**AUBURN UNIVERSITY SYLLABUS**

**DEPARTMENT OF SPECIAL EDUCATION, REHABLITATION, AND COUNSELING**

**Summer Semester 2013**

**1. COURSE NUMBER: RSED 6210/6216**

**Title:**  Occupational Information

**Credit Hours:** 3 semester hours

**Prerequisites:** Undergraduates must be a junior standing or higher. For graduate credit student must be admitted to a SERC graduate program or similar program.

***Class meets:* Tuesday 9:00 – 1:00 in Haley Center 2011**

**May 21 – July 23**

***Professor:*** Jill Meyer, PhD, LCPC, CRC

Auburn University, SERC

1222 Haley Center

Office: 334-844-2109

Main Office: 334-844-7676

Fax: 334-844-7677

Email: Jill.Meyer@Auburn.edu

Office Phone: 334-844-2109

***\*I am available to meet outside of class by appointment.***

**2. DATE SYLLABUS PREPARED:** May 2013, May 2012; January 2012

**3. TEXT: (Required-2)**

Szymanski, E.M., Parker, R.M. (2010). *Work and disability (3rd Edition).* Austin, TX: Pro-Ed.

Weed, R.O. & Field, T.F. (2001). *Rehabilitation Consultant’s Handbook (Revised).* Athens, GA: Elliott & Fitzpatrick, Inc.

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, and the Occupational Outlook

Handbook.

**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 accommodations, 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. This includes:

a. Performing a job analysis;

b. Building skills in acquiring, evaluating, and classifying occupational data from job analysis, the DOT, O\*Net, Occupational Outlook Handbook, etc.

c. Understanding how to perform a “transferability of skills” analysis

d. Review of theory and the application to various occupations

2. Increase knowledge of Human Resources practices. This includes:

a. Increasing knowledge of local companies, general hiring practices, and company/HR practices for injured workers.

b. Information and laws pertaining to EEOC, general employment practices, and the ADA.

c. Information and laws pertaining to workers compensation practices and reasonable accommodations.

3. Increase knowledge of Proprietary Rehabilitation. This includes:

a. Gaining an overview of private rehabilitation practice

b. Understanding the role of a vocational/rehabilitation expert

c. Gaining a general understanding of the disability determination process & case management

**6. Course Overview:**

I. Introduction and Specific Occupational Information

II. Human Resources and Business Practices

III. Proprietary Rehabilitation

**7. COURSE CONTENT**

|  |  |  |
| --- | --- | --- |
| **WEEK** | **TOPICS** | **READING ASSIGNMENTS** |
| **1**  **May 21** | Syllabus and Introduction to Course  Work and Disability; & Some Legislation  Employment & Individuals w/ Disabilities  Career Development Theories & Constructs | Review coursework  Read Chapters 1 & 2 by class today (S&P)  Read Chapters 3 & 4 by class today (S&P)  **Example – Research Article** |
| **2**  **May 28** | Research on Career Development  Career Counseling with Diverse Pops.  Vocational Assessment & Disability | Be  Be aw Read Chapter 5 by class today (S&P)  Read Chapter 6 by class (S&P)  Read Chapter 7 by class (S&P) |
| **3**  **June 4** | **YLF** | **DRAFT PROFILE**  **DUE BY MAY 30th** |
| **4 June 11** | Occupational & Labor Market Info.  Transferable Skills & Job Analysis  Placement, Employer Consulting, and  Job Development  **\* 1 presentation – Kate** | Read Chapter 8 by class (S&P)  Read Chapters 6 & 8 (W&F)  (DOT, O\*Net)  Read Chapters 10 & 11 by class (S&P)  Midterm Review |
| **5**  **June 18** | **Midterm Today – LRC 3442** | **LABOR MARKET SURVEY DUE**  **Midterm Today** |
| **6**  **June 25** | ADA  Reasonable Accommodations  **1. Guest Lecture**  **\*2 presentation** | Ch. 9 (S&P);  Ch. 12 & Appendices (W&F)  **JOB/TASK ANALYSIS DUE** |
| **7**  **July 2** | Job Accommodation Network  The Vocational Expert Witness | Ch. 2 (W&F) & See power points  Review JAN websit |
| **8**  **July 9** | **Randy McDaniel- Guest Lecture**  **1. Guest Lecture**  **\*1 presentation** | Read Chapter 11 (W&F)  Read Chapter 2 (W&F)  **JOB ACCOMMODATIONS PROPOSAL DUE** |
| **9**  **July 16** | Workers Comp.  Life Care Planning  & Review for Final  **1. Guest Lecture**  **\*1 presentation** | Read Chapters 3 & 4 (W&F)  Read Chapter 10 (W&F)  **FINAL PROFILE DUE** |
| **10**  **July 23** | **Final Today - LRC 3442** | **Final Today** |

8**. Course Assignments:**

**(2) Examinations:** There will be two exams; a mid-term and a final. The midterm and final will each be worth 20 points.

**(5) Vocational Case Profile:** Throughout the semester, there will be assignments given to complete a Vocational Case Profile. The assignments will be in the areas of DOT, O\*Net, Transferable Skills, and activities related to in-class lecture and textbook. There will be five assignments at 10 points each.

1. Draft “Profile of Individual with Disability” (3 pages)
2. Labor Market Survey for profiled person (Ch. 7; W&F) (3 pages)
3. Job & Task Analysis for profiled person – most appropriate (3 pages)
4. Job Accommodation(s) proposal for profiled person (JAN & SOAR) (3 pages)
5. Final Profile (Including 1 – 4 above) & Overall Recommendations & Summary in a concise narrative (15 pages total)

**Article Presentations:** You will need to find a research article related to the lecture for that day you are assigned to present (i.e., career theory and individuals with a disability; use of the O\*Net or resources and individuals with disabilities; hiring practices and individuals with disabilities; accommodations and individuals with disabilities; employment outcomes and individuals with disabilities.) **You must find empirical articles (research based, not theoretical).**

**You will verbally present the article (30 min.)** (you can use power point if you wish) and the class will discuss and critique the study. **YOU WILL LEAD THE DISCUSSION (20 min**.). You will need to post the article one week prior to your presentation, so everyone in the course can access it. This is worth 10 points. You will receive up to 10 points based on the outline provided. You will lose points if you do not post on time, if the article is not appropriate, if your review is not thorough, and if the presentation does not appear polished/practiced.

**9. Grading and Evaluation:** Final grades will be based on the following points:

*Graduate Students*

* Examinations = 40 (20 point each)
* Case Profile = 50 (5 @ 10 points each)
* Article Presentation = 10

TOTAL = 100

Grading scale:

92-100 A

82-91 B

72-81 C

< 71 F

**10. Class Policy Statements:**

**Participation**: Students are expected to participate in all classes and participate in all exercises. It is the student’s responsibility to contact the instructor IN ADVANCE if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work in advance of the due date. This syllabus is considered a contract between the instructor and student.

**Attendance/Absences**: Attendance is expected at each class meeting. If an exam is missed, a make-up exam (in another format) will be given only for University-approved excuses. Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor’s statement for verification of sickness. Other unavoidable absences from class must be documented and cleared with the instructor in advance. See the General Counsel Policies at <https://sites.auburn.edu/admin/universitypolicies/default.aspx>.

**Accommodations**: "Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail ([Jill.Meyer@Auburn.edu](mailto:Jill.Meyer@Auburn.edu) ). If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with The Program for Students with Disabilities/Office of Accessibility, 1228 Haley Center, 334-844-2096 (V/TT)."

**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

**Assignments**:

All written assignments are expected to be in 12 point Times New Roman font, and double spaced, including citations as needed.

**Written assignments of all types are expected to be typed, grammatically accurate, free of spelling and typographical errors, and of professional quality.**

**Academic Integrity:**

As a graduate student in the Special Education, Rehabilitation, and Counseling department, you will be held to the highest standards of academic conduct. Academic misconduct will be dealt with according to General Counsel Policy. (see <https://sites.auburn.edu/admin/universitypolicies/default.aspx>)

All your work in this class should be original to you and to this class. Of course you are expected to explore, analyze, and discuss the ideas of others, but you must give them proper credit through citations and references. Also recycling papers from other classes is not acceptable. You can certainly continue to explore an area of interest, but you must do new or additional research and writing. The bottom line is ALWAYS (on exams, on papers, on projects, on presentations) do your own, original work, give credit to others for their ideas, and, if in doubt, ask.

According to the Publication Manual of the American Psychological Association (2010), plagiarism (p. 15) involves presenting the work of another as if it were your own work. Work can refer to the written words of another, or their ideas. It is very important that you give appropriate credit to others when you use their work. If you use the exact words of an author in constructing a sentence or paragraph, you must use quotation marks around those words and give the page number in the citation. If you paraphrase someone else’s work, you must also give them credit with a citation. Paraphrasing involves rewriting someone else’s words to say what they said. It is best to use your own words when paraphrasing, but you can rearrange the order of words in an author’s sentence AND change some of the words and this would be considered paraphrasing. A good rule of thumb to follow is that any time you use more than 3 words in a row from an author, put those words in quotes.

All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work. If plagiarism exists, it is a violation of the APA Ethical Standards, regardless of whether the plagiarism was intentional or not.