RHB 407 Vocational Evaluation and Job Placement of Persons with Severe Disabilities

Fall 2023

Instructor: Dr. Bill Weber

Course Time & Location: 6:00 to 8:30 PM R; HSTC 318

Office: HSTC 230

Office Hours: 4:30-6:30 PM M; 4-6:00 PM W; 4-6:00 PM R

Office Phone: 468-1154

Credits: 3

Other Contact Information: Email: bweber@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.

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.

Student Learning Outcomes

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

Students will be able to critically evaluate common tests that are used as part of an assessment of clients with mental and physical disabilities.

Students will be able to conduct a Transferability of Skills analysis.

Students will be able to identify the major sources of information regarding the regional and state labor market.
**Assessment Methods**

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

Students will be evaluated on class power point test presentations using attached rubric.

Students will be evaluated as to the basic knowledge and dispositions of the assessment professional using the mid-term and final examinations.

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

Assignments – All Assignments will be posted to the D2L dropbox. Supporting materials need to be scanned and submitted with the submitted with the report.

1. **Vocational Interview and Vocational Evaluation—150 points**

(Supplies needed- Access to the EDITS platform for administration of the COPS, CAPS, and COPES instruments, Edits.net and a USB drive). You and your partner will schedule a “Mock” appointment in the counseling clinic for your vocational interview.

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.. 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 dropbox by the due date. The USB interview file is submitted separately.

2. **Transferability of skills analysis --100 points.**

(Supplies needed-Case History and and OASYS software in the Career Planning Laboratory, Human Services Bldg., HSTC 104).

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 dropbox. Please save a copy of your job recommendations from the Transferability of skills analysis for another assignment.
3. **Job Analysis- 100 points** (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 using your cell phone camera.

**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.**

Please photograph the individual working in that job.

4. **Video Recording Test Tool Evaluation Presentation- 100 points**

You will be expected to give a 20-minute powerpoint oral presentation on a selected test. You will select a test instrument from evaluation tools. 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. Topics to be covered in the oral presentation.
- 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 volunteer.
- The best way to do this is through a zoom recording with a submission of the link and any handouts.

5. **Examinations:** There will be two examinations. They will be multiple choice/true-false in nature. The mid-term evaluation is valued at 100 points and the final examination is valued at 200 points. The final examination will be comprehensive.
6. Grading:

Vocational Interview/Evaluation 150 possible points
Job Analysis 100 possible points
Transferability of Skills Analysis 100 possible points
Test Tool Evaluation 100 possible points
Mid-Term 100 possible points
Final Exam (Comprehensive) 200 possible points

Total 750 points

A= 675 to 750 points
B= 600 to 674 points
C= 525 to 559 points
D= 450 to 524 points
F= 0 to 449 points

Due Dates

Vocational Interview/Evaluation- 11/16/2023 @ 11:59
Job Analysis- 11/02/23@11:59 PM
Transferability of Skills Analysis-11/09/2023 @11:59
Test Tool Evaluation Recording -10/26/2023 @11:59
Mid-Term -In Class
Final Exam (Comprehensive)-In Class
Policy regarding Make-Up Examinations. Make-up examinations will be given Tuesday 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:

I recommend that you print this calendar so that you can keep track assignments. All assignments are due by the 11:30pm in the date and time noted on the timeline. Late work will not be accepted unless arrangements are made in advance Do not email me late assignments unless I specifically tell you to do so.

Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td>The Course Outline</td>
<td></td>
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<tr>
<td>Week 2</td>
<td>Chapters 1 and 2</td>
<td>Introduction to Assessment Ethical and Legal Issues in Assessment</td>
<td>Test Selection for Presentation in dropbox</td>
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<tr>
<td>Week 3</td>
<td>Chapters 3 &amp; 4</td>
<td>Assessment with Diverse Populations Methods and Sources of Assessments</td>
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<td>Week 4</td>
<td>Chapters 5 &amp; 6</td>
<td>Statistical Concepts Understanding Assessment Scores</td>
<td>Appointment for “Mock Interview”</td>
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<td>Week 5</td>
<td>Chapters 7 &amp; 8</td>
<td>Reliability and Validity</td>
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<tr>
<td>Week 6</td>
<td>Chapter 9</td>
<td>Selecting, Administering, Scoring, and Interpreting Assessment Results</td>
<td>In Class Activity- Administration of Edits Tests</td>
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<tr>
<td>Week 7</td>
<td><strong>Mid-Term Exam taken in classroom</strong></td>
<td><strong>100 Points 10/12/2023</strong></td>
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<tr>
<td>Week 8</td>
<td>Chapter 11 &amp; 12</td>
<td>Achievement and Aptitude Instruments</td>
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<td>Week 9</td>
<td>Chapter 13</td>
<td>Career and Employment Assessments</td>
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<td></td>
<td>Job Analysis</td>
<td>Vocational Evaluation-Work Samples, Vocational Evaluation Systems, Situational Assessment, and Job Site Evaluation</td>
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<td>Outside Reading</td>
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<td>Week 10</td>
<td>Chapter 14 &amp; 15</td>
<td>Personality Assessments and Clinical Assessments</td>
<td>Job Analysis is due 11/02/23 @11:59 PM</td>
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<td>Week 11</td>
<td>Chapter 10</td>
<td>Intelligence</td>
<td>Transferability of Skills Analysis is due 11/09/23 @11:59 PM</td>
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<td>Week 12</td>
<td>Chapter 17</td>
<td>Communicating Test Results</td>
<td>Vocational Interview/Evaluation is Due 11/16/23 @ 11:59 PM</td>
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<td>Week 13</td>
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<td>Thanksgiving Week</td>
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Week 14 | Chapter 16 | Assessments in Education
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Week 15 | Review for Final
Week 16 | **Comprehensive Final Exam taken in classroom.** | **200 points**

Schedule is subject to change with notice.

**Policy Regarding Attendance:**

**Having 3 unexcused absences from class is the same as missing 3 weeks of class and is grounds for dismissal from class.**

**Excused Absences.** Please see new policy implemented 08/01/2023. [Faculty Notification Requests | Dean of Students | SFA (sfasu.edu)]

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


**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; and
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:

**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/disabilityservices/.

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process. 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. Penalties for Academic Dishonesty Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, resubmission 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).

Plagiarism an extremely serious offense with severe consequences including failure to receive credit for the assignment, removal from the class, and/or removal from the university. Most students who plagiarize do so unintentionally. However, that does not lessen the consequences.
The following websites have excellent information regarding plagiarism and proper citation methods. I strongly recommend that you review this information.

http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml#original

http://www.msresource.com/format.html

http://owl.english.purdue.edu/owl/printable/589/

**Student Ethics and Policy**

**Withheld Grades: Policy 5.5**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

**Student Wellness and Well-Being**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA 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:**

**The Dean of Students Office** (Rusk Building, 3rd floor lobby) www.sfasu.edu/deanofstudents

936.468.7249 dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202

www.sfasu.edu/humanservices/139.asp

936.468.1041

**The Health and Wellness Hub “The Hub”**
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub

936.468.4008

thehub@sfasu.edu

Crisis Resources:

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741

**Student Code of Conduct: Policy 10.4**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework
solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Statement regarding the use of ChatGPT. If you use ChatGPT or electronic AI software in this class, please use the APA rules regarding citing Personal Communications. The author is Open AI and the date is the year of the software version that you used. (OpenAI, the year of the version). It would not appear or be counted in the references.

Withheld Grades Semester Grades Policy (A-5) Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, 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 and F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Course Specifics:

This course requires quite a bit of writing. You should have a backup plan in case your primary computer that you use goes out. It is also a good idea to back up your work especially for major assignments.

Meeting the requirements as outlined is the student’s avenue for successful completion of the course. No additional assignments will be given or accepted for “extra credit.” Late work is not accepted unless arrangements are made in advance or there is a major
extenuating circumstance (i.e. death in immediate the family or unexpected hospitalization.)

Classroom Etiquette

**Electronic Devices** - Out of respect for the learning environment, please turn off all electronic devices prior to entering the classroom. This does not mean place them on vibrate. Students should refrain from sending or receiving text messages during class. If someone is trying to reach you in the event of an emergency, they should contact the University Police Department. Students may use laptop computers or electronic notebooks to facilitate learning in the classroom. At no time should a student be online, checking emails, or engaged in any other activity that is unrelated to what is currently occurring in class.

**Participation** – Students are encouraged to be actively engaged in the learning activities in the class. Please refrain from talking or writing notes to classmates, even if it is related to the teaching topic, as it is distracting to others. If after being asked to refrain from doing so if a student or students continue to be disrespectful and have side bar discussions, the student or students may be asked to leave for the rest of the class period.

IX. Other Relevant Course Information:

**Assistive Technology- Smartphone APPs.**

CamScanner (iphone and adroid) (free) will be used to scan completed test forms to upload to D2L test documentation dropbox. Please use PDF setting and preview before submitting.