

Instructionally Related Activities Funds Request Fall 2017

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IRA Funds Request for Jobs in the Disability Field

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Instructionally Related Activities Funds Request Summary

Project Sponsor	Kristen Linton
Activity Title	Jobs in the Disability Field
Activity/Event Date	Fall and Spring 2018
Date Funding Needed By	August, 2017
Previously Funded?	No
Semester/Year	—
Proposal #	—
Report submitted for previously Funded Activity?	—
Report submitted for previously Funded Activity	—
Additional Report #1	—
Additional Report #2	—
Additional Report #3	—
Additional Proposers	Kristen Linton and Talya Drescher
Academic Program(s) / Center Name(s)	Health Science and Special Education
Estimated total Course Fee revenue	n/a
Amount Requested from IRA	2100
Estimated Number of Students Participating	350
Conditions and Considerations	—
Brief Activity Description	<p>Guest speakers (N = 20) whose work involves supporting, educating, or providing education for people with various disabilities will provide video recorded testimony that will be uploaded to Blackboard sites for related health science, psychology, and special education courses. Testimonies will address the following but is not limited to these topics:</p> <ul style="list-style-type: none"> • Career description including job responsibilities, duties and salary range • How knowledge of disability, implications of disability in society, schools and interpersonal relationships has positively impacted their ability to perform their job • If applicable, which academic, social and behavioral assessments are used in their workplace and how the findings impact their clientele • Education and related job experience required for their position and related positions in the field • Words of wisdom- Speaking to current students, which types of courses/degree programs/experiences would help gain access to the workplace <p>Due to the fact that courses in the health science, psychology, and special education program are offered both online and in person, the testimonies will be accessible to students regardless of the type of course they are enrolled in at the time of viewing. Professors who teach in-person courses will be able to view the video with students in real time and facilitate discussion about career, degree and course opportunities at CSUCI. Similarly, professors of online courses will integrate the video into their courses and facilitate online discussion addressing the same topics utilizing (but not limited to) VoiceThread technology and written reflections. Due to the nature of the activity and potential outcome benefits, testimonies would be appropriate for both undergraduate and graduate students within and outside of the College of Education including but not limited to those in the College of Arts and Sciences.</p>
Learning Outcomes and Relation to IRA to Course Offerings	<p>SPED/PSYCH 345: Individuals with Disabilities in Society HLTH 402: Disability Services</p> <p>SPED/PSYCH 345: In learning module 4 of SPED/PSYCH 345, students learn about service providers for students with disabilities across educational settings. The following module (5) students have access to previously recorded videos of people who work in these capacities, providing narratives about their jobs, duties and experiences as a support provider.</p> <p>In Module 4, students will complete an IRIS module discussing related service providers in an educational setting. For many, this will be the first time they have exposure to non-classroom careers that involve working with children with disabilities.</p> <p>During Module 5, students will be required to view the video testimonies and complete a reflective writing task (detailed below).</p> <p>HLTH 402: For the first four weeks of classes in this course, students learn about various disability diagnoses and corresponding services. Students are assigned written case descriptions of people with various disabilities during those first four weeks of the course. The interviews of people who work in the field that support people with various disabilities will be added as supplementary to written case studies. For example, the written case may describe a person with a traumatic brain injury, the students is asked to identify the disability diagnosis. Then, in class the video will show a professional who serves people with traumatic brain injuries. For homework, students will be asked to reflect on whether the services provided by the professional are sufficient to meet the needs of individuals with disabilities.</p>
Description of Assessment Process	<p>SPED/PSYCH 345: Students will be prompted to: Watch the series of videos posted in this module. In it they will see multiple speakers discussing their jobs and how knowledge of disability has helped them perform the duties and tasks required of them. In a writing task, they will choose two (2) of the speakers and address the following for each: Name of the speakers Job title of the speakers Job descriptions of the speakers Investigate their employer. Note the agency website, contact person, requirements for application (experience, education, etc.), starting salary and salary range. Why did you choose these speakers? What sets them apart? Would you consider applying? Why or why not? Compare the two (2) speakers/jobs with at least two (2) other speakers/jobs that are not of interest to you. In 1-2 paragraphs, explain why some jobs appeal to you more than others. Make sure to reference the four speakers in your writing.</p> <p>HLTH 402: Students will be prompted to view the video in class. For homework, students will be asked to reflect on whether the services provided by the professional in the video are sufficient to meet the needs of individuals with the particular disability that the professional services and summarize other needed services for individuals with that particular diagnosis. This will be supplementary to an assignment in which the student was asked to identify a disability diagnosis using a case study description of a person with the same disability as that is served by the professional.</p>
Activity Budget	1314iraregularbudget_022817.xlsx

CIA Budget	—
CIA Proposal	—
Course Syllabus	—
CIA Certification	—
Other Sources of Funding	There are no other anticipated sources of funding.
Target Audience/Student Marketing	SPED/PSYCH 345: Each semester, approximately 300 students take SPED/PSYCH 345 across 10 sections. Currently, five (5) of the ten (10) sections would utilize these videos. For the three (3) online sections and one (1) in person section of the course, this assignment will be required. In one (1) in person section it is an extra credit assignment. These videos will be available for future sections of the same course each semester, potentially reaching almost 1000 students per year (including summer session). HLTH 402: Once per academic year, approximately 50 students take HLTH 402. While this number is small compared to SPED/PSYCH, Health Science is a growing program. The assignment described will be required in each section offered.
Bring Benefit to Campus	n/a
Sustainability	The use of recorded videos of professionals who serve individuals with disabilities is sustainable as it exposes our CI students to various different career options and professionals' perspectives without required them to travel to CI on a regular basis to provide a guest lecture. While some guest lectures may still be used, the recording of videos provides a broader exposure with less travel required.
Program Chair/Director	karen.jensen
Dean	james.meriwether
Acknowledgement	I acknowledge that I have reviewed and accepted the Conditions and Considerations herein. Please check off boxes as appropriate.

Program Chair/Director Review

Recommendation	—
Name	—
Date/Time	—
Validation	—
Comments	—

Dean Review

Recommendation	—
Name	—
Date/Time	—
Validation	—
Comments	—

IRA Committee Decision

Decision	—
Comments	—

Current Tasks

Task	Time Assigned	Assigned To
Review from karen.jensen, Program Chair/Director	2/28/2017 10:10:08 AM	Karen Jensen
Edit Request	2/28/2017 10:10:08 AM	Kristen Linton

Completed Tasks

Task	Time Assigned	Time Completed	Completed By
Fill out Request	2/28/2017 9:54:52 AM	2/28/2017 10:10:08 AM	Kristen Linton

Actions

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