

Southern University and A & M College
College of Nursing and Allied Health
Department of Rehabilitation and Disability Studies
Clinical Rehabilitation Counseling Program (CRCP)

I. Description Information

- a. Course Number:** REHB 572 -01 || REHB 572-02
- b. Course Title:** Theories and Practices of Vocational Evaluation
- c. Credit Hours:** 3.0
- d. Class schedule** MW 5:00 – 7:50 PM Room 303
- e. Intended Audience:** This course is intended for Master's level candidates in the Clinical Rehabilitation Counseling and other human services fields whom have been approved for this course by their respective advisors. This is an elective course.
- f. Method of Delivery:** This course will be delivered face-to-face for students in Baton Rouge and simultaneously for students living elsewhere online via Zoom. The method of delivery will employ a variety of methods of instruction including lecture, class discussion, small group interaction, role play and learning experiences.

II. Catalog Description:

This course provides an introduction to general principles in vocational evaluation techniques (interest, intelligence, achievement, aptitude, values, temperaments, memory, learning style and work samples) as they apply to a person with disabilities are reviewed. The use of modern, contemporary assessment techniques including labor market analysis will be presented along with the collaboration between assistive technology and vocational evaluation will be addressed. The course utilizes the major vocational evaluation and assessment systems in the VEWA LAB, as they apply to the assessment of the vocational potential of individuals with disabilities. The course uses worker qualifications as they apply to descriptions of jobs listed in the O'Net classification system and positions listed by the Louisiana Workforce Commission. Didactic experience in testing, report writing, and interpretations are provided.

III. CACREP Content Areas:

The Graduate Program in Clinical Rehabilitation Counseling adheres to standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Throughout this syllabus, this course addresses professional counseling requirements for CACREP Standards **Section 2.F.4 (a-j): Career Development:**

- a. theories and models of career development, counseling, and decision making
- b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- d. approaches for assessing the conditions of the work environment on clients' life experiences

- e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- f. strategies for career development program planning, organization, implementation, administration, and evaluation
- h. strategies for facilitating client skill development for career, educational, and life-work planning and management
- g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- j. ethical and culturally relevant strategies for addressing career development

Section 5.D. Clinical Rehabilitation Counselor standards.

1: FOUNDATIONS

- a. history and development of rehabilitation counseling
- b. theories and models related to rehabilitation counseling
- g. screening and assessment instruments that are reliable and valid for individuals with disabilities

2: CONTEXTUAL DIMENSIONS

- a. roles and settings of rehabilitation counselors
- n. transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities
- o. role of family, social networks, and community in the provision of services for and treatment of people with disabilities
- s. cultural factors relevant to rehabilitation counseling

3: PRACTICE

- b. career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening

V. Required Texts and/or Readings

Power, P. W. (2013). *A Guide to Vocational Assessment* (5th Ed.). Austin, TX: Pro-Ed.

The 30th Institute on Rehabilitation Issues. A New Paradigm for Vocational Evaluation: Empowering the VR Consumer through Vocational Information. University of Arkansas CURRENTS. www.rcep6.org

Publication Manual of the American Psychological Association (6th Ed.) ISBN 13: 978-1-4338-0561-5

Students will be provided other reading materials, uploaded to Moodle.

VI. CACREP Faculty:

Randall Boen, Ph.D., CRC, LCPC (IL)

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 Department of Rehabilitation and Disability Studies Clinical Rehabilitation Counseling Program (CRCP)
 Room: Blanks Hall, Southern University, Baton Rouge, LA 70813
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 Email: randall_boen@subr.edu
 Office Hours: by appointment

VII. Method of Instruction:

Classes will include lectures, active class discussion, examinations, observation of vocational evaluations, completion of vocational evaluation and labor market reports, practice using work samples and other vocational evaluation tools. This course will involve significant internet assignments through Moodle. Students will also be expected to use LiveText for written assignments.

Livertext Subscription:

Southern University and A&M College-Baton Rouge has entered into partnership with Livertext, Inc. to provide online academic resources for student collaboration and learning outcomes assessment. Therefore, all students enrolled in this course are required to purchase a subscription from LiveText, Inc. through the Southern University Bookstore. LiveText, Inc. provides students with the electronic tools and services needed to serve them in their courses and in their career or academic pursuits beyond graduation.

VIII. Student Performance Evaluation Criteria

Classroom participation

Active participation in the class is required. As such up to 5 points toward the student's grade are awarded for each class. The *class experience will be evaluated for total participation, content of participation and quality of participation*. Points will be awarded on the basis of all three areas. Students who are absent from class will not receive any points. These points cannot be made up. Students must be active in the class to receive the full participation points. It is expected that students will be active learners. Students will read the text or other materials *prior* to class and participate in the interactive experience of the class.

Method of Evaluation/Grading

Please note that each of these areas are aligned with the CACREP Knowledge and Skills requirements section. One goal of this class is present opportunities for practical vocational evaluation experiences. Therefore, as the semester progresses, each student will be given data they will need to complete the final projects. These projects are to represent the application of knowledge in these topics.

- **Vocational evaluation (50 points).** Over the course of the semester, students will be given information on a hypothetical client. Students are to gather relevant data to compose a vocational evaluation due towards the end of the semester. Reports must include details from a mock interview, the clients' expressed vocational interests, social history, vocational history, medical history, and results from selected vocational aptitude testing.
- **Transferrable Skills Analysis and Labor Market Survey (50 points).** Each student will be responsible for collecting the necessary data to compose a transferrable skills analysis and a labor market survey. This information will be based upon the hypothetical client presented in class and your own independent research into a local job market. Further details will be given in class.
- **Article reviews (20 points each):** During the semester students are to identify and summarize the contents of 2 journal articles on topics recently published in the field of Vocational Rehabilitation. Appropriate articles are defined as: 1. Being published between 2014 and 2019, 2. From a peer reviewed journal (e.g., The Journal of Applied Rehabilitation Counseling, etc.), 3. Concerns the theory and/or practice of vocational evaluation, 4. May contain the results of a research study, conceptual review, or meta-analysis (no brief reports). Students must submit a two-page summary of the article and give a brief presentation in class. Further details will be provided in class.
- **Final Exam (50 points)** Students will complete a comprehensive final exam worth 50 points. Further details of the final exam will be announced in class
- **Attendance and participation (20 points)**

GRADING SCALE:

Of total points possible, earning: 100 – 90% = A 89 – 80 % = B 79 – 70 % = C Below 70% = F

Students are expected to attend all class sessions, take all examinations, participate in all class activities, and complete all class assignments. All assignments must be submitted no later than a given date set by the instructor.

IX. Disability Accommodations Policies and Procedures

Students with disabilities should make their needs for accommodations known to the Instructor during the first week of class. The instructor and the University's Office of Students with Disabilities will work together to make reasonable accommodations for the student. Email Address: patricia_hebert@subr.edu

*Schedule is tentative, if there are any changes, any changes will be announced in class

Tentative Course Outline (*Outline may be changed at the instructor's discretion.*) *Supplemental readings uploaded Moodle

Week	Date	Topic	Assigned Reading	CACREP standards	Assignment Due/Important Dates
1	6/4	Syllabus review Introduction to Vocational Evaluation			
	6/6	Current Perspectives on Vocational Assessment (VA)	Chapter 1 (Powers)	2.F.4.j. 5.D.2.a	
2	6/11	Issues Developing an Effective Vocational Evaluation Assessment Looking back into Vocational Rehabilitation	Chapters 2 (Power), 9 (IRI, 2003)	2.F.4.e. / 5.B.2.a-b.	
	6/13	Promising Practices of vocational evaluation and Career assessment	Groomes et al., (2015), Sligar and Better (2012)	2.F.4.f.	
3	6/18	The Consumer Interview as an Effective Assessment Tool	Chapters 6 (Powers), 9 (Rubin and Roessler, 2001)	2.F.4.e. / 5.B.1.g.	<i>Article review 1 due</i>
	6/20	Understanding the Consumer with a Disability Multicultural dynamics	Chapters 3 and 4 (Powers)	2.F.4.d. 5.D.1.g	
4	6/25	Understanding Selected Concepts in VA Interest Assessment in Vocational Rehabilitation	Chapters 5 and 7 (Powers) Chapters 10 (IRI, 2003)	2.F.4.e.	
	6/27	Intelligence and Personality Assessment in Vocational Rehabilitation	Chapters 8 and 9 (Powers)	2.F.4.f	
5	7/2	Understanding Aptitude, Achievement Work Samples and Functional Assessments Self-Assessment and other Selected Approaches in Assessment	Chapters 10 and 11 (Powers), Chapters 8 (IRI, 2003)	2.F.4.c. / 2.F.4.n	<i>Transferrable Skills Analysis and Labor Market Survey due.</i>
	7/4	<i>Independence day Holiday</i>			
6	7/9	Models of Vocational Assessment	Lent and Brown (2013), Szymanski, Enright, Hershenson, & Ettinger (2010).	5.D.2.c.	
	7/11	Assessment with an Environmental Focus: Situational, the Family and	Chapters 12 and 13 (Powers), Dawis (2002)	5.D.2.o.	<i>Article review 2 due</i>

		Assistive Technology Transition Assessment with Adolescents			
7	7/16	U. S. Department of Labor Database Analysis/ O*Net and DOT. Other resources: JAN, RESNA, Occupational Outlook Handbook, etc.	Chapter 8 (Patterson) Kierpiec, Phillips, and Kosciulek (2010), JAN (2015)	2.F.4.c.	
	7/18	Interpreting Assessment Information and Identifying Occupational Resources Communicating Findings and Outcomes	Chapter 14 (Powers)	2.F.4.u /2.F.4.a	<i>Vocational evaluation due</i>
8	7/23	Concentrated study period. Review for the final exam	None		
	TBD	Final Exam		2.F.4.a.- 2.F.4.j. / 2.F.4.1.g /2.F. 4.2.c – 2.F.4.2.u	