

C097

UNIVERSITY OF KENTUCKY  
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

1. Submitted by College of Education Date 10/15/03  
Department/Division offering course EDSRC - Rehabilitation Counseling
2. Changes proposed:
  - (a) Present prefix & number RC 620 Proposed prefix & number same
  - (b) Present Title Vocational Evaluation in Rehabilitation  
New Title same
  - (c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:  
\_\_\_\_\_
  - (d) Present credits: 3 Proposed credits: same
  - (e) Current lecture: laboratory ratio no change Proposed: \_\_\_\_\_
  - (f) Effective Date of Change: (Semester & Year) Spring 2004
3. To be Cross-listed as: NA  
Prefix and Number \_\_\_\_\_ Signature: Department Chair \_\_\_\_\_
4. Proposed change in Bulletin description:
  - (a) Present description (including prerequisite(s)):  
No change (see attached pages from the bulletin)
  - (b) New description:  
No change
  - (c) Prerequisite(s) for course as changed: \_\_\_\_\_
5. What has prompted this proposal?  
Development of a Web based program
6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:  
None
7. What other departments could be affected by the proposed change?  
None
8. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky?  Yes  No
9. Will changing this course change the degree requirements in one or more programs?  Yes  No  
**If yes, please attach an explanation of the change.\***
10. Is this course currently included in the University Studies Program?  Yes  No  
**If yes, please attach correspondence indicating concurrence of the University Studies Committee.**
11. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

\*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.

ORIGINAL

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12. Is this a minor change?  Yes  No  
 (NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

13. Within the Department, who should be consulted for further information on the proposed course change?

Name: Dr. Ralph M. Crystal

Phone Extension: 7-3834

**Signatures of Approval:**

<p align="center"><i>Ralph M. Crystal</i> Department Chair</p>	<p><u>1/13/04</u> Date</p>
<p align="center"><i>Robert Shapiro</i> Dean of the College</p>	<p><u>1/14/04</u> Date</p>
<p align="center">**Undergraduate Council</p>	<p>Date</p>
<p align="center"><i>Jasmine Blackwell</i> **Graduate Council</p>	<p><u>3-19-04</u> Date</p>
<p align="center">**Academic Council for the Medical Center</p>	<p>Date</p>
<p align="center">**Senate Council</p>	<p>Date of Notice to University Senate</p>

\*\*If applicable, as provided by the Rules of the University Senate.

ACTION OTHER THAN APPROVAL

\*\*\*\*\*

The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

- a. change in number within the same hundred series;
- b. editorial change in description which does not imply change in content or emphasis;
- c. editorial change in title which does not imply change in content or emphasis;
- d. change in prerequisite which does not imply change in content or emphasis;
- e. cross-listing of courses under conditions set forth in item 3.0;
- f. correction of typographical errors. [University Senate Rules, Section III - 3.1]

Rev 8/02

PrintForm

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## RC 620

### Vocational Evaluation and Work Adjustment for the Severely Disabled

Spring 2003

Instructor: Jackie B. Rogers, PhD, Adjunct Assistant Professor  
210 Taylor Education Building

Phone: (859) 276-2508 OR  
(859) 257-5284

Email: [jbroge2@uky.edu](mailto:jbroge2@uky.edu)

#### **Office Hours:**

As a part-time instructor, I do not have regular office hours on campus. However, I am very willing to meet with students by appointment or before or after class.

#### **Required Text:**

Power, P. W. (2000). *A Guide to Vocational Assessment*. Austin, TX: Pro Ed.

Additional readings will be handed out in class during the semester.

#### **Goals and Objectives:**

The goal of this course is to introduce students to vocational assessment and evaluation principles, techniques, and methods with a particular focus on assessment of people with disabilities. Laboratory experience will include administration and interpretation of vocational tests.

Core Standards: This course addresses the following accreditation standards:

C.2 The required curriculum of graduate study shall provide for obtaining essential knowledge, skills, and attitudes necessary to function effectively as a professional rehabilitation counselor. Study units or courses would typically include, but are not limited, to the following areas:

#### C.2.1 Foundations of Rehabilitation Counseling

- history and philosophy of rehabilitation and legislation affecting individuals with disabilities;
- organizational structure of the vocational rehabilitation systems, including public, private, for-profit, and not-for-profit service settings;
- laws and ethical standards affecting rehabilitation counseling practice, with examples of their application;
- societal issues, trends, and developments as they relate to rehabilitation.

#### C.2.2 Counseling Services

- behavior, personality, human growth and development;
- individual, group and family counseling theories and practices;
- multi-cultural and gender issues;
- environmental and attitudinal barriers to individuals with disabilities;
- services to a variety of disability populations, including multiple disabilities, in diverse settings.

#### C.2.3 Case Management

- case management process, including case finding, service coordination, referral to and utilization of other disciplines, and client advocacy;
- planning for the provision of independent living services and vocational rehabilitation services;
- identification and use of community resources and services in rehabilitation
- planning;
- computer applications and technology for caseload management, functional assessment, job matching, etc.

#### C.2.4 Vocational and Career Development

- vocational aspects of disabilities, including theories and approaches to career development and exploration;
- occupational information, labor market trends, and the importance of meaningful employment.

### C.2.5 Job Development and Placement

- medical aspects of disabilities, functional capacities of individuals with disabilities, and appropriate intervention resources (e.g., assistive technology);
- psycho-social aspects of disabilities, including the impact of disability on the individual and family, and personal, social and cultural adjustment to life;
- evaluation approaches, techniques, interpretation, available resources, and vocational evaluation.

### C.2.6 Job Development and Placement

- job analysis, work-site modification and restructuring, including the application of appropriate technology;
- job development, job placement, employer contacts, supported employment,
- follow-up and/or follow-along services.

### C.2.7 Research

- rehabilitation research literature; statistics, methods, and types of research analyses;
- design of research projects and consultation on survey procedures and needs assessment approaches.
- C.5The program shall provide ongoing opportunity throughout the course of study for experience with individuals with disabilities in a variety of community and rehabilitation settings.

Upon completion of this course students will:

1. Understand the historical and philosophical foundation of vocational evaluation and work evaluation in rehabilitation.
2. Be familiar with approaches, techniques, and instruments utilized in the vocational evaluation process.
3. Understand basic measurement concepts and statistics and how they are interpreted.
4. Develop fundamental skills in conducting the assessment interview, administration of vocational tests, and report writing procedures.
5. Be able to incorporate interview information, medical-psychological test results, and vocational test results into a vocational evaluation report.
6. Understand how to interpret vocational test results and develop recommendations for rehabilitation services.
7. Be familiar with issues related to testing ethics and procedures with people with disabilities and people from diverse cultural backgrounds.

**Course Outline:**

This course is divided into two parts, lecture and a laboratory. The lecture part will meet from 7:15 PM until 8:50 PM on Thursdays in DH 207. Lab will be at other times as designated below and will focus on assisting students administer and interpret tests. All students will attend both lecture and lab. If an individual student needs additional lab time, this will be arranged with the instructor.

- Jan. 16 Introduction and Overview of the Course
- Jan. 23 Purpose and Practice of Vocational Assessment  
in Rehabilitation Counseling  
Readings: Power, Chap. 1-2
- Jan. 30 Conducting an Assessment Interview  
Readings: Power, Chap. 3-4
- Feb. 6 Intelligence and Achievement Testing  
Readings: Power, Chap. 7  
**LAB TO FOLLOW CLASS**
- Feb. 13 Personality and Vocational Interest Testing  
Readings: Power, Chap. 6 & 8
- Feb. 20 Personality and Vocational Interest Testing (cont.)  
**LAB TO FOLLOW CLASS**
- Feb. 27 Aptitude Testing  
Readings: Powers, Chap. 9 and handouts  
**LAB TO FOLLOW CLASS**
- March 6 Aptitude Testing (cont.)
- March 13 Vocational References  
Readings: Handouts  
**LAB TO FOLLOW CLASS**
- March 20 **SPRING BREAK**  
**NO CLASS**
- March 27 Report Writing  
Readings: Handouts  
**LAB TO FOLLOW CLASS**  
**SPECIFIC OCCUPATIONAL ANALYSIS ASSIGNMENT DUE\***

- April 3      Report Writing (cont.)  
**LAB TO FOLLOW CLASS**
- April 10     Interpreting Assessment Information for the Client  
Readings:    Chapter 13  
**DRAFT OF VOCATIONAL EVALUATION DUE**
- April 17     Computerized Assessments
- April 24     Evaluation of Special Populations  
**FINAL VOCATIONAL EVALUATION PAPER DUE**
- May 1        Evaluation of Special Populations
- May 8        Final

\* We may be able to complete this assignment during lab on March 13<sup>th</sup>.

## **ASSIGNMENTS**

### **1.    Specific Occupational Analysis**

This assignment is designed to familiarize the student with various vocational reference materials. A part of vocational evaluation is making appropriate recommendations regarding a client's vocational potential. Therefore, it is essential that the evaluator be familiar with occupations and their characteristics (including physical, mental, educational, etc.) in order to make appropriate recommendations. A detailed description of this assignment will be handed out later.

### **2.    Vocational Evaluation and Report**

Students will evaluate an actual rehabilitation client and prepare a report based on their findings. The evaluation will include:

- a.) an interview;
- b.) administration/scoring/interpretation of intelligence, achievement, interest, and/or other tests as needed for the individual client;
- c.) report writing (including answering of referral questions and making recommendations);
- d.) meeting with client and referring counselor to discuss results.

The following criteria will be considered in evaluating the vocational evaluation;

- a). writing quality—clarity, organization, spelling, and grammar;
- b). integration of test scores with other information, and interpretation of test results;
- c). answering of referral questions;
- d). appropriate recommendations.

As this evaluation will be for an actual client, it is imperative that the report be professional and accurate. Therefore, it may be necessary to revise the report on more than one occasion. Final reports will be printed on department letterhead and made a part of the client's rehabilitation file.

## GRADES

Final grade will be determined on the basis of the following:

Class participation and attendance	5%
Specific occupational analysis	5%
Vocational evaluation report	50%
Client meeting	10%
Final examination	30%

## OTHER

1. Attendance is mandatory. Acceptable reasons for excused absences are listed in Student Rights and Responsibilities. You will lose ½ letter grade for the course for each unexcused absence. After three absences you have the right to petition for a "W" or take an "I" grade.
2. The use of emails between student and instructor is a convenient method for information transfer. However, actual paper copies of the assignments must be received on the due date.
3. If an assignment is late, the grade for that assignment will be reduced by 10 points for each day late after the due date.
4. **I prefer that students contact me by phone as opposed to emails. It is often easier to reach me at 276-2508 first, and, if I am not there, leave a message and a number and I will return the call. After this, you may try me at 257-5284 or send me an email.**