

**COU 507 Vocational Evaluation and Job Placement of Persons with Disabilities
Fall 2019**

Instructor: Dr. Bill Weber

**Course Time & Location: 7:15-9:45 PM M
HSTC 320**

Office: HSTC 230

**Office Hours: 3:30-4:30 M; 5:30-6:30 T;
3:30-4:30 W; 3:30-5:30 R**

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Credits: 3

Other Contact Information:

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Prerequisites: None

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 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.

2016 CACREP Standards

Contextual Dimension 2.n: The student will gain a knowledge of transferable skills techniques, functional assessments and work-related supports for achieving and maintaining meaningful employment for people with disabilities.

Practice 3.b: The student will learn how to do career and work-related assessments including job analysis, work site modifications, transferrable skills analysis, job readiness, and work hardening.

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.

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 dropboxes. Test Materials and Interview CD are to be turned in an Orange Pocket folder.

1. Vocational Evaluation

(Supplies needed-Test Materials available from the graduate assistant in HSTC 104.
Administration manuals are in Career Planning Laboratory, an appointment in the HSTC counseling clinic or access to a camcorder)

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 dropbox by the due date. The video CD will be submitted separately.**

2. Transferability of skills analysis.

(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:** (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.

Please photograph the individual working in that job.

4. Test Tool Evaluation Presentation

You will be expected to give a 15-minute powerpoint oral presentation on a selected test. You and your partner 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 Monday 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.

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 dropbox.

IV. Evaluation and Assessments (Grading):

Vocational Evaluation--15% -November 4th

Transferability of Skills--10 %- November 11th

Job Analysis--10% -November 25th

Examination One 10% - October 7th

Examination Two 15% -October 28th

Examination Three (Final) 15% - December 9th

Test Presentation 15%

Class Participation Exercises 10%

V. Tentative Course Outline/Calendar:

Date	Lecture	Reading
August 26	Orientation to Class Discussion of Assignments	

September 2	Lecture: An Introduction to Assessment Video: An Overview of Vocational Assessment Activity: Assignment of Teams/Presentations Lecture: Ethical Issues in Assessment	Powers: Introduction Powers: Chapters 1 Powers: Chapter 2
September 9	Lecture: Understanding the Customer with a Disability Lecture: Ethical and Legal Issues in Assessment Multicultural Dynamics in Assessment	Powers: Chapter 3 Powers: Chapter 4
September 16	Lecture: "Here's Johnny, Here's statistics"	Powers: Chapter 5
September 23	Lecture: The Clinical Assessment to diagnose mental disorders vs. the Vocational Assessment to identify strengths. What's wrong...what's right.	Powers: Chapter 6 Bissonnette: Chapters 1 & 2
September 30	Examination 1 Lecture: Assessing Academic Achievement Lecture-Assessing Vocational Interests	Powers :Chapter 10 (269-274) Powers: Chapter 7 Bissonnette Chapters 3 & 4
October 7	Lecture: We have interests, but what about aptitudes? Lecture: Do we have the ability to learn new material quickly? Intelligence	Powers Chapter 10 (257-275) Powers: Chapter 8 Bisonnette Chapters 5 & 6
October 14	Lecture: Understanding Behavior –Personality Assessments	Powers: Chapter 9 Bisonnette Chapters 7 & 8
October 21	Lecture: Selected Assessment Techniques used in Vocational Rehabilitation- Work Samples Functional Assessment	Powers: Chapter 10 (275-280) Powers Chapter 10 (280-284) Bisonnette Chapters 9 & 10

October 28	Examination 2 Lecture: Transitional Assessment with Adolescents	Powers : Chapter: 13 Bissonnette Chapter 11
November 4	Lecture: Self-Assessment and Other Assessment Techniques Transferability of Skills Analysis & Skills Analysis	Powers: Chapter 11
November 11	Lecture-Assessment with an environmental focus. Transition Assessment with Adolescents	Powers: Chapter 12 Powers: Chapter 13
November 18	Lecture: Interpreting the results to the customer and Identifying occupational resources. Vocational Assessment of the Industrially Injured Worker	Power: Chapter 14 Power: Chapter 15
December 2	Preparing the Vocational Plan Strategies in Job Placement	Appendix: Forms on the CD.
December 9	Final Exam	Final Exam at Class Time

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

Power, Paul . (2013). *A guide to vocational assessment*. Austin: Pro-Ed.

Bissonnette, D. (1994). *Beyond traditional job development*. [Chatsworth, CA]: M. Wright.& Associates.

Required:

LiveText

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 LiveText account, call 936/468-2395 or e-mail SFALiveText@sfasu.edu. Once LiveText 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 LiveText 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; 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:

Attendance--Attendance. You are allowed 3 excused absences with medical documentation. Please use Medical Absence documentation dropbox.. After that, I reserve the right to drop you from the class just as an employer would terminate you.

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.

Students with Disabilities— 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, 468-3004/468-1004 (TDD) 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/> .

Academic Honesty—It is the policy of Stephen F. Austin State University that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. (see Academic Integrity A-9.1)

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.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp .

Withheld Grades Semester Grades Policy (A-54)

Please copy and paste the following information regarding Withheld Grades into your syllabus. Add additional information as needed to meet your departmental or course needs.

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 the WH is assigned, 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 for the purpose of computing the grade point average.

Acceptable Student Behavior

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. 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. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <<http://www.texas.ets.org/registrationBulletin/>>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

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.

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

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

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

Additional Information:

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at

[https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y).

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and

- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at

https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact [the](#) Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information: