

Vocational Rehabilitation and Disability

*Community Rehabilitation
and Disability Studies*

Calendar Description	
Vocational rehabilitation principles (return to work issues) when working with persons encountering adult onset disabilities.	
Content/Objectives	
<ul style="list-style-type: none"> • The development of vocational rehabilitation and career development as a profession • Conceptual frameworks in vocational rehabilitation and career development • Social, psychological and cultural factors of disability (e.g., grief and loss, impact on family, income security). • Occupational information and social justice in the labour force • Vocational assessments and labour market information • Career development theories in practice (e.g., Holland, Super, Work Adjustment Theory). • Career development tools 	
Outcomes/Competencies	
<ul style="list-style-type: none"> • Identifies and plans for the social, psychosocial, cultural factors that impact a person with an adult onset disability. • Utilizes occupational information to develop Return to Work (RTW) programs. • Identifies appropriate components necessary for successful work and RTW programs. • Identifies and critiques current research. (e.g. disability management, vocational evaluation, career trends, accommodation). • Understands how career development theories are incorporated in practice. 	
Assignments	
Assignment 1: On line activities and postings	50%
Assignment 2: Case Study (Part A)	15%
Vocational Rehabilitation Plan (Part B)	35%
<p>In keeping with the University of Calgary's emphasis on the importance of academic writing in student assignments (section E.2 of 2016-17 Calendar), this course relies heavily on writing and the grading thereof in determining a student's mark. Competency in writing is not the exclusive domain of the humanities and social sciences, nor does it solely mean accuracy in mechanics (grammar, spelling,</p>	

punctuation). The University of Calgary offers a number of instructional services through the Students' Success Centre's Writing Support Services (<http://www.ucalgary.ca/writingsupport/>) for students seeking feedback on assignments or seeking to improve their general writing skills. Students are **strongly encouraged** to take advantage of these programs.

Resources

Textbook: Shepard, B.C. & Mani, P.S. (eds.). (2014). *Career Development Practice in Canada: Perspectives, principles and professionalism*. CERIC

Chapters can be downloaded free from:

<http://ceric.ca/resource/career-development-practice-in-canada-perspectives-principles-and-professionalism/>

CORE 473 Articles are obtained through the U of C library databases: <http://library.ucalgary.ca/journals>

A list of required readings for all course sections will be outlined on D2L and links and documents will be made available, where possible. Required readings have been chosen carefully to inform you and enhance the lecture material. **Students are REQUIRED to complete assigned readings BEFORE each lecture.** Discussions in class and in tutorials will be conducted with the assumption that the assigned readings have been completed.

Students should be aware that many of the readings they will be assigned may be of an unfamiliar nature and style. Students should allot sufficient time to allow for several reads of the assigned material.

Details for current course offerings are available at: www.crd.s.org

Instructor and Course Information

COURSE:	CORE 473	INSTRUCTOR:	Joanna Rankin
TERM:	Winter 2017	SECTION:	L01
TIME:	Online	EMAIL:	joanna.rankin@ucalgary.ca
LOCATION:	Web-based	OFFICE HOURS:	by appointment

Course Description

Career and work transition issues for persons encountering adult onset disabilities.
Course assumes prior knowledge in assessment, planning and interventions.

Course Schedule

This course is online utilizing D2L. Students are required to obtain an IT account in order to access the course. Please go to <http://elearn.ucalgary.ca/desire2learn/>. Please read and follow the schedule closely. Students also require a U of C campus ID card to order / access library databases online.

Week	Topic	Adobe Connect	Readings & Weekly Activities
Week 1 Jan 9-15	Welcome and Course Orientation	Live Session January 10 th @6:30pm-7:30pm	Syllabus Employment Matters Video: http://www.cbc.ca/news/canada/british-columbia/employment-matters-documentary-profiles-people-with-intellectual-disabilities-in-workforce-1.3198078 Week 1 Activity: Introductions–
Week 2 Jan 16-22	Career Development Fields of Practice		Textbook: Chapter 1: Historical Snapshots: The emergence of Career Development in Canada (11-34) Cranston, S. (2011). Integrated Disability Management. <i>Canadian Benefits & Compensation Digest</i> , 29(5), 9-11 . Week 2 Activity: Reflecting on Disability & Employment
Week 3 January 23-29th	Psychosocial Aspects of Chronic Illness & Disability		Livneh, H. & Antonak, R.F. (2005). Psychosocial adaptations to chronic illness and disability: A primer for counselors. <i>Journal of Counseling & Development</i> , 83(1), 12 – 20. Reeve, D. (2002). Negotiating Psycho-emotional dimensions of disability and their influence on identity constructions. <i>Disability & Society</i> , 17(5), 493-508. View Powerpoint slides: Psychosocial Aspects of Chronic Illness & Disability Powerpoint: Underlying paradigms of disability Week 3 Activity: Experiences of Work (from Working Against the Odds)

<p>Week 4 January 30- Feb 5th</p>	<p>Employment Policy & Rights</p>		<p>Employment Policy and Disability in Canada http://www.disabilitypolicyalliance.ca/wp-content/uploads/2015/05/employ-polscan-270520151.pdf</p> <p>Canadian Human Rights Commission: Duty to Accommodate: http://www.chrc-ccdp.gc.ca/eng/content/duty-accommodate</p> <p>Watchhttp://www.ccdonline.ca/en/international/un/canada/video-crpd</p> <p>Week 4 Activity: Group Discussion on D2L - Duty to Accommodate</p>
<p>Week 5 February 6- 12th</p>	<p>Income Security</p>		<p>Cohen, M., Goldberg, M., Istvanffy, N., Stainton, T., Wasik, A., & Woods, K.M. (2008). Current income assistance policies for persons with disabilities (pp. 13- 21). In <i>Removing Barriers to Work: Flexible Employment Options for People with Disabilities in BC</i>. Vancouver, BC: Canadian Centre for Policy Alternatives.</p> <p>Income Assistance Rates: http://www.humanservices.alberta.ca/AWonline/IS/4802.html</p> <p>Workers Compensation Rates AWCB http://awcbc.org/?page_id=59</p> <p>Week 8 Activity: Income Security Activity</p>
<p>Week 6 Feb 13-19</p>	<p>Social Justice & the Labour Force</p>	<p>Live Session Feb 13th @6:30pm- 7:30pm</p>	<p>Textbook: Chapter 4: Diversity and social justice: Guiding concepts for career development practice</p> <p>Taylor, S. (2004) The right not to work Available from: http://monthlyreview.org/2004/03/01/the-right-not-to-work-power-and-disability/</p> <p>Week 7 Activity: Responding to Quotes</p>
<p>Week 7 Feb 20-26</p>	<p>Reading Week – No Classes this week</p>		

Week 8 & 9 Feb 27- Mar 12	Career Theories		<p>View Powerpoint slides on Career Theories. Focus will be on the following theories: Holland (Personality Constructs), Super (Self-Concept), Work Adjustment (Dawis & Lofquist) and Social Cognitive/Self Efficacy (Hackett & Betz).</p> <p>Review some of the articles on Career Theories pg 6. No postings weeks 8 & 9</p>
Week 10 Mar 13-19	Assessments		<p>Dunn, P., & Growick, B.S. (2000). Transferable skills analysis in vocational rehabilitation: Historical foundations, current status, and future trends. <i>Journal of Vocational Rehabilitation, 14</i>, 79 – 87</p> <p>Gross, D. (2004). Measurement properties of performance-based assessment of functional capacity. <i>Journal of Occupational Rehabilitation, 14</i>(3), 165 – 174.</p> <p>Review Sample Psycho-vocational Assessment http://www.castonassociates.com/sample_report.htm</p> <p>Week 10 Activity: Transferable Skills Analysis</p>
Week 11 Mar 20-26	Employment Readiness		<p>Textbook: Chapter 8: Career Planning, Knowledge and Skills</p> <p>Powerpoint slides – Stages of Vocational Rehabilitation Review the Powerpoint slides – Career Services – Sue Kersey</p> <p>Assignment 2 Due Mar 26 – No Activity this week</p>
Week 12 Mar 26-Apr 2	Labour Market Information		<p>Labour Market Information: Review the following sites NOC (National Occupational Classification) http://noc.esdc.gc.ca/English/home.aspx</p> <p>Working in Canada http://www.jobbank.gc.ca/explorecareers.do?selectExploreCareerBy=ec-occupation</p> <p>ALIS: http://alis.alberta.ca/js/icr/lmi2.html</p> <p>Week 10 Activity: Collecting LMI</p>
Week 13 April 3- 6	Working with Employers		<p>Geboers, J. (2016). What do you say about your disability in a work interview? In abilities: inspiration, information and opportunity for Canadians with disabilities. 106, 20-21.</p> <p>Griffin, C, Hammis, D., Geary, T., & Sullivan, M. (2008). Customized Employment: Where we are; where</p>

			<p>we're headed. <i>Journal of Vocational Rehabilitation</i>, 28(3), 135-139</p> <p>Youtube Video: The Employment Proposal https://www.youtube.com/watch?v=QmH4eDDoXdc</p>
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Career Development Theory Articles

The following articles will give you preliminary information on the above career theories. You do not have to read all of the articles but these articles will give you a starting point as to what theory may relate to **your decisions about career choices for yourself and your client.**

Self-Concept:

Salomone, P. (1996). Tracing Super's theory of vocational development: *Journal of Career Development*, 22(3), 167 – 184.

Super, D.W. (1969). Vocational development theory. *The Counseling Psychologist*, 1, 2 – 30.

Super, D.W. (1980). A life-span, life-space approach to career development. *Journal of Vocational Behaviour*, 16, 282 – 298.

Personality Constructs:

Spokane, A.R., Meir, E.I., & Catalano, M. (2000). Person-environment congruence and Holland's theory: A review and reconsideration. *Journal of Vocational Behavior*, 57, 137 – 187.

Hammond, M. (2001). The use of the five-factor model of personality as a therapeutic tool in Career counseling. *Journal of Career Development*, 27(3), 153 – 165.

Wright, S. (2008). The impact of attachment to career-related variables: A review of the literature and proposed theoretical framework to guide future research. *Journal of Career Development*, 35(2), 87 – 106.

Social Cognitive/Self-Efficacy:

Lent, R., Brown, S. D., & Hackett, G. (2000). Contextual supports and barriers to career choice: A social cognitive analysis. *Journal of Counseling Psychology*, 47, 36 – 49.

Hackett, G., & Betz, N.E. (1981). A self-efficacy approach to career development of women. *Journal of Vocational Behavior*, 18, 326 – 339.

Wolfe, J.B., & Betz, N.E. (2004). The relationship of attachment variables to career decision-making self-efficacy and fear of commitment. *Career Development Quarterly*, 52, 363 – 369.

Lent, R.W., Brown, S. D., & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice and performance. *Journal of Vocational Behavior*, 45, 79 – 122.

Work Adjustment:

Withrow, R. L. (2006). Applying the theory of work adjustment to clients with anorexia nervosa. *Journal of Career Development*, 32(4), 366 – 377.

Eggerth, D.E., & Flynn, M.A. (2012). Applying the theory of work adjustment to Latino immigrant workers: An exploratory study. *Journal of Career Development*, 39(1), 76 -98.

Lent, R.W. (2013). Career life preparedness: Revisiting career planning and adjustment in the new workplace. *Career Development Quarterly*, 61(1), 2 – 14.

Details of Assignments

Assignment #1

Weekly Activities: Value: 50%

1. Weekly Activities & Responses:

On selected weeks (1, 2, 3, 4, 5, 7, 10 & 12) an activity relating to the week's readings will be posted on the Monday at the beginning of the given week. Students are expected to **complete the weekly activity** and post it to the discussion board by **Wednesday at 11:30pm MT**. Students then have the rest of the week to **respond to a posting** of their fellow students.

Activity postings AND responses will be marked based on the following criteria:

Marking criteria for online postings

1. Quality of online postings: demonstrates an understanding of the weekly concepts through the assigned activity and integrates information, incorporates reflection and critical thought.
2. Analysis of content: contributes new ideas or information based on new literature from E-journal articles found by the student. A minimum of one new reference each D2L session (magazines, books, newsletters, websites are not considered NEW literature)
3. Application to professional practice: demonstrates the ability to apply concepts to professional practice. If you lack direct work experience in the CRDS field, then give an example from any type of personal work experience or other.

Activity postings are worth a total of 60 marks. Must complete all components and follow the marking criteria to receive full marks.

10 marks = 3 out of 3 marking criteria met

7 marks = 2 out of 3 marking criteria met

3 marks = 1 out of 3 marking criteria met

0 marks = no posting, late posting, failed to meet any marking criteria

Responses worth a total of 40 marks. One (1) response to one group member per D2L Session.

7 marks = 3 out 3 marking criteria met

4 marks = 2 out of 3 marking criteria met

2 marks = 1 out of 3 marking criteria met

0 marks = No posting, late posting, failed to meet any marking criteria

Please note an "A+" is not given for just meeting all the criteria and is only given at the discretion of the instructor.

Assignment #2

Part A: Case Study (15%)

Due: March 26, 2017

Write a 5-7 page, double-spaced case study in **narrative form** on a client experiencing a **disability** and return to work issues. You will present a retrospective study (what would you have done differently if you were the consultant involved). The case study outline on page 10 is a guideline for the type of information that may be present in a case study. Information for this case study can be someone you have previously worked with or presently know. Please change any identifying information and use a pseudonym. Remember to include enough information in the case study so that PART B – Recommendations for the Rehabilitation Plan makes sense to the reader.

Grading Criteria:

Content
a) Provides sufficient information in the case study to clearly articulate the client's story
Presentation style
a) organization (e.g. use of headings, if applicable)
b) Flow of ideas
c) Grammar
d) Adherence to APA, if applicable

Part B

Vocational Rehab Plan (35%)

Due: April 9th, 2017

Using your case study develop a vocational rehabilitation plan.

Using a career theory to back up your decision, surmise what the potential goals may be for your client and the services required depending on the return to work phase you have described in your case study. Back up these recommendations up with supporting literature you have found throughout the course.

Grading Criteria:

Content
a) Provide clear, concise recommendations that are supported by the information contained in the case study.
b) Provides relevant literature support for the recommendations. Minimum of 5 journal articles.
Presentation Style
a) organization
b) sequence of recommendations
c) grammar

Important Guidelines for activity and online postings

Student's Responsibilities:

1. Students are to post responses during the timeframe identified. Each week starts on Sunday at midnight.
2. The **activities are to be posted by** Wednesday of that week by 11:30pm MT.
3. The response to your fellow peer's work by the following Sunday using the marking criteria in the course outline for your postings.
4. Please refrain from casual discussions, the posting are meant to be a critical reflection.
5. Remember there are other students in the course that need to respond. Please be respectful of their time.

Instructor's responsibilities:

1. I will review the postings daily and then finish off the week by reviewing the last response postings made on Sunday night on Monday morning. After this, I do not go back and mark late postings. The student forfeits the mark for that particular week's posting if posted late.
2. I will give feedback at the end of each session on student online postings.

3. The marking criterion is provided to ensure your posting is meeting the expectations of the course.

CASE STUDY INTERVIEW OUTLINE

Personal Story: Introduction/Summary (Narrative)

- who this person is (age, relevant family history, marital status, children)
- brief education and employment history
- diagnosis (as the client knows it)
- clarify partnership with client

Description of Disability: Medical History

- onset of disability, i.e. motor vehicle accident or gradual onset
- injuries sustained and/or disability type
- treatments, modes of therapy (chiropractor, acupuncture, surgery, physiotherapy), duration
- assistance devices required, if any
- present exercise program, special care needed
- medications - past and present

Impact of Disability on Daily Living:

- outline present symptoms
- pain level - have patient describe activities which make it worse, what they do to make it better
- adaptation's and coping strategies

Limitations: Physical

- client's perceived physical limitations to disability (standing, sitting, bending, lifting, crouching, stair climbing)
- client's energy level
- What do they do differently or not at all (i.e.: leisure pursuits)
- client's sleep habits, and affect

Psychological/Sociocultural Factors

- significant others involved in their lives (emotional support, financial support)
- traumatic injury versus gradual onset
- client's attitude (frustrated, angry, depressed, positive)
- client's acceptance of disability, accommodation, work and disability
- family impact, reactions to disability, family role, other social issues, other barriers
- behaviour exhibited during interview

NOTE: Some of this section will be based on your observations during the interview.

Vocational Information: Career Adjustment Issues

Education

- grade completed, training obtained - college, university, upgrading, on the job training, etc.
- client's feelings surrounding training/education, willingness to re-train if required

- other interests (hobbies, talents, courses)

Employment Experience

- an overview of work history: type of job, duties, why they left, how they liked each job, skills required
- do they see themselves as employable
- importance of work to them
- client career adjustment issues (family, relocation, further education, financial obligations, supported employment, other alternatives)

Future Goals

- client perspective on his/her future
- short and long term goals (educational/vocational)
- further treatment/intervention plans

Marking Scheme

95 – 100	A+	80 – 84	B+	65 – 69	C+	50 – 54	
	D+						
90 – 94	A	75 – 79	B	60 – 64	C	45 – 49	D
85 – 89	A-	70 – 74	B-	55 – 59	C-	Below 44	F

IMPORTANT DATES FOR WINTER 2017

Last day to drop a class without financial penalty – **January 20, 2017**

Last day to add a course – **January 23, 2017**

Last day to withdraw from a course – **April 12, 2017**

Tuition and Fee Payment Deadline – **January 27, 2017**

Desire 2 Learn is located on the University of Calgary server and will be used extensively for communication with students. **It is the student’s responsibility to ensure that s/he gets all posted communications and documents and that s/he receives emails sent by instructors or fellow students through D2L.** Your email address on D2L is the one you gave to the Registrar. Using an email address on the University server (name@ucalgary.ca) will ensure that you receive emails and that, should the server ever be down, instructors will be aware of it. Other servers sometimes filter D2L or instructor group mailings as spam; **we therefore require that you have your ucalgary.ca email address linked to D2L.**

Conduct Online

Students are expected to conduct themselves in a mature and courteous manner in all course interactions. Students are expected to frame their comments and questions in respectful and appropriate language, always maintaining sensitivity towards the topic.

Copyright

It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University’s Fair Dealing Guidance for Students (library.ucalgary.ca/files/library/**guidance_for_students.pdf**). Further information for students is available on the Copyright Office web page (<http://library.ucalgary.ca/copyright>)

A Note Regarding Instructor Intellectual Property

Generally speaking, course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may **NOT** be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course *at the same time* may be allowed under fair dealing.

All assignments will be held at the Community Rehabilitation and Disability Studies office for only one (1) year after the last day of term.

Academic Accommodations Based on Disability

It is the student's responsibility to register with Student Accessibility Services to be eligible for formal academic accommodation. If you are a student who may require academic accommodation and have not registered with Student Accessibility Services, please contact their office at (403) 220-8237; <http://www.ucalgary.ca/access/>. Students will be provided with all necessary accommodations to ensure equal opportunity to succeed in this course. Please provide the instructor your accommodation letter from Student Accessibility Services within 14 days after the start of this course so that all needed arrangements for exams and assignments can be made.

Accommodations on Protected Grounds other than Disability

Students who require an accommodation in relation to their coursework based on a protected ground other than disability, should communicate this need, preferably in writing, to the designated BCR program contact, Mrs. Jennifer Logan (jljlogan@ucalgary), or to Dr. Ebba Kurz, Associate Dean, Undergraduate Health and Science Education, Cumming School of Medicine. Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offence. Students should examine sections of the University Calendar that present a Statement of Intellectual Honesty and definitions and penalties associated with Plagiarism/Cheating/and Other Academic Misconduct.

Cheating, plagiarism, and other forms of academic misconduct are very serious offences that will be dealt with rigorously in all cases. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the BCR program or the University. The Cumming School of Medicine follows a zero tolerance policy regarding dishonesty. **All incidences of academic dishonesty will be reported to the Associate Dean (Undergraduate Health & Science Education) and be recorded in their student records.** The University calendar is explicit about what is construed as academic misconduct and on the appropriate penalties. Students are referred to the "Student Misconduct" sections of the University Calendar for further information.

Recording of Lectures

Audio or video recording of lectures is prohibited except where explicit permission has been received from the instructor.

Other Important Information

Freedom of Information and Protection of Privacy Act

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP) and students should identify themselves on written assignments (exams and term work.) by their name and ID number on the front page and ID on each subsequent page. Assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your expressed permission to the instructor. Grades will be made available on an individual basis and students will not have access to other students' grades without expressed consent. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

Appeals

If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, as per Section I of the University Calendar. Students must follow the official reappraisal/appeal process and should contact the Student Ombuds Office (<http://www.ucalgary.ca/provost/students/ombuds>) for assistance with this and with any other academic concerns, including academic and non-academic misconduct.

Resources for Support of Student Learning and Wellness

Student Success Centre <http://www.ucalgary.ca/ssc/>

Student Wellness Centre <http://www.ucalgary.ca/wellnesscentre/>

Distress Centre <http://www.distresscentre.com/>

Student Ombuds' Office

The Student Ombuds' Office supports and provides a safe, neutral space for students. For more information, please visit www.ucalgary.ca/ombuds/ or email ombuds@ucalgary.ca.

Student Union (SU) Information

The SU Vice-President Academic can be reached at (403) 220-3911 or suvpaca@ucalgary.ca; the SU representatives for the Cumming School of Medicine can be reached at medrep@su.ucalgary.ca.