



**KENNEBEC VALLEY COMMUNITY COLLEGE
FAIRFIELD & HINCKLEY, MAINE**

Approval Date: 5/19/15

Rotation: Spring

Year: 2018

COURSE NUMBER: MHT226
COURSE TITLE: Vocational Aspects of Disability
CREDIT HOURS: 3
CLOCK HOURS: 45

PREREQUISITES: None
CO-REQUISITES: None

INSTRUCTOR: Wendy Warren
VOICE MAIL: 207-458-2962
E-MAIL ADDRESS: wwarren@kvcc.me.edu
OFFICE: N/A
OFFICE HOURS: Email to schedule an appointment.

TEXTS:

Vocational Supports CourseBook – Available for free download only from Apple iBooks. Download instructions will be provided by your Instructor.

OTHER MATERIALS:

Additional reading materials may be provided by your Instructor.

COURSE DESCRIPTION:

Students will learn the vocational factors that need to be reviewed and considered prior to developing a vocational goal and implementing an 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
10. Demonstrate proficiency in lifelong learning**.

COURSE CONTENT:

Introduction to Vocational Supports CourseBook

Chapter 1 Workforce Development

Chapter 2 Rehabilitation: A Case Study Approach

Chapter 3 Disability Identification and Categorization

Chapter 4 Fundamental Components of Recovery

Chapter 5 Supported Employment

Chapter 6 Informal Vocational Assessment

Chapter 7 Job Development

Chapter 8 Employer Relations

Chapter 9 Community Resources

Chapter 10 Vocational Factors Impacted by Drug and Alcohol Use

Chapter 11 Vocational Factors Impacted by Psychiatric Conditions

Chapter 12 Vocational Factors Impacted by Physical and Other Disabilities

Chapter 13 Collaborating with State Vocational Rehabilitation Services

Chapter 14 Change Theory

Chapter 15 Signature Assignments

COURSE ACTIVITIES:

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 is there to supplement the classroom learning we are engaged in. The activities may include reading, exploring the web, researching, completing quizzes (multiple choice, short answer, and essay questions), and assignments (written work submitted as an attached document in a “drop box”). All the Lessons are located in the “Lesson” folder in Blackboard. Click on the link and review the contents.

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.

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. Within Blackboard you will find a rubric which outlines how your posts will be graded.

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 and Assignments

These quizzes and assignments will consist of questions and activities related to the readings, content provided online, through the class lectures, supplemental materials, information you gather from research, and/or information from other sources.

Within each Lesson outlined you will be provided with a lists of ALL the questions in the specific quiz and all of the instructions for the assignment. You should prepare your quiz answers and assignment products ahead of time and then enter these answers into the appropriate online quiz or deposit the product into the provided online drop box. Quizzes and assignments must be completed by due dates indicated. You may be able to work ahead on some of these quizzes and assignments as well. All of your homework due dates can be found in the Course Navigator.

Extensions on the due dates for Quizzes and 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 Assignment **

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

GRADING:

1) Discussions and Attendance	50%
2) Lesson Quizzes and Assignments	40%
3) Special Assignment - Lifelong Learning	10%
Final Grade	100%

GRADING SCALE:

This course follows the standard KVCC grading scale, which can be found in the KVCC College catalog. Our program needs to follow the performance standards set by the State of Maine for the MHRT/C Certification. Please note that any grade below a C will be documented as an F. 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” which can be found in Blackboard.

I believe that regular participation in a class is a reflection of the person’s commitment to their education. I expect each of you to be active participants in this class weekly and attendance (via discussions and other online activities) will be recorded weekly. Attendance is measured by the completion of the weekly assignments in Blackboard. If you do not complete any of the weekly assignments, you will be considered absent. Each week absences are recorded in the KV Portal (in the academic record). If a student has more than 4 absences, then he/she will automatically be either withdrawn by the instructor or will fail the class based on attendance alone.

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)
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.

INSTRUCTOR POLICIES:

Communication and regular attendance in this class is key to your success. Feel free to email me anytime with questions or concerns: wwarren@kvcc.me.edu.

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
- 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 or 207.453.5084

NOTICE OF NON-DISCRIMINATION (2017):

Kennebec Valley Community College is an equal opportunity/affirmative action institution and employer. KVCC 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 Director of the Learning Commons, Lunder Library, phone: 453-5084

Complaints about College decisions related to disability accommodations or discrimination must be forwarded to the Dean of Student Affairs, Enrollment Services Center, 92 Western Avenue, Fairfield, ME 04937, phone: 453-5822.