



COLLEGE OF EDUCATION
COUNSELOR EDUCATION
ALABAMA A & M UNIVERSITY

Course Number	COUN 512
Course Title	Vocational Assessment
Call Number/Section	
Class Times	
Class Location	
Textbook	
Instructor	
Office and Office Hours	
E-mail address	
Telephone number	

Powers, Paul (2006). *A Guide to Vocational Assessment*: Pro-Ed Inc., Austin TX

Course Description and Other Information:

This course is designed to provide students with an overview of vocational evaluation and assessment, work adjustment, personal-social adjustment, and independent living services for persons with disabilities and special needs primarily as they are applied in rehabilitation facilities.

Program objectives met in COUN:512 Vocational Assessment

1. To present theoretical and practical experiences which prepare graduates to function effectively as counselors
2. To encourage the spirit of inquiry and the production and utilization of research among both faculty and students
3. To produce counselors who use appropriate, culturally sensitive, intervention strategies and skills in working with clients with disability
4. To foster the development of an awareness and understanding of problems and professional issues as well as the legal and ethical concerns in the counseling profession
5. To foster the development of the characteristics, personal qualities, and levels of integrity necessary to meet professional standards

6. To provide opportunities for planned periodic self-evaluation and the development of greater self-understanding as well as the qualities of openness, tolerance, and acceptance of self and others
7. To develop and provide a multicultural environment that fosters skills necessary for professional counseling in a diverse society.

Student Learning Outcomes (SLO) for COUN:512 Vocational Assessment

- SLO 1 To familiarize students with the major vocational evaluation assessment tools and techniques, their purposes, strength and weaknesses
- SLO 2 To provide students with guidelines for selecting vocational evaluation tools and techniques for applying, interpreting, and reporting assessment data
- SLO 3 To help students acquire a perspective of vocational evaluation techniques by presenting historical highlights of the development and use.
- SLO 4 To foster awareness among students of the technical, legal, ethical, and social issues associated with vocational evaluation practices.
- SLO 5 To acquaint students with current and future trends in vocational evaluation techniques and practices.
- SLO 6 To encourage students to develop an understanding of the field of vocational evaluation.
- SLO 7 To acquaint students with the work adjustment and independent living process.
- SLO 8 To help students to become familiar with community social services agencies and the services they provide.

CACREP (2016) Standards Covered in COUN 512

<u>Standard</u>	<u>Evaluation</u>
5.H.1. Foundations (Rehab Counseling)	
c. principles and processes of vocational rehabilitation, career development, and job development and placement	Exams
g. methods of assessment for individuals with disabilities, including testing instruments, individual accommodations, environmental modification, and interpretation of results	Oral Presentations I & II Exams
5.H.2. Contextual Dimensions	
e. impact of psychosocial influences, cultural beliefs and values, diversity and social justice issues, poverty, and health disparities, with implications for employment and quality of life for individuals with disabilities	Exams
5.H.3. Practice	
b. informal and formal assessment of the needs and adaptive, functional, and transferable skills of individuals with disabilities	Oral Presentations I & II Exams

CLASS FORMAT /INSTRUCTIONAL METHOD

Classes will include lectures, demonstrations, multimedia presentations, video and experiential activities. Students are expected to participate in demonstrations and practice sessions involving various counseling approaches, strategies, and techniques. For communication, please use the university approved email account or blackboard (no personal email accounts).

COURSE REQUIREMENTS

A. Oral Presentation and Assignment I (100 points)

Each student will be required to complete a presentation and one-page summary on each of the following: Myers Briggs, General Aptitude Battery and the Strong Interest Inventory

B. Oral Presentation and Assignment II (100 points)

Each student will be required to complete a presentation and one-page summary on each of the following: Self Directed Search, Wide Range Achievement Version 4, and the Minnesota Multiphasic Personality Inventory Second Edition (MMPI-2)

C. Mid-term Exam (100 points)

D. FINAL EXAM (100 POINTS)

E. QUIZ (50 POINTS)

STUDENTS WILL TAKE 5 QUIZZES DURING THE SEMESTER ON THE ASSIGNED CHAPTER

Late assignments will incur a penalty of a 10-point deduction. No Exceptions.
GRADE DETERMINATION

Course Requirements	Points
Oral Presentation and Assignment I	100
Oral Presentation and Assignment II	100
Mid-term	100
Final Exam	100
Quiz (5 @ 10 points each)	50
Grading Scale	Total 450 Points
A 90-100%	450-400 = A
B 80-89%	399-349 = B
C 70-79%	348-298 = C
D 60-69%	297-247 = D
F Below 60%	Below 247 = F

Course Policies

Assignments

All assignments are due on the date specified. Late work will be accepted with approved advanced notice with a 10-point deduction.

GUIDELINES

This syllabus represents a contract between the student and the instructor for this course. The syllabus delineates essential details about the course, course content, and performance. As the instructor, I reserve the right to modify assignment structure, re-arrange topic discussion, and to make as needed changes to the course. Students will always be notified in advance of said changes in writing, via email and/or blackboard. Additionally, a student is officially enrolled in this course until the university procedure for withdrawal from the course has been executed. Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

LIBRARY SUPPORT

The Libraries at Alabama A&M provide access to materials and services that support the academic programs. The Alabama A&M University Library Website is <http://www.aamu.edu>. This site provides access to the resources to all campus libraries.

REMEDIATION

Faculty in the College of Education expect all candidates to be proficient in the areas of spoken and written communication. Consequently, the course instructor reserves the right to recommend remediation for any candidate who oral and written communication skills are considered unsatisfactory. This remediation might include an objective diagnostic writing evaluation or additional course work, not for punitive measures, but to improve students' knowledge and comprehension in this course.

SERVICES FOR STUDENTS WITH DISABILITIES

The University provides environmental and programmatic access for persons with documented disabilities as defined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disability Act of 1990. Any student who desires information or assistance in arranging needed services for a disabling condition should contact the Director of Special Students Services (Mrs. Williams), Student Center, Room 203, 256-372-4263.

ATTENDANCE POLICY

The attendance policy complies with the Alabama A & M University guidelines. A graduate student is permitted **one** (1) unexcused absence for each credit hour generated by the class. Two absences will lower your grade by one grade; this holds true for subsequent absences. Students are expected to attend all classes. This instructor does not have to be contacted in the event of your absence, except in the event of extended absences. Students are allowed one unexcused absence. **Two absences = 1 letter grade lower; Three absences = failure of course.**

ETHICS STATEMENT

All acts of dishonesty in any work constitute academic misconduct that could result in a failing grade for the class or expulsion from the Program/University. Academic dishonesty includes but is not limited to cheating, plagiarism, and fabrication of information. Students who commit acts of academic dishonesty will be immediately referred to the Department's Academic Standards Committee for adjudication, which could result in expulsion from the Program and from the University. Resource: the AAMU, Office of Academic Affairs, Academic Policies and Procedures Manual, most recent revision.

CLASSROOM DECORUM

It is expected that students will take responsibility for their own education and will help to create an environment conducive to learning. Additionally, each classroom should be embraced as a professional experience. Cell phones will be turned off or placed on the silent mode during class. Disregarding this request will lower your grade by one letter grade. Appropriate attire is required.

Laptops may be used in class but are only to be utilized for class related activities (e.g., taking notes). If it becomes apparent you are using the computer for non-class activities (e.g., checking your email, playing games) then you may be asked to turn off your computer and refrain from bringing it into class in the future. Laptop use is restricted to the back or sides of the classroom so that other students are not distracted during lecture.

Students who violate the Student Code of Conduct will be referred to the Department's Academic Standards Committee. The Psychology & Counseling Master's Program adhere to the code of ethics that govern our profession: ACA, <http://www.counseling.org/knowledge-center/ethics>; and the NCC, <http://www.nbcc.org/assets/ethics/nbcc-codeofethics.pdf>.

IRB COMPLIANCE

Should this course implement a research/evaluation project, no stage of the research project for this course is to begin prior to the student, course instructor, a student advisor receiving a stamped copy of the IRB Approval Form. Initiating any stage of research/evaluation prior to approval is a direct ethical and academic violation and will result in failing the course. Students may request additional information about IRB requirements from the Office of Research Grant and Support.

COURSE EVALUATION

Alabama A&M University is committed to professional growth and development for each faculty member as well as to enhance course development. To assist in this process, students are asking to complete an online faculty evaluation at the end of each academic course. Individual Responses are not shared with the faculty member, only a summative report of students' responses.

DISCRIMINATION/HARRASSMENT

Alabama A&M University is committed to providing a workplace and educational environment, programs, and activities free of discrimination and harassment. This policy does not allow curtailment or censorship of constitutionally protected expression. This procedure applies to present and former employees of the University, students, applicants for admission or employment, and participants in University programs or activities (includes customers for

services, vendors, contractors, and volunteers). A complaint may be filed with the Office of Human Resources (HR) by any present or former employee of the University, student, applicant for admission or employment, or participant in a University program or activity, who believes (s)he has been discriminated against or harassed in violation of this Policy. Any such complaint must be filed within 300 calendar days of the incident. The Complaint Form can be found at: <http://www.aamu.edu/administrativeoffices/hrservices/Documents/Complaint%20Form.pdf>

COURSE CALENDAR

WEEK/ DATE	COURSE TOPIC/LECTURE	READINGS	ASSIGNMENTS, RUBRICS, TESTS	ASSESSMENT/ CACREP STANDARD
Week 1	Syllabus Introduction Course Overview Managed Care			
Week 2	Chapter 1	Current on Perspectives on Vocational Assessment	Quiz	Quiz CACREP 5.H.1.c
Week 3	Chapter 2	Issues for Developing an Effective Vocational Assessment		Oral Presentation CACREP 5.H.1.g, 3.b
Week 4	Chapter 3	Understanding the Consumer With a Disability		
Week 5	Chapter 4	Multicultural Dynamics and Practice in Vocational Assessment	Quiz	Quiz CACREP 5.H.2.e
Week 6	Chapter 5	Understanding Selected Concepts in Vocational Assessment		In class activity CACREP 5.H.3.b
Week 7	Chapter 6	The Consumer Interview as an Effective Assessment Tool		In class activity CACREP 5.H.3.b
Week 8	Chapter 7	Interest Assessment in Vocational Rehabilitation		Oral Presentation CACREP 5.H.1.g
Week 9	Chapter 8	Intelligence Assessment in Vocational Rehabilitation		Oral Presentation CACREP 5.H.3.b
Week 10	Chapter 9	Personality Assessment in Vocational Rehabilitation	Quiz	In class activity Quiz CACREP 5.H.3.b
Week 11	Chapter 10	Understanding Aptitude and Achievement, Work Samples, and Functional Assessment		
Week 12	Chapter 11:	Self-Assessment and Other Approaches in Assessment		In class activity CACREP 5.H.1.g
Week 13	Chapter 12:	Assessment With an Environmental Focus: Situational, the Family and Assistive Technology		Oral Presentation CACREP 5.H.3.b
Week 14	Chapter 13:	Transition Assessment With Adolescents		In class activity CACREP 5.H.3.b

Week 15	Chapter 14:	Interpreting Assessment Information and Identifying Occupational Resources	Quiz	Oral Presentation Quiz CACREP 5.H.1.g
Week 16	Chapter 15:	Vocational Assessment of Industrially Injured Workers	Quiz	Quiz CACREP 5.H.3.b
Week 17	Chapter 16:	Final Exam		

This syllabus represents a contract between the student and the instructor for this course. The syllabus delineates essential details about the course, course content, and performance assessment. Any official changes to this syllabus will be made in writing and provided to each student. Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is subject to change with advanced notice in writing. Additionally, a student is officially enrolled in this course until such time as the university procedure for withdrawal from the course has been executed. Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are in compliance with the provisions of the Teach Act.