



**KENNEBEC VALLEY COMMUNITY COLLEGE
FAIRFIELD, MAINE**

**Social Sciences Department
Approval Date: 11/17/10
Semester: Spring 2016**

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

INSTRUCTOR Wendy Warren, M.S., C.R.C.	VOICE MAIL Click here to enter text.	OFFICE Click here to enter text.	E-MAIL ADDRESS wwarren@kvcc.me.edu
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OFFICE HOURS: By appointment

TEXTS & OTHER MATERIALS:

All course materials are being made available on Blackboard and in iTunes U.

OTHER MATERIALS:

N/A

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.

COURSE OBJECTIVES:

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

COURSE CONTENT:

Lesson 1: Workforce Development Systems

Lesson 2: Rehabilitation: A Case Study Approach

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, reflections and quizzes.

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				
Criteria	Levels of Achievement			
	Non Performance	Needs Improvement	Meets Expectations	
Main Post	0 Points No participation or main post does not address the prompt in the instructions	20 Points 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.	40 Points 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	0 Points No participation or response post does not contribute to the discussion	10 Points Reply post is present but meets the criteria only in a superficial manner.	20 Points 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	0 Points No participation or response post does not contribute to the discussion	10 Points Reply post is present but meets the criteria only in a superficial manner.	20 Points Response post is relevant to the discussion thread, introduces new information, asks a question, and/or provides unique insight into the conversation.	
Mechanics	0 Points No participation or post is written with unacceptable spelling, grammar, and/or syntax errors	10 Points Errors in mechanics are minor, but are somewhat distracting from the message.	20 Points 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. Also, full participation in the weekly discussion board means that you will submit a main post responding to the week's discussion topic **and** you will reply to two other classmates in an insightful manner which elicits further learning, is thought provoking and encourages further conversation amongst classmates. This online discussion board is your classroom and participation is necessary for the optimum learning to take place.

Please review the online document titled "Course Expectations and Policies"

Lesson Quizzes

These quizzes will consist of questions related to activities I assign in the class, the content of the discussions, or information you gather from research or from your interview (see below).

Within each Lesson outlined you will be provided with a list of ALL the questions in the specific quiz. You should prepare your answers ahead of time and then enter these answers into the appropriate online quiz.

Quizzes 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 quizzes as well.

Extensions on the due dates for quizzes 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

The following assignments are those that have been incorporated into this class to not only teach you course content, but to also enable you to demonstrate learning associated with the KVCC General Education Outcomes. (See the section on General Education Outcomes at the beginning of this syllabus)

- Lifelong Learning Assignment

It is critical that you review the information I have provided for each of these assignments in the course website. While the assignments are not particularly complicated, they are certainly complex, requiring planning and time management to complete them by their due dates.

GRADING:

Grading for the course will be accomplished in the following manner:

1. Lesson Discussion	30%
2. Lesson Quizzes	30%
3. Lesson Assignments	30%
4. Lifelong Learning Assignment	10%

GRADING SCALE:

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:

In addition to the regular course outcomes, this course engages students to demonstrate their competence in a number of areas related to General Education Learning Outcomes. Specific assignments

in the class are designed to not only teach about the course topics, but to demonstrate this general learning.

The following is an outline of these outcomes and their corresponding assignments:

- Students will demonstrate proficiency in lifelong learning
 - *Assessment: Special Assignment Lifelong Learning*

OTHER INFORMATION:

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

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.

If you are in need of an accommodation in this course:

- Students must contact the Dean of Students, Enrollment Services Center, Frye Building, 453-5019, knormandin@kvcc.me.edu
- Students must provide current, appropriate documentation of their disability.
- Students must make a timely request for accommodation to the Dean of Students.
- Accommodations will not be provided until the faculty member receives a letter requesting accommodations. This letter is created with the Dean of Students and is supported by the documentation of said disability.
- Requests for accommodation must be renewed each semester for each course.

This document is available in enlarged print and on audio tape. Please contact the Dean of Students at 453-5019 or knormandin@kvcc.me.edu

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.