



Department of Audiology, Speech-Language Pathology, and Deaf Studies

CAREER EXPLORATION IN DEAFNESS

DFST 210 (3 credits)

Course Syllabus Fall 2009

Instructor: Dr. Sheryl B. Cooper

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Course Description:

This course will provide opportunities for self-discovery and information on careers using sign language and careers working with Deaf people. Guest speakers and out-of-class assignments will provide contact with professionals currently practicing a variety of careers. Off-campus assignments required.

Prerequisites:

DFST 107 (ASL 1) and/or consent of department.

Course Objectives:

Upon completion of this course, students will:

- (1) become more aware of their personal attitudes, skills and interests and how these affect their career choices;
- (2) demonstrate greater understanding of the variety and depth of careers available to professionals working with deaf people, including the education and experience necessary to enter these careers and the duties and responsibilities involved in performing these jobs;
- (3) demonstrate in-depth understanding of certain careers using sign language;
- (4) demonstrate in-depth understanding of laws impacting on the lives of Deaf people;
- (5) become more aware of resources for Deaf people in the Baltimore/Washington area;
- (6) develop awareness of their professional writing styles (through feedback on papers) and make efforts to improve in this area.

Required Text:

Course packet prepared by Dr. Cooper, available in bookstore.

Course Policies:

- (1) **Plagiarism and Academic Integrity:** This professor follows Towson University's Code of Conduct, which includes policy on Academic Dishonesty and Plagiarism outlined in the Undergraduate Catalog in Appendix F. Any assignment that is plagiarized, fabricated, or completed under dishonest circumstances will be given 0 points. If the situation occurs a second time, the student will receive a grade of "F" for the course and be referred to appropriate disciplinary channels. Plagiarism includes copying the text of others and using information without

proper citation of the source.

- (2) **Attendance:** Attendance is mandatory. Sign-in sheets will be circulated each class period and it is the student's responsibility to sign in each period. Students are allowed one absence without penalty. Other absences must be documented and approved by the instructor on an individual basis. (According to University policy: notes from doctors are acceptable; notes from students are appreciated but do not constitute an excused absence). Students who miss more than one class without an instructor-approved excuse will have 2 points taken off their final grade for each unexcused absence. Arriving more than 30 minutes late, or leaving more than 30 minutes early will constitute 1/2 absence.

H1N1 Flu: Students should not attend classes or other university events from the onset of flu-like symptoms until at least 24 hours after the fever subsides without the use of fever reducing medications. Such absences will be considered excused absences; however, students are responsible for the material covered during the period of their absence.

- (3) **Medical Emergencies & Incompletes:** Grades of incomplete will only be permitted for students with verified medical or family emergencies. If permission is granted, it is the student's responsibility to contact the instructor within one week of returning to campus to develop a timeline for completing incomplete work. Students who require an extended absence need to contact the instructor by phone or email to develop a plan for completing work.
- (4) **Students with Disabilities:** This course is in compliance with the Towson University policies for students with disabilities. Students registered with Disability Support Services (DSS) must provide advance documentation from that office and information as to what assistance is required for their success. Students who suspect they have a disability but do not have documentation are encouraged to register with Disability Support Services (Administration Building Suite 232, 410-704-2638). A memo from DSS authorizing accommodations is needed before any accommodation can be made.
- (5) **Course Repeat Policy:** This course cannot be repeated for additional credit. Students who elect to retake the course will receive a maximum of 0 credits. Courses for which a grade has been awarded may be repeated only once per university catalog procedures and policies. Students may not repeat a course more than once without permission of the Academic Standards Committee.
- (6) **Deadlines**
Assignments must be completed and submitted by the established deadlines. Papers submitted within one week after deadline will receive up to 80% credit. Papers received more than one week late will not be accepted. It is the student's responsibility to inform the instructor **in advance** of any difficulties and to use email correspondence to request deadline extensions if absolutely necessary.

Grading: (Plus/Minus Grading Scale)

A	93-100	C	70-76.99
A-	90-92.99	D+	67-69.99
B+	87-89.99	D	63-66.99
B	83-86.99	D-	60-62.99
B-	80-82.99	F	59.99 and below
C+	77-79.99		

Grades of incomplete will be considered only in cases of verified medical or other emergencies.

Students who disagree with any decision regarding grades or adherence to course policies may appeal according to the following procedure:

- 1. Meet with the faculty member and discuss concerns.*
- 2. If concerns remain after the meeting, appeal to the faculty member in writing (not an e-mail) and provide a rationale for reconsideration of the decision(s). The faculty member will respond in writing. If the appeal is denied, the letter will include information on the next step of the appeal process (i.e., the department chairperson).*
- 3. To continue the appeal process, a cover letter should be addressed to the chairperson with copies of any correspondence (faculty and student).*
- 4. If the written response from the chairperson denies the appeal, the next step is to appeal to the Dean of the College of Health Professions for undergraduate courses, and include copies of all correspondence (faculty, student and chairperson).*
- 5. This appeal process, including appeal to the Dean(s), must be completed no later than the end of the semester following the one in which the decision was made.*

These procedures are consistent with university procedures published in the current catalog. The appeal process for issues of academic integrity is also found in the University's current catalog.

Style Guide for Out-of-Class Assignments:

All papers must be typed and double-spaced on 8 1/2 x 11 paper. Handwritten papers or pages torn out of notebooks with ragged edges will not be accepted. Papers longer than one page should be stapled once in the upper left hand corner. No papers in folders, with paper clips or acetate covers will be accepted. Papers misspelling the word "deaf" as "death" will be given an automatic zero. Watch for spelling: common errors include misspelling "definitely" as "defiantly" and "a part" as "apart. Please save all graded assignments until after you receive your final grade for the semester. If you wish to contest your grade, please arrange to meet with me and bring all of your graded assignments with you.

The grading rubrics for the observation papers and final paper are included in this syllabus. Please use them as guides in writing your papers. Please incorporate headings and subheadings in your papers so that the instructor can easily locate your responses to

requested items in the paper. You are welcome to ask as much information as you like during your interviews, but please limit your papers to the information requested by the instructor. (Brief significant additional information is acceptable, but not pages full!)

Since writing improvement is one goal of this course, students are encouraged to obtain support as needed before submitting papers. Students are welcome to contact the Writing Lab (Linthicum Hall, Room 308, telephone: 410-704-3426) or the College of Health Professions Graduate Assistant for Writing (Jaime Gertz, CHPwritingsupp@towson.edu, 410-704-4049, Burdick Hall, Room 111A, Tues 4-6 pm, Thurs 1-6 pm, Fri 10 am – 1 pm) for help with improving writing skills.

Assignments:

1. Visits to Worksites (45% of total grade)

Visit 3 worksites where a professional *is using sign language* to communicate with Deaf consumers or students. **Prior to your visit, research this career using the *Occupational Outlook Handbook* (<http://www.bls.gov/oco>), *Dictionary of Occupational Titles* (http://www.wave.net/upg/immigration/dot_index.html), your course packet, on-line resources such as <http://www.acedhh.org/careers.htm>, the website for the facility being visited or the website for this career's professional association, etc.** This will enable you to ask better questions, and give you an idea of how well your interviewees represent the career, as well as their level of professionalism, knowledge, and skill. If a specific career cannot be found, please select a similar career to research comparable backgrounds, salaries, etc. and identify this career on the cover sheet. Ask the instructor for suggestions.

Select places representing **different** careers to make this experience most helpful to you. Points will be deducted for papers covering similar careers.

There will be three papers across four choices of deadlines. You must submit one paper on three of the four deadline dates. For example, if you miss the first deadline, your papers will be submitted for deadlines 2, 3, and 4. Early submissions are welcomed. Each paper is worth more than the previous paper. Please learn from your weaknesses on early papers.

Deadline #1: October 13, 2009

Deadline #2: October 27, 2009

Deadline #3: November 10, 2009

Deadline #4: November 24, 2009

When planning your visits, please employ the following courtesies:

- Call or email *very far in advance* to schedule your site visits. Start planning for all of your visits at the same time, don't plan to complete one and then start on the next. Expect delays and cancellations. Be prepared.
- Make sure you clearly explain your need to have time to both **observe** and **interview** the professional.
- Make sure the professional will be using sign language during your observation. It's important to ask this question!
- Dress nicely and arrive on time.
- Be polite.
- Explain clearly **why** you are observing and interviewing this person (course requirement, personal interest, etc.)

- Let the person talk without interruption.
- Express your sincerest thanks at the end of the interview for his/her time.

Write and mail a personal "thank you" note to the professional after the experience. Email is not acceptable.

Students are encouraged to visits in *small* groups, but be careful not to overwhelm the individual or staff where you are observing. When you schedule your visit, clearly state how many people will be observing, and be respectful if the scheduler cannot accommodate more than one or two observers at a time. Regardless of how many people attend a visit together, each person is responsible for writing and submitting an original paper, complete with individualized personal perspectives.

The Division of Rehabilitation Services (DORS) will not accept individual visitors. They will host one group with a limited number of students on a designated date to be announced. If you would like to visit the DORS office in Baltimore, please contact:

Melissa C. Pemberton
mpemberton@dors.state.md.us
phone: 410-554-9381
fax: 410-261-2940

DEDUCTION OF POINTS from observation papers: Points will be deducted for late papers and interviews with non-signing professionals. Papers will not be accepted without proof of interview such as signed business cards, emails to the professor, or other acceptable documentation. Plagiarism, fabrication and forgery will be reported to Academic Standards with failing grades.

2. Final Paper (10%)

After completing your visits to 3 worksites, submitting your papers, and receiving back your graded papers, prepare a paper (maximum 2 pages) synthesizing what you have learned (or already knew) about yourself in terms of your own career. Discuss how the activities in and for this class affected where you are heading in your career. Discuss your personal situation, in terms of your own strengths, weaknesses, attitudes, skills, and interests. Identify one or two Deaf-related careers discussed during the semester that you might want to pursue; explain why.

- *Summary of visits/reflections: 1 pt*
 - *Summary - very brief re-cap (1 paragraph)*
 - *Synthesis – what you learned overall from the visits*
- *Assessment of personal attitudes, skills, and interests: 4 pts*
 - *Reference to standardized assessments done at beginning of semester*
 - *Assessment of personal attitudes*
 - *Assessment of personal interests*
 - *Assessment of personal skills*
- *Discussion of possible careers: 3 points*
 - *Identification of possible careers and personal career path*
 - *Why you selected the above career possibilities*
 - *Reference to course objectives in this syllabus and impact of DFST 210*

on your career

- *Writing style: 2 points*
 - *Spelling*
 - *Grammar and punctuation*
 - *Organization of thoughts*
 - *Proofreading*

Due date: December 8, 2009

3. Quizzes (30%) and Final Exam (15%)

Written quizzes and a final exam (multiple choice, T/F, short answer) about the laws and careers studied. Quizzes and exam will be based on class presentations and readings. Students will be permitted to use a 5x7 index card with notes for the final exam. Use of note cards for the quizzes will be decided prior to each quiz.

4. Extra Credit:

Students may earn extra credit points in this class by visiting additional sites and interviewing additional professionals in the field. **Extra credit papers must be submitted by December 1.** Students may earn up to two points for each extra credit paper submitted, maximum of two extra credit papers. Standard format should be followed. Papers must be labeled **EXTRA CREDIT** when submitted.

Students may also earn extra credit for submitting additions and corrections to the Deaf Resource Phone Book located at the back of the course packet required for this course. Each update/correction to an existing entry will be worth 1/2 point added to the final point total, and each new entry of an observation/internship site that you actually visited will be worth 1/2 point (all contact information must be included and accurate). All additions and corrections must be submitted in writing to the instructor by December 1, and must be located in MD or Washington, DC. Points for these additions/corrections may only be earned if you are *the first person* to submit the information. No student may earn more than a total of 4 extra credit points, including updates/corrections.

The people you interview today could be your co-workers or supervisors in the future. Be courteous, make good impressions. You represent Towson's Deaf Studies program, and we want to maintain a good reputation in the community.

Sample Questions for an Informational Interview:

Select some interest you to include in your paper (Part B: Informational Interview, #1)

1. How did you get into this field and this position?
2. What do you do in an average day? What are some of your duties /responsibilities?
3. What are the current issues (problems, needs, plans, etc.) in your field?
4. Do you work mostly with people, data, or things?
5. What are the physical and psychological demands of your job?
6. Where is your work performed?
7. What type of organizations/agencies employ people in this occupation?
8. What are the working conditions?
9. With whom do you work closely?
10. What kinds of skills are required for this job?
11. What kind of education is required for this job?
12. What kinds of specialized training are required for this job?
13. What is the employment outlook locally and nationally?
14. Are job opportunities increasing, decreasing, or remaining stable?

15. What are the opportunities for career mobility?
16. Could you use the skills from this job in another organization or job?
17. What is the salary range for this type of position?
18. What benefits do people in this profession expect (insurance, vacations, etc?)
19. What are the advantages and disadvantages of this job?
20. What gives you the most enjoyment or satisfaction?
21. If you could change your job in some way, how would you change it?
22. What do you like best/least about your job? your career?
23. What advice would you give a person considering entering this profession?
24. Where can I get more information about this occupation? (Get names, addresses, etc. for other people, professional organizations, associations, books, publications, or other resources associated with this career.)

COMPLETE THE COVER SHEET AND ATTACH IT TO THE FRONT OF YOUR PAPER!

Jane Student
DFST 210
Observation/Interview #2: Suzie Speechpathologist
Submitted November 15, 2009

Interview:

I was interested in learning more about the career of being a Speech Pathologist, so I contacted the MD School for the Deaf and the secretary there gave me the name and email address for Ms. Suzie Speechpathologist. I contacted her and arranged to meet with her in her office at MSD on Tuesday, November 7, 2009 at 10 am.

Career Path:

Ms. Speechpathologist grew up in Baltimore with a Deaf brother, and was always eager to help him improve his speech abilities. She always signed with her brother, and wanted to establish herself in a career that would be useful to people who were deaf. She earned her Bachelor's degree in Speech Pathology from Towson University and her Master's degree in Speech Pathology from Gallaudet University. She first worked for two years at the Hearing and Speech Agency in Baltimore as a Speech Pathologist, and was later hired to work at the MD School for the Deaf, where she has been for the past 17 years.

Degrees and Certifications:

In addition to the two degrees listed above, Ms. Speechpathologist also holds her CCC-SLP from the American Speech-Language-Hearing Association.

Recommended Path for Others:

Ms. Speechpathologist suggests that anyone interested in pursuing this career should earn a Master's degree in Speech-Language Pathology from an accredited university program. If the person wants to work with a Deaf population, she suggests Gallaudet's program.

Pros of this Career:

Ms. Speechpathologist loves the one-to-one interaction with her students. She enjoys the creativity in planning lessons and activities for her students, and the variety in her daily schedule. She is satisfied with the salary and enjoys the camaraderie of working in a team environment.

Cons of this Career:

She does not like the extraordinary amount of paperwork she must do to comply with state regulations. She also does not like meetings with parents who want to force their children to

speak. Ms. Speechpathologist firmly believes in supporting the communication style preferred by each student, and will work with him or her on developing other language skills if they are not interested in speech. She does not particularly enjoy participating in IEP meetings.

Employment Outlook:

The outlook for Speech-Language Pathologists is excellent due to the availability of third party payments from insurance companies and the desire of most parents for their children to have good speech.

Related Professional Associations:

Ms. Speechpathologist is a certified member of ASHA, MASHA, and the Baltimore County Association of Speech Pathologists. She attends ASHA conferences annually.

Observation:

After a brief introductory period, Ms. Speechpathologist escorted me to a classroom where she picked up the student, Jorge, who was her 10:30 appointment. During their half-hour session I was able to observe how she helped Jorge with his pronunciation of the letters G and K by using several card games (describe) and providing rewards (describe). She also worked with him on learning synonyms for several words to help him expand his vocabulary. She used ASL during this time (give specific examples...) I stayed with her until it was time for her lunch break at 12 noon.

Reaction/Analysis:

I thought Ms. Speechpathologist did an excellent job of working with Jorge. She kept him involved and motivated by using fun games and giving him rewards. She communicated to him in a friendly, easygoing way, and he seemed to feel very comfortable with her. I have heard of students hating to go for speech therapy, but Ms. Speechpathologist made it fun and Jorge clearly looked forward to this session. She was able to teach him new vocabulary in an engaging and interesting manner. I noticed that the other teachers and administrators demonstrated much respect for Ms. Speechpathologist's knowledge by seeking her opinion on different issues throughout my visit.

How does this person represent the field?

Ms. Speechpathologist is an excellent representative of this field. She has the appropriate training and degrees. She has many years of experience. She has truly committed her life to teaching speech and language to deaf children with respect for their natural language and their culture.

Personal Reflections:

Skills:

Ms. Speechpathologist indicated that the two most important skills for this career were __A_ and __B__. I believe I have the skill of __A__ as demonstrated by my summer job working with Deaf children in a camp setting. I do not yet have the skill of __B__ but I believe that I have the potential to develop this skill as I mature in my education and my career.

Values:

Ms. Speechpathologist indicated that the two most important values for this career were __C__ and __D__. I share both of these values. However, I do not feel as strongly about __C__ as Ms. Speechpathologist.

Interests:

Ms. Speechpathologist indicated that a professional in this field should be interested in E and F. Although I am very interested in E, I am not so interested in F. Spending many hours a week doing F would not be exciting or motivating to me. For this reason, I do not think I would be interested in this career.

Could I see myself in this career? What related jobs would I consider?

I think I could do this career, but I would not love it. I would prefer to pick a career that matched my interests a little better. Since I love the challenge of working with large groups of children at the same time, I think I would prefer the career of being a classroom teacher in a school for the deaf. I plan to do my third observation in a classroom at the MD School for the Deaf.

DFST 210: Career Exploration in Deaf Studies
Tentative Class Schedule

Fall 2009
Dr. Cooper

DATE	TOPIC	DUE DATES	Confirmed Speakers
T 9/1	Course Overview; Career Lifeline Activity, Definition of Values, Interests, Skills. Agencies and Associations. Cooper's Career Path.		
T 9/8	Self-Directed Search, Values Activities.		
T 9/15	Laws: IDEA, 504, ADA		
T 9/22	Interpreters: Overview and Specialized Settings		
T 9/29	Other Interpreting: VRS, Oral, Cued Speech, Scheduling, etc.	Quiz #1.	
T 10/6	Teaching: Overview and Settings. Family Education, K-12 Teacher, Deaf School, Mainstream School, Itinerant Teacher.	Site visit deadline #1.	
T 10/13	Other School-Related Jobs: Dorm Counselor, School Psychologist, Educational Advocate, ASL Teacher		
T 10/20	Guest Panel		
T 10/27	Speech Pathology. Audiology. Occupational Therapy.	Site visit deadline #2.	
T 11/3	Social Worker. Psychologist.	Quiz #2.	
T 11/10	Careers in Rehabilitation: Vocational Rehabilitation. Case Management. Job Coaching. Vocational Evaluation. Adult Residential Programs.	Site visit deadline #3.	
T 11/17	Health Care. Addiction Services.		
T 11/24	Careers with Deaf-blind Children and Adults	Site visit deadline #4. Quiz #3	
T 12/1	Text Services (CART, C-Print, etc). Specialized Careers.		
T 12/8	Alumni Panel.	Final paper due.	
Final Exam	Thursday, Dec 17, 12:30-2:30	Final Exam.	

Name of Student: _____

**CAREER EXPLORATION IN DEAFNESS
DFST 210
GRADING WORKSHEET**

	<i>maxi. points:</i>	<i>your score:</i>
1. Assignments (45%)		
Career #1 (_____) Name/Career	10	_____
Career #2 (_____) Name/Career	15	_____
Career #3 (_____) Name/Career	20	_____
2. Final Paper (10%)	10	_____
3. Quiz #1: (10%)	10	_____
4. Quiz #2: (10%)	10	_____
5. Quiz #3: (10%)	10	_____
6. Written Final Exam (15%)	15	_____
	Total:	100

Extra Credit (_____)	2	_____
Extra Credit (_____)	2	_____
Extra Credit for Deaf Resource Phone Book: (_____)	.5	_____
	Grand Total:	_____
	Course Grade:	_____

DFST 210 STUDENT DATA SHEET

Semester: _____

Section: _____

Full Name: _____

Nickname or what you want to be called: _____

Something special about yourself (hobby, job, appearance, personality):

School address: _____

Cell phone: _____ E-mail address: _____

Home address: _____

Home city, state, zip: _____

Home phone number: _____

Year/Major at Towson: _____

What deaf-related classes have you taken (course titles, ASL/English distinction, teachers, schools) and what grades have you earned?

Do you know any d/Deaf people? If so, please elaborate:

What do you expect to learn from this course?

Work Experience (in or out of the Deaf community):

What are your career goals at this time?

DFST 210 Cover Sheet: Observation/Interview (please circle:) # 1 #2 #3 Extra Credit

Student Name: _____ **Person interviewed:** _____

Date of interview: _____ **Career of professional:** _____

2. _____
 (3) Two most relevant values needed 0 1 2

1. _____
 2. _____

(4) Next steps toward this career 0 1 2

1. _____
 2. _____

C. Interview (Narrative) Maximum length: 1 page (12 pts)

- | | | | |
|---|---|---|---|
| (1) Career path: education, jobs, ASL training | 0 | 1 | 2 |
| (2) Degrees or certificates earned
(names of degrees/certificates, granted by which institutions, what careers?) | 0 | 1 | 2 |
| (3) Recommended path for others | 0 | 1 | 2 |
| (4) Pros of this career | 0 | 1 | 2 |
| (5) Cons of this career | 0 | 1 | 2 |
| (6) Employment outlook: why good/bad | 0 | 1 | 2 |
| (7) Relevant professional associations | 0 | 1 | 2 |

D. Observation (Narrative) Maximum length: 1 page (6 pts)

- | | | | |
|---|---|---|---|
| (1) <u>Description</u> of service provided/detailed tour | 0 | 1 | 2 |
| (2) <u>Reaction</u> to/analysis of observation | 0 | 1 | 2 |
| (3) How does this person represent the field?
(your reaction to this person's training, certification, philosophical perspectives) | 0 | 1 | 2 |

**E. Personal Reflections (short paragraph) Maximum length: 1/2 page
 (1-2 sentences per item) (10 pts)**

- | | | | |
|---|---|---|---|
| (1) How skills (in #B) match your own | 0 | 1 | 2 |
| (2) How interests (in #B) match your own | 0 | 1 | 2 |
| (3) How values (in #B) match your own | 0 | 1 | 2 |
| (4) Could you see yourself in this career?
Why or why not? | 0 | 1 | 2 |
| (5) What related jobs would you consider? | 0 | 1 | 2 |

F. Writing Style (3= Outstanding, 2 = adequate, 1= weak, 0= poor) (14 pts)

- | | | | |
|------------------------------|---|---|---|
| (1) Spelling | 0 | 1 | 2 |
| (2) Grammar | 0 | 1 | 2 |
| (3) Punctuation | 0 | 1 | 2 |
| (4) Organization of thoughts | 0 | 1 | 2 |
| (5) Proofread for errors | 0 | 1 | 2 |
| (6) Ability to follow format | 0 | 1 | 2 |

Total points out of 60 = _____

Total points for this paper = _____ out of _____