the online course materials.

Tutorials are provided on posting to a Discussion Board, completing an Online Quiz, and submitting an Online Assignment to a Drop Box.

Participation in this Lesson is MANDATORY for ALL students even those who are not taking the class Online.

### **Lesson Plans**

The entire course is divided into “Lessons” that cover specific topics and learning objectives in the class. The Lessons are listed in the Course Outline above. Each Lesson introduces you to specific subject matter and asks you to engage in a number of activities. These may include reading, exploring the web, researching,

participating in online discussions, quizzes (multiple choice, short answer, and essay questions), and assignments (written work submitted as an attached document in a “drop box”)

Each Lesson consists of:

- A Lesson Plan that outlines the content and provides detailed instructions as to any assignments
- Direct links to any Discussions, Assignments, or Quizzes that go along with that Lesson.

All the Lessons are located in the “Lessons” folder. Click on the Lessons link in the course Menu.

## Online Discussions

Online discussions form the backbone of an online class. It is very important for you to participate actively and fully in these discussions. These discussions will be graded and will be available for a specified amount of time (Monday morning until Sunday night on a given week in the course). You are required to participate in these discussions following the instructions that will be provided to you in the online Lessons.

Grading of the online discussions will be done in accordance to this grading rubric:

Name	Online Discussion Rubric		
Description	This rubric can be used to standardize the grading of online discussions.		
Rubric Detail	Levels of Achievement		
Criteria	Non Performance	Needs Improvement	Meets Expectations
Main Post	<b>0 Points</b> No participation or main post does not address the prompt in the instructions	<b>20 Points</b> Main post is present but does not go into sufficient depth, is missing particular components, or simply repeats what others have already posted...when applicable, claims are not substantiated with a reference.	<b>40 Points</b> Main post adds substance to the discussion and meets all the requirements of the prompt in the instructions...when applicable, claims are substantiated with a reference.
Reply Post 1	<b>0 Points</b> No participation or response post does not contribute to the discussion	<b>10 Points</b> Reply post is present but meets the criteria only in a superficial manner.	<b>20 Points</b> Response post is relevant to the discussion thread, introduces new information, asks a question, and/or provides unique insight into the conversation.
Reply Post 2	<b>0 Points</b> No participation or response post does not contribute to the discussion	<b>10 Points</b> Reply post is present but meets the criteria only in a superficial manner.	<b>20 Points</b> Response post is relevant to the discussion thread, introduces new information, asks a question, and/or provides unique insight into the conversation.
Mechanics	<b>0 Points</b> No participation or post is written with unacceptable spelling, grammar, and/or syntax errors	<b>10 Points</b> Errors in mechanics are minor, but are somewhat distracting from the message.	<b>20 Points</b> No substantial errors in spelling, grammar, and/or syntax, or APA Citations.

You are, of course, encouraged to post many times through the week. You are also encouraged to post EARLY in the week so that you can benefit from others’ responses to your post and so that others may benefit from your responses).

Please review the online document titled “Course Expectations and Policies”

## Lesson Quizzes

Within the Lesson Plans you will be provided with a lists of ALL the questions included in the Lesson Quiz and/or directions related to the Lesson Assignment. You should prepare your answers and/or assignments ahead

of time and then enter these answers into the appropriate online quiz or drop box.

Quizzes/assignments must be completed by the end of the week in which they are assigned. You may be able to work ahead on some of these as well.

*Extensions on the due dates for quizzes/assignments may be allowed with sufficient reason; however, I reserve the judgment to not grant an extension. If you anticipate needing extra time it is best to get in touch with me PRIOR to the due date.*

## **Special Assignments**

Special Assignments relate to specific assignments created to measure general education learning outcomes and the Essential Learning Outcomes identified by the college. ELOs are marked by a single asterisk (\*) in the course Learning Outcomes while other general education learning outcomes are marked by a double asterisk (\*\*).

- Lifelong Learning – Seeing the Big Picture

## **GRADING:**

Grading for the course will be accomplished in the following manner: (This section can be edited)

1. Online Discussions / Attendance	50 %
2. Lesson Quizzes	40 %
3. Lifelong Learning	10 %

Letter Grades---Based on a final grade scale of 0-100, the following letter grades will be assigned:

95-100	A
90-94	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
Below 73	F

Please note that I will not be giving grades below a C. The rationale to this is that students who do not master more than 72% of the material in this class are not prepared to meet the expectations of future classes or programs that require this course. It simply means that you have not learned enough material to really say that you have “passed” the class.

## **ATTENDANCE POLICY:**

Please review the online document titled “Course Expectations and Policies”

## **COURSE REQUIREMENTS:**

The MHRT/C is a competency-based certification. The following competencies associated with this course have been deemed by the Maine Department of Mental Health Services as necessary to work in the field.

<http://muskie.usm.maine.edu/cfl/MHRT/2008%20Guidelines.pdf>

1. Has working knowledge of the National Consensus Statement on Mental Health Recovery and the 10 fundamental components of recovery as they relate to employment ([www.samhsa.gov](http://www.samhsa.gov))
2. Understands that research shows that most people with psychiatric disabilities want to pursue employment opportunities and that a consumer can be successful in competitive employment regardless of diagnosis, symptoms, disability status, prior hospitalizations, or co-occurring substance use
3. Familiarity with resources and roles or people involved in the employment support system for consumers with psychiatric disabilities, including job developers, job coaches, and community work incentives coordinators
4. Understands the role of a MHRT/C in supporting an individual pursuing a vocational goal
5. Knowledgeable about the current and evolving research regarding evidence-based practices in employment of individuals with psychiatric disabilities, including supported employment
6. Working knowledge of engagement and motivation techniques to assist consumers in pursuing employment

*These outcomes are assessed utilizing a specific set of assignments standardized within the context of the course.*

#### **OTHER INFORMATION:**

N/A

#### **STUDENTS WITH DISABILITIES (2014)**

In accordance with state and federal law, this College is committed to assisting qualified students with disabilities achieve their educational goals.

#### **Students with Disabilities (2016/2017)**

Kennebec Valley Community College welcomes students with disabilities, and in accordance with state and federal laws, KVCC is committed to assisting students with disabilities to achieve their educational goals.

#### **In order to receive reasonable accommodations for this course:**

- Students must contact the Director of Learning Commons at 453.5084 or [cjohnson2@kvcc.me.edu](mailto:cjohnson2@kvcc.me.edu)
- Students must provide current, appropriate documentation of their disability
- Students must make a timely request for accommodation to the Director of Learning Commons
- Accommodations will not be provided until the faculty member receives a letter requesting accommodations. This letter is created with the director of learning commons and is supported by the documentation of stated disability
- Requests for accommodation(s) must be renewed each semester for each course

**To begin this process, please contact Christy Johnson, Director of Learning Commons at [cjohnson2@kvcc.me.edu](mailto:cjohnson2@kvcc.me.edu) or 207.453.5084**

#### **NOTICE OF NON-DISCRIMINATION (2014):**

Kennebec Valley Community College does not discriminate on the basis of disability in the admission to, access to, or operation of its programs, services or activities. Students requesting classroom accommodation should be forwarded to the Dean of Students, Enrollment Service Center, Frye Building, phone: 453-5019 or the Director of the Learning Commons, Lunder Library, phone: 453-5084

Complaints about College decisions related to disability accommodations or discrimination must be forwarded to Affirmative Action Officer and ADA Compliance Officer, Dean of Academic Affairs, Enrollment Services Center, 92 Western Avenue, Fairfield, ME 04937, phone: 453-5822.