AUBURN UNIVERSITY

SYLLABUS

DEPARTMENT OF SPECIAL EDUCATION, REHABLITATION, AND COUNSELING

**Spring Semester 2025**

**1. COURSE NUMBER:** RSED 5210

 **SECTION:** 001

**TITLE:**  Occupational Information

**CREDIT HOURS:** 3

**PREREQUISITES:** Undergraduates, must be junior standing or higher

**MEETING TIME:** MWF from 2:00pm – 2:50pm

**MEETING LOCATION:** Haley Center

**INSTRUCTOR:** Marlye Armstrong Lee, M.Ed., CRC

 Email: armstrong@auburn.edu

 Office: 334-844-4310

**2. DATE SYLLABUS PREPARED:** January 2025

**3. TEXT:** Szymanski, E., & Parker, R. M. (2010). Work and disability: contexts, issues,

and strategies for enhancing employment outcomes for people with disabilities (3rd ed.). Austin, TX: Pro-Ed**.**

 In addition to the text, we will be utilizing online portals and pages that provide occupational information, such as the Dictionary of Occupational Titles, O\*Net, JAN, and the Occupational Outlook Handbook. I will give all of you fair warning on class days that we will be utilizing those so that you will be prepared with your laptops, tablets, etc.

**4. COURSE DESCRIPTION:** This is a required course for upper level undergraduate and graduate rehabilitation majors and serves as an elective for other majors. The course is designed to familiarize students with methods used by various rehabilitation practitioners to gather and analyze occupational information. Information acquired through this class will enable the student to identify, locate, and use federal, state, and privately produced occupational data resources. Further instruction on how to incorporate this information into job accommodation, labor market surveys, and job placement of people with disabilities will be covered.

**5. COURSE OBJECTIVES:**

1. To increase awareness of occupational information resources and the rationale for use in evaluation, placement, and guidance/counseling

2. Develop skill in job analysis

3. Build skills in acquiring, evaluation, and classifying occupational data from job analysis, the DOT, O\*Net, Occupational Outlook Handbook, etc.

4. Understand how to perform a transferability of skills analysis

5. To examine local companies, their hiring practices, and company/HR practices for injured workers

6. To be familiar with the impact of occupational information on different jobs related to the field of rehabilitation

**6. COURSE CONTENT**

* Module 1: Work and disability, Employment Statistics Disability and Work Disability and Legislations Employment and Disability Statistics Examining economic disparities between people with and without disabilities
* Module 2: Career Development Theories Career Development Theories Understanding how career development theories assist in understanding career needs of individuals with disabilities
* Module 3: Research on Career Development Theories, Career Counseling, and Vocational Assessment Explore research regarding career development for people with disabilities and implications for future research Understand basic statistical concepts to understand literature Career Counseling Vocational Assessment Review alternative methods of identifying career options for individuals with disabilities
* Module 4: Occupational and Labor Market Information Explore primary and secondary data sources used to identify occupational labor market information Conduct labor market survey
* Module 5: Group Presentation Week Groups will present their projects to classmates this week
* Module 6: Transferable Skill Analysis, Job Analysis Understand Job Analysis, discuss major components, and conduct JA Understand Transferable Skill Analysis and how to conduct TSA
* Module 7: Job Development, Job Placement, Self Employment Identify elements of effective job placement and explore placement strategies Understand self-employment as a career option for individuals with disabilities
* Module 8: Employment Proposal, Employer Concerns, Employer Consulting & Partnerships Discuss potential concerns from employers Understand how to develop collaborative relationships with employers Discuss how to support employees and employers in relation to ADA Understand Employment Proposals and strategies used to develop Eps
* Module 9: Supported Employment, Customized Employment Define supported employment and contrast between sheltered workshop employment Define customized employment services Explain supported employment and customized employment intervention techniques

**7. COURSE REQUIREMENTS:**

**General Course Requirements**

Each student will be held responsible for **all** of the information in the textbook and readings assigned for the course. The student should read assigned material appropriate to the topic to be discussed **prior** to class meetings.

### Course Structure

The course will follow this general pattern:

* At the start of each module, students will watch a brief overview video and review the expectations of each week in the "At a Glance" module page.
* To supplement the textbook, students will have supplementary assigned journal article readings (some weeks may not have supplementary journal readings). These readings are provided through Auburn Libraries at no cost and can be accessed through the "Course Reading List" page within each module. **Students should complete all weekly readings before moving on to module content!**
* Throughout each module, students will read course lecture material within module pages, interact with dynamic page features, watch videos related to weekly content, and participate in discussions, activities, and a group project throughout the semester.
* At the end of each module, students will respond to a "Reflection and Feedback" survey. This two-question survey is ungraded and your responses will not impact your performance or grade in the course. The survey is used to gather data on student learning experiences and responses will be used to improve the course design for future students.
* Throughout the course, students should reflect on how the week's topic impacts their professional behaviors. Additionally, students should take note of how the week's topic will be useful in composing their final consumer case study vocational profile.
* **The syllabus is subject to change at the discretion of the class instructor. Students will be notified in a timely manner of any syllabus changes via email.**
* Assignments and Projects All assignments must be typed and prepared in a professional manner (i.e., correct grammar, spelling, sentence structure, etc.) and follow APA 7 guidelines. Assignments are due on the date noted in the syllabus and on respective assignment pages. It is the student's responsibility to contact the instructor if assignment deadlines are not met. Late assignments will not be accepted, graded, or counted toward the student's grade unless prior arrangements to alter an assignment due date have been made between the student and the instructor. The following is a description of the various assignments which will be given throughout the semester:
* Class Discussions: You will be required to participate in 8 group discussions throughout this course. Depending on the discussion, you may be required to complete a short activity, read a journal article, or familiarize yourself with tools used in the field of Vocational Rehabilitation. You will be provided with a prompt for each discussion. This prompt will provide guidelines for your response, as well as include directions on any activity needing to be performed before engaging in the discussion.
* Participation Checks: There will be 8 participation checks given throughout this course and will be graded on completion rather than accuracy (i.e. you will receive full credit for submitting your participation check even if your answers were incorrect). The purpose of these participation checks is to help you assess your understanding of course material, as well as provide accurate feedback on questions you may have missed. Participation checks in this course should be viewed as an opportunity to check your knowledge and correct misunderstandings rather than a method of formal assessment. These participation checks will be given as a Canvas quiz.
* Group Project: Working in groups of 4, students will locate a research article related to the occupational, career placement, and job development services in vocational rehabilitation. Your group's selected journal article should be an empirical, peer reviewed article based on research rather than theory.

**9. CLASS POLICY STATEMENTS:**

**Attendance:** Students are expected to attend class on a regular or consistent basis and participate in class discussions, activities and exercises. Attendance will be taken. Students who miss an exam because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Unavoidable absences from campus must be documented and cleared with the instructor **in advance.**

The 2004-2005 Auburn University Bulletin notes: "Specific policies regarding class attendance are the prerogative of individual faculty members. Faculty shall inform each class in writing at the beginning of the course regarding the effect of absences on the determination of grades."

**Effective 2005 Spring semester the standard that RSED faculty will follow relative to class attendance will be that (a) only one (1) absence is permitted for a semester course that meets once a week, and (b) only two (2) absences are permitted for a semester course that meets two or more times a week. Failure to meet this standard will result in a grade of “FA” (failure for excessive absences) unless the student withdraws from the class prior to the withdrawal date (see university semester calendar). At the discretion of individual instructors, verified absences may be excused under unusual circumstances (see *Tiger Cub*). In order for the absence to be considered excusable, however, the instructor must be in receipt of the documentation within seven days from the class in which the absence occurred.**

**Make-up Exams:** Make-up exams may be given for University-approved excuses as outlined in the *Tiger Cub*, however, please note the **Attendance Policy** above. Arrangements to take a make-up exam must be made in advance.

**Assignments:** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional. Assignments are due on the date noted in the syllabus unless pre-arranged dates are established between the student and the professor.

**Auburn University Policy on Classroom Behavior:** “. . . Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions . . . Students have the responsibility of complying with behavioral standards. . . Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephone, and web activities associated with courses) may include, but are not limited to the following: • arriving after a class has begun • eating or drinking • use of tobacco products • monopolizing discussion • persistent speaking out of turn • distractive talking, including cell phone usage • audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor • refusal to comply with reasonable instructor directions • employing insulting language or gestures • verbal, psychological, or physical threats, harassment, and physical violence” (see ***Tiger Cub***).

**Distance Learning Students:** Unless specific instructions have been given for a designated course, students in distance education courses shall take all closed resource examinations under the supervision of an approved proctor. Examples of approved proctors include a school superintendent, a principal of a high school, a dean or department head of a college, or a work supervisor. Proctors shall be verified and exams shall be sent directly to the proctor who will manage the examination in a secure manner, requiring students to present a picture ID.

**Accommodations for Students with Disabilities:** Auburn University is committed to providing accommodations and services to students with documented disabilities. Students who need accommodations are asked to arrange a meeting with the course instructor during the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with the instructor’s office hours, an alternative time can be arranged. To set this meeting, please contact the instructor by e-mail. Bring a copy of your *Accommodations Memo and Instructor Verification Form* to the meeting. If you do not have an *Accommodation Memo* but need an accommodation(s), make an appointment with the Program for Students with Disabilities, 1244 Haley Center or call 844-2096 (V/TT) for additional information. They will inform you of procedures to be followed for eligibility consideration. Learners who have questions about participating in this course should contact the above office in advance to ensure proper accommodations.

**Cheating:** The Auburn Academic Honesty Code (Policy) is found in both the ***Tiger Cub*** and the Student Government Association’s Code of Laws. Students are to read the honor code carefully, making sure they understand the policy, its implications for their work (e.g., tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author(s) risk grave consequences.

**Student Academic Grievance Policy:** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This

resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See *Tiger Cub* for steps toward redress.

**Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

 **Contingency Plan:**

In the event that campus is closed due to a natural disaster or other reasons, we will conduct class

 via online interface and online portals such as Blackboard or Canvas. Class e-mails will be sent out if we must utilize course contingency plans.