RHAB 4307 Vocational Evaluation and Job Placement of Persons with Severe Disabilities
Fall 2021

Instructor: Dr. Bruce Payette
Course Time & Location: 6:00-8:30 PM TH
HSTC 317
Office: HSTC 213
Office Hours:
3:30-5:30 R, and by appointment
Office Phone: 936.615.3238
Credits: 3
Other Contact Information: Email bruce.payette@sfasu.edu

Prerequisites: Completion of RHB 220, 381, 383

I. Course Description:
Increased emphasis is being given to rehabilitation services of persons with severe disabilities. This is leading to a rapid growth of rehabilitation facilities. Many of these facilities are seeking employees with beginning knowledge and skills in the areas of vocational evaluation, supported employment and job placement.
The James I Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us

II. Intended Learning Outcomes/Goals/Objectives:
Through the activities and objectives in course students will become prepared, competent, successful, caring and enthusiastic counseling professionals. They will continue to develop a sense of service, leadership, professional and intellectual growth. Through regular class attendance, writing projects, exams, and discussions students will gain academic excellence within the subject area with an emphasis on life-long learning and development. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas. Ethics, integrity and service within the rehabilitation counseling profession and following the Council on Rehabilitation Education guidelines will also be integrated into all aspects of the course. As described in this syllabus, the course follows the mission, vision and core values of the College of Education and Stephen F. Austin State University which is aligned with the undergraduate rehabilitation curriculum, clinical experiences, and assessments.
PLO 1-Workplace Readiness
Students will demonstrate the ability to work with people with disabilities in a real-world setting.
PLO 2- Disability and society
Students will demonstrate an understanding of the status of individuals with disabilities in society.
PLO 3-Vocational Evaluation
Students will understand the process and procedures required to appropriately administer vocational tests.
PLO 4- Public-Private Rehabilitation Process
Students will demonstrate knowledge of public-private rehabilitation processes.
PLO 5- Critical Thinking
Students will learn to differentiate empirically supported rehabilitation practices from Unsupported practices. Students will also develop awareness of the differences between practices that require the administration by trained professionals from practices that do not.

PLO 6-Research
Students will understand basic applications of research principles to rehabilitation, such as evaluating personal professional practice, evaluating standard research methods, and executing needs analyses. Students will learn how to enhance their practice with research findings.

PLO 7- Communication
Students will learn and understand how to talk to and communicate about people seeking rehabilitation services.

PLO 8- Evidence-based Practices in Rehabilitation
Students will survey standard statistical concepts and recognize pseudoscientific practices among practices used in rehabilitation.

PLO 9- Groups of Illnesses and Disabilities
Students will learn about the psychosocial aspects and gain an understanding of groups of illnesses and disabilities that are treated in rehabilitation.

PLO 10- Interviewing and Helping skills
Students will acquire effective interviewing and helping skills for use in rehabilitation and social service settings.

**Student Learning Outcomes**

Students will be able to conduct a vocational assessment and communicate their findings.

Students will be able to conduct vocational testing and communicate their findings.

For additional information on meaningful and measurable learning outcomes see the Assessment resource page http://www.sfasu.edu/assessment/index.asp.

**Assessment Methods**

Students' vocational evaluation will be evaluated using the attached rubric.

Students will be evaluated on PowerPoint test presentation using attached rubric.

**III. Course Assignments, Activities, Instructional Strategies, use of Technology:**

Assignments – All Assignments will be posted to D2L drop boxes. Test Materials and Interview CD are to be turned in an Orange Pocket folder.

1. Vocational Interview/Evaluation
In this project you will do a vocational interview/evaluation of fellow class member, friend, or roommate. The interview portion of the project will be done in the counseling clinic and needs to be recorded on video tape. Please ask your “client” to assume that they have a physical disability which limits them to at least Light Work (USDOL definition). After the initial interview, you will administer a number of tests and write a vocational evaluation report with specific recommendations.

The Vocational Evaluation handout provides and the textbook interview form provides you with an interview outline, the list of tests you will administer. Please use this outline. A sample evaluation is available on Desire to Learn content tab. The Vocational Evaluation Report and scans of the test materials will be submitted to the D2L drop box by the due date. The video CD will be submitted separately.

2. Transferability of skills analysis.

Transferability of skills is another approach to help consumer identify vocational objectives. The instructor will give you a case study. Using the OASYS handout to enter the client’s work history, OASYS software, you will identify light or sedentary jobs the client is able to do using transferable skills. Please then use the software’s OES data to discuss the availability of the occupation in the Texas economy. Case Study and Transferability of Skills Printout will be turned to the D2L drop box. Please save a copy of your job recommendations from the Transferability of skills analysis for another assignment.

3. Job Analysis: (Supplies Needed-Job Analysis Form) Do the recommendations from your Vocational Evaluation really make sense? You’ve made some recommendations [specific jobs] as a result of your vocational evaluation and transferability of skills analysis. However, DOT general physical characteristics of the job may not be the same as the specific job in Nacogdoches Please spend at least an hour each (2 hours total) in the field studying someone working at two of the jobs you’ve recommended in the Nacogdoches/Lufkin economy. Please write up the job analysis for each job using the provided form and take photos of the person working.

Make sure that essential job tasks begin with a verb, and that physical requirements indicate what worker is required to do in each position and tools used. Handouts are available on the content page of D2L.
4. Test Tool Evaluation Presentation

You will be expected to give a 15-minute PowerPoint oral presentation on a selected test. You will select a test instrument from evaluation tools. Presentation due dates will be listed on the course calendar. Each class member and instructor should receive an outline of your presentation and the completed evaluation form of the test before you begin your presentation. You will have the opportunity to sign up for the test you intend to present during the 2nd meeting of the class.

- Your oral presentation should include the special evaluation form. Please assume that you are explaining the test to a consumer who has less than a High School education.

  - Personalize why you chose the test you did to present.
  - Presentation objectives slide
  - What evaluation questions does the test help answer
  - the purpose of the test,
  - a description of the subtests,
  - the approximate administration time,
  - age and grade level the instrument targets
  - norms and considerations for consumers with disabilities
  - personal impressions about the test.
  - a conclusions slide.

- Your oral presentation should include the administration of five test items to a group member in front of the class as well as demonstration of the scoring of the test.

Examinations: There will be three examinations. They will be multiple choice/true-false in nature. The final examination will be comprehensive.

Policy regarding Make-Up Examinations. Make-up examinations will be given Thursday 2 hours prior to class the week prior to the final. (Deadweek).

Policy As to Late Papers. Five points will be deducted for each 24 hour weekday period that your paper is late.

V. Tentative Course Outline/Calendar:

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<th>Date</th>
<th>Lecture</th>
<th>Reading</th>
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<td>Date</td>
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<td>Readings</td>
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| August 26, 2021 | Orientation to Class  
Discussion of Assignments                          |                                      |
| September 2   | Lecture: An Introduction to Assessment  
What is Assessment?  
Activity: Assignment of Teams/Presentations  
Lecture: Ethical and Legal Issues in Assessment | Sheperis: Introduction:  
Chapter 1  
Sheperis: Chapter 2 |
| September 9   | Lecture: Assessment Issues with Diverse Populations  
Multicultural Assessment  
Assessment of Individuals with Disabilities  
Standards for Assessment with Diverse Populations | Sheperis: Chapter 3 |
| September 16  | Lecture: Methods and Sources of Assessment Information  
The Initial Interview, tests, observation and collateral sources | Sheperis: Chapter 4 |
| September 23  | Foundations of Assessment  
Lecture: Statistical Concepts for Assessment, Scales of Measurement  
Description of Scores | Sheperis: Chapter 5 |
| September 30  | **Examination 1**  
Lecture: Understanding Assessment Scores, Criterion-Referenced scores, Norm-Referenced Scores, Qualitative Assessment | Sheperis: Chapter 6 |
| October 7     | Lecture: Reliability/Precision Reliability, Methods of Estimating Reliability/Precision Validity  
The Nature of Validity, sources of Validity Evidence | Sheperis: Chapter 7  
Sheperis: Chapter 8 |
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<th>Date</th>
<th>Lecture</th>
<th>Text</th>
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<tr>
<td>October 14</td>
<td>Lecture: Selecting, Administering, Scoring and Interpreting Assessment Results</td>
<td>Sheperis: Chapter 9</td>
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| October 21 | **Lecture; Assessment of Intelligence and General Ability**  
**Defining Intelligence Theories of Intelligence** | Sheperis: Chapter 10 (275-280)                                       |
| October 28 | **Examination 2**  
Lecture: Assessment of Achievement  
Assessing Achievement  
Standardized Achievement Tests, Adult Achievement Tests | Sheperis: Chapter: 11                                                |
| November 4 | Lecture: Assessment of Aptitude Aptitude Tests                          | Sheperis: Chapter 12                                                 |
| November 11| Lecture: Career and Employment Assessment  
Career Assessment  
Personality Assessment, Defining Personality, Inventories | Sheperis: Chapter 13, Sheperis: Chapter 14                             |
| November 18| Lecture: Clinical Assessment Fundamentals of Clinical Assessment, Observation, Neuropsychological Assessment, Cultural Considerations in Clinical Assessment Assessment in Education School Assessment Programs, Assessment Activities of School Counselors, Environmental assessment in the Schools, Competencies in Assessment and Evaluation for School Counselors, Assessment Issues | Sheperis: Chapter 15, Sheperis: Chapter 16                             |
Policy Regarding Attendance: There is a strong relationship between attending class and class success. Our department has a 87% student retention rate, and we are working to make it better. This instructor takes roll and uses a 1, 2, 3 approach. First absence, there are no questions. Second absence, the student will complete the student self-assessment form with a copy going to the Department Head. Third absence, this instructor will make an iCare referral which will result in a contact from the Office of student rights and responsibilities office. After the first absence, Any official trips, mandated workshops, or medical issues require documentation in the absence documentation drop box.

IV. Evaluation and Assessments (Grading):

Vocational Evaluation--15% -November 4th

Transferability of Skills--10 %- November 11th

Job Analysis--10% -November 18

Examination One 10% - September 30

Examination Two 15% -October 28

Examination Three (Final) 15% - December 9

Test Presentation 15%

Class Participation Exercises 10%

Bonus Points.
Research Participation: You have the opportunity to earn 4 research bonus points to your final grade (R-Points) by participating in departmental research projects. For every 30 minutes of research participation, you earn 1 R-Point. You must sign up for R-Points through the Department of Human Services Sona Systems Software


Tentative Course Outline/Calendar

VI. Readings (Required and recommended—including texts, websites, articles, etc.):


Live Text.

This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your Live Text account, call 936/468-2395 or e-mail SFALiveText@sfasu.edu. Once Live Text is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the Live Text system may result in course failure.

VII. Course Evaluations:

“Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes.
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: Policy 6.7:

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

There will be both in-class and out-of-class assignments. In-class assignments include preparation for and participation in class discussions, presentations and attendance. Since there are no examinations, in-class participation is essential. The class meets once a week. If you miss class for any reason, you miss a week’s worth of class material. Missing one class is like missing three MWF classes in a row. Thus class attendance will be rewarded (see point value below). Also, University policy permits a student to make up only 3 weeks of classes due to excused absences. If you miss more than three regular classes, you will not be allowed to make up the work you missed and therefore will fail the class.

Policy as to late assignments: 5 points will be deducted from the grade each day (not counting weekends) for assignments submitted after 5 P.M. of the due date. Please submit late assignments to the D2L drop box and Live Text drop box.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilitieservices/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades Semester Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFASU.
SFASU values students’ mental health and the role it plays in academic and overall student success. SFASU provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
IX. Other Relevant Course Information:

**Assistive Technology- Smartphone APPs.**

CamScanner (iphone and android) (free) will be used to scan completed test forms to upload to D2L test documentation dropbox.

Istudiez Pro (iphone) $2.99. student project and time management application.

Myhomework (iphone and android) (free) student project and time management application.

Citethisforme (iphone and android) (free) APA reference assistant.

**General Class Rubric**

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<th>Level</th>
<th>Criteria</th>
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<tr>
<td>4</td>
<td>Understands and responds to all question.</td>
</tr>
<tr>
<td></td>
<td>Cites specific evidence from relevant portions of the text.</td>
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<tr>
<td></td>
<td>Demonstrates sophisticated understanding relevant passages.</td>
</tr>
<tr>
<td>3</td>
<td>Understands and responds to all or most questions,</td>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
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<tr>
<td>-------</td>
<td>-------------</td>
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</table>
| 2     | Understands and responds to all or most questions.  
      | Cites evidence from relevant portions or text questions.  
      | Some errors in text-based facts  
      | Understanding vague, inconsistent, or seriously flawed |
| 1     | Responds to fewer than half the questions, and/or misunderstands questions.  
      | Evidence either lacking or vague that it does not demonstrate familiarity with text.  
      | Understanding vague, inconsistent, or seriously flawed |
|       | Cites evidence from relevant portions of text.  
      | No more than error in text-based facts.  
      | Interprets document in own words. |