REH 6210
Vocational Evaluation Principles and Systems
Summer Semester, 2010

<table>
<thead>
<tr>
<th>CRCC Knowledge Subdomains Addressed</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests and evaluation techniques available for assessing client’s needs</td>
<td>1</td>
</tr>
<tr>
<td>Interpretation of assessment results for rehabilitation planning purposes</td>
<td>2</td>
</tr>
<tr>
<td>Vocational implications of functional limitations associated with disabilities</td>
<td>3</td>
</tr>
<tr>
<td>The ethical standards for rehabilitation counselors</td>
<td>4</td>
</tr>
<tr>
<td>Internet resources for rehabilitation counseling</td>
<td>5</td>
</tr>
<tr>
<td>The legislation or laws affecting individuals with disabilities</td>
<td>6</td>
</tr>
<tr>
<td>The psychosocial and cultural impact of disability on the individual</td>
<td>7</td>
</tr>
<tr>
<td>Transferable skills analysis</td>
<td>8</td>
</tr>
<tr>
<td>Gender issues</td>
<td>9</td>
</tr>
</tbody>
</table>

Instructor/Time/Location

Michael J. Millington Ph.D., CRC  
025 Human Service Research Center  
6524 Old Main Hill  
Logan, UT 84322  
(435) 797 3488  
michael.millington@usu.edu  

Section 1: May 24- May 28  
Monday-Friday  
8am-5:00pm,  
Emma Eccles Jones Room 130A  

Office Hours by appointment

Required Text

We will be reading and reporting from Test Manuals.

Course Objectives

Upon completion of this course, the successful student will be an informed consumer of vocational evaluation services and products as evidenced by their ability to:

(1) Integrate the principles of vocational evaluation into the rehabilitation counseling process.
   (a) Work in a collaborative, ethical, and client-centered approach.
   (b) Conceptualize vocational issues and formulate actionable referral questions.
   (c) Deconstruct referral questions into component parts that are amenable to assessment.
   (d) Identifying means of assessment (instruments & techniques) and valuation that are psychometrically sound (reliable and valid) and qualitatively meaningful (utility).
   (e) Engage client in planning and commitment to the evaluation plan
   (f) Know when and how to execute a standardized test administration, and when and how to violate standardized administration.
   (g) Score, analyze, and provide client feedback on individual test results.
(h) Synthesize test results into a response to vocational evaluation questions.
(i) Generate multiple, contingent, and realistic recommendations that fully address
the clients needs for career planning, and illicit client buy-in.
(j) Generate a cogent report that clearly and concisely documents the entire
vocational evaluation process.

(2) Advocate for the ethical use of vocational evaluation process and product within the
agency
   (a) Identify best practice criteria for vocational evaluation
   (b) Evaluate performance of your vendors
   (c) Remediate gaps in quality

**Course Structure & Process**
The class meets for five consecutive days for 9 hours per day. Progress through each day
will approximate the following schedule.

**Morning Schedule**
*(8:00-9:00)* Review & Set Up. Review progress thus far, including overnight readings and
related discussion questions, or other assigned activity. Identify and resolve any issues
impeding training progress. Map out what will be covered this day.
*(9:00-10:00)* Lecture. On topic as scheduled. Morning lectures tend to be on theory,
philosophy, and other abstractions.
*(10:00-12:00)* Partner activities. Pairing up in groups of two or three, students will engage a
series of task: intake/orientation, planning, testing, scoring, synthesis, feedback, and report
writing. In these tasks they will alternate roles as client and evaluator.

**Afternoon Schedule**
*(1:00-1:30)* Lecture/Demonstration. On topic as scheduled. Afternoon lectures tend to be practical.
*(1:30-4:30)* Evaluation Activities. Continue with project based learning
*(4:30-5:00)* Integration. Review points covered, set agenda for evening

**Evening Schedule**
*(Open)* Readings and discussion questions. Cover readings and prepare responses for
morning.

**Course Schedule**

**Monday, 5/24/10**
*Orientation & Set Up.* Review syllabus; Set up groups; Outline today’s activities.
*Lecture.* Overview of a Scientist-Practitioner Approach to Vocational Evaluation
*Evaluation Activities.* Creating a client…creating a file.
*Lecture/Demonstration.* Intake Process: Contact through File Review to Orientation
*Evaluation Activities.* File Review and practice intake/orientation…Discussion: initial questions.
*Integration.* Ethics and the Scientist Practitioner; How to do a WIKI

**Tuesday, 5/25/10**
Review & Set Up. Ethics, Law, and the Code
Lecture. Interviewing in the context of Vocational Evaluation…more ethics.
Evaluation Activities. Testing continues
Lecture/Demonstration. Basic Psychometrics, Assessment systems (Aptitudes).
Integration. Computer-assisted scoring

Wednesday, 5/26/10
Review & Set Up. Discuss and hand in Reviews; review evaluation plans
Lecture. Interest Testing
Evaluation Activities. Testing continues
Lecture/Demonstration. Achievement Tests
Evaluation Activities. Testing continues
Integration and Evaluation. Standardized administration and accommodation.

Thursday 5/27/10
Review & Set Up. Discuss testing process, progress, and WIKI
Lecture. Work Samples & Situational Assessment
Evaluation Activities. Testing continues
Class Discussion/Presentations. Testing continues.
Lecture/Demonstration. Work Personality
Evaluation Activities. Testing continues
Integration: Documentation and Behavioral observation

Friday, 5/28/10
Review & Set Up. Discuss testing process, progress, and WIKI
Evaluation Activities. Report Writing
Integration and Evaluation. Finish report and hand in. Finish WIKI entries and hand in.

Evaluation Criteria & Scale
Vocational Evaluation Report (70%)
Students are required to submit a comprehensive vocational evaluation report. The report should integrate information obtained through the assessment of another classmate. The narrative report you develop should cover the following topic areas:

Demographics and Background (5%): (a) Identifying Information, (b) Confidentiality & Informed Consent (c) Reason for Referral
File Review (Biodata) (10%): (a) Educational, (b) Medical/Psychiatric, (c) Other
Interview (15%): (a) Domestic, (b) School, (c) Work, (d) Leisure, (e) Other
Referral Question (10%): (a) Agency, (b) Client, (c) Clarity and completeness of expression
Evaluation Plan (10%): (a) Clarity of link between assessment instrument and referral question
Assessments (Across measures) (20%): (a) Instrument rationale, (b) Standardized/Accommodated Administration, (c) Results, (d) Observations/client response, (e) Threats to validity/limits to interpretation
Synthesis of Findings (10%): (a) Integration of qualitative and quantitative information, (b) degree to which findings address referral questions

Recommendations (20%): (a) client participation in development of recommendations, (b) logical extension of findings, (c) generation of alternatives and contingencies; (d) perceived utility in solving problem, creating progress on career path.

Class Participation (30%)
You are required to be present and fully engaged in the process each day of class, in every activity, from beginning to end. While this is a rather subjective evaluation, based on instructor observation, criteria include (a) attendance, punctuality, and preparedness; (b) relative number of constructive verbal responses and queries; (c) evidence of skill acquisition (test administration); (d) cooperation in role playing.

Course Grading Scale
A > 90; B> 80 C >70

Accommodations
In coordination with the Disability Resource Center, reasonable accommodation will be provided for qualified students with disabilities. Please meet with the instructor during the first day of class to make arrangements. Accommodations and alternative format print materials (large print, audio, diskette or Braille) are available through the Disability Resource Center, located in the Taggart Student Center room 104, phone number (435) 797-2444.

USU Policy on Incomplete Grade (I)
Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the work in a course due to extenuating circumstances, but not due to poor performance. The term “extenuating circumstances” includes: (a) incapacitating illness which prevents a student from attending classes for a period of at least two weeks, (b) a death in the immediate family, (c) financial responsibilities requiring a student to alter course schedule to secure employment, (d) change in work schedule as required by employer, or (d) other emergencies of this nature.

Documentation of the circumstances cited to justify an incomplete grade is required. Such a student may petition the instructor of the course for time beyond the end of the semester to finish the work. If the instructor agrees, two grades will be placed on the final grade list for the student: an “I” and a letter grade for the course computed as if the missing work were zero. The student is then required to complete the work by the time agreed upon, or not longer than 12 months. If no change of grade has been submitted by the instructor within the prescribed period, the I grade will be removed and the letter grade originally submitted with the I will remain as the permanent grade for the course.

Notice of Academic Dishonesty
The University expects that students and faculty alike maintain the highest standards of academic honesty. For the benefit of students who may not be aware of specific standards of the University concerning academic honest, the following information is quoted from the
code of Polices and Procedure for Students at Utah State University, Article V, Section 3; Violations of University Standards, Acts of Academic Dishonesty:

**A. Cheating includes intentionally:**
(1) Using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity;
(2) Depending upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
(3) Substituting for another student, or permitting another student to substitute for oneself in taking an examination or preparing academic work;
(4) Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; and
(5) Engaging in any form of research fraud.

**B. Falsification** includes the intentional and unauthorized altering or inventing of any information or citation in an academic exercise or activity.

**C. Plagiarism** includes knowingly representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Violations of the above policy will subject the offender to the University discipline procedures as outlined in Article VI, Section 1 of the Handbook. Those procedures may lead to: (a) a reprimand; (b) a grade adjustment; (c) being placed on warning or probation; (d) suspension from the University; or (e) expulsion from the University.