

Auburn University

Course Syllabus

Course Number: RSED 5200
Course Title: Vocational Evaluation
Credit Hours: 3 semester hours
Prerequisites: None

Class: Monday, Wednesday, Friday. 10:00-10:50 am.; Haley Center 1212

Instructor: Nicholas Charles Derzis Jr., PhD, CRC
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1. DATE SYLLABUS REVISED: August, 2015

2. TEXTBOOK:

Power, Paul W. (2013) A Guide to Vocational Assessment, 5th ed. Pro-Ed.

Textbooks-Suggested Readings

In addition to the text, we will be utilizing numerous outside resources that will be provided directly in the course. The PDF documents available on the CD-ROM that comes with the text will be included on CANVAS.


3. COURSE DESCRIPTION: This course is designed to familiarize adult learners with methods used in the areas of vocational evaluation and work adjustment. Further, the course will implement strategies in the areas of evaluation and adjustment within the overall rehabilitation process.

4. COURSE OBJECTIVES:

1. To develop an understanding of the development and execution of an effective vocational evaluation across a broad array of physical, emotional, and psychological disabilities.
2. To identify and evaluation potential ethical and multicultural dilemmas encountered in the evaluation process.
3. To provide an overview of the various tools used in this process, including the interview, the environmental assessment and various other techniques .
4. To develop an ethical decision making process for the planning, selection and administration of the vocational evaluation in the multiple areas of disability.

5. COURSE CONTENT

WEEK	TOPICS	READING ASSIGNMENTS
1 August 17 August 19	Syllabus and Introduction to Course Current Perspectives on Vocational Evaluation	Chapter 1
2 August 24 August 26	Current Perspectives (Cont.) Issues for Developing an Effective Vocational Assessment Process	Chapter 1/2 Chapter 2
3 August 31 September 2	Understanding the Consumer with a Disability Vocational Capacity with Amputation	Chapter 3
4 September 7 September 9	Multicultural Dynamics and Practices in Vocational Evaluation Vocational Capacity with Cognitive Impairment	Labor Day- No School, AU Closed ☺ Chapter 4
5 September 14 September 16	Understanding Selected Concepts in Vocational Evaluation	Chapter 5 In Class Assignment (5 points)
6 September 21 September 23	The Consumer Interview as an Effective Vocational Evaluation Tool Vocational Capacity with Psychiatric Disability	Chapter 6
7 September 28 September 30	Interest Assessment Psychiatric (cont.)	Chapter 7
8 October 5 October 7	Midterm Intelligence Assessment Vocational Capacity with Substance Abuse	Midterm Chapter 8

9 October 12 October 14	Personality Assessment	Chapter 9 Out of class work today, No class, I have an ARA Board Meeting to attend (5 points)
10 October 19 October 21	Understanding Aptitude, Achievement, Work Samples and Functional Assessments Vocational Evaluation Strategies for Transition Students	Chapter 9 Chapter 10
11 October 26 October 28	Self-Assessment and Other Selected Approaches	Chapter 10 Chapter 11 In Class Assignment (5 points)
12 November 2 November 4	Assessment with an Environmental Focus: Situational, the Family and Assistive Technology Veteran's and Functional Evaluation of Capacity	Chapter 12
13 November 9 November 11	Transition Assessment Information and Identifying Occupational Resources	Chapter 13
14 November 16 November 18	Interpreting Assessment Information and Identifying Occupational Resources Vocational Capacity with Visual Impairment	Chapter 14 In Class Assignment (5 points)
15 November 23 November 25	HAPPY THANKSGIVING 	No Classes-Scheduled Holiday Recess
16 December 1 December 3	Final Review	Final Review Semester Wrap Up Final Examination

***** The syllabus/schedule may be revised to accommodate the needs of assignment requirements. Proper notification will be given if any change in schedule or assignments occurs.**

6. COURSE REQUIREMENTS:

Attendance

It is expected that each individual will attend class. If you must be absent, please notify the instructor (via e-mail). The Department of Special Education, Rehabilitation and Counseling's attendance policy is that attendance in class is expected and will be linked to participation grades/points. You must be present to achieve these points, unless an excused absence has been arranged. At the discretion of individual instructors, verified absences may be excused under certain circumstances (see Auburn's policy for further information on rules and regulations).

Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision.

Make-up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged the last three days before the final exam period begins.

Participation

It is expected that each person will come to class prepared and will participate in discussions generated through class readings and topic presentations and involved in class activities. **Pop-quizzes and assignments will be given throughout the semester and will count toward your class participation grade. You must be present to obtain the points.**

6. ASSIGNMENTS

Examinations: There will be two exams; a mid-term and final. The midterm will be worth 30 points while the final is worth 35 points. *(65 points)*

Homework Assignments: Throughout the semester there will be several assignments given as homework. The assignments will be in the area of vocational evaluation and activities related to in class lecture materials. There will be three assignments at 5 points each. *(15 points)*

In Class Activities: There will be four classes where we have in class assignments to complete. Each day we have a class activity worth points, it will be worth 5 points. *(20 points)*

7. GRADING AND EVALUATION: 100 points total

Grading:

○ Examinations	65 (30 points mid-term; 35 points final)
○ Homework	15 (3 @ 5 points each)
○ In Class Activities	20 (4 @ 5 points each)

TOTAL

100 Points

Grading scale:

Undergraduate:	92-100	A
	84-91	B
	76-83	C
	70-75	D
	<70	F

8. CLASS POLICY:

Attendance: Students are expected to attend class and participate in class discussions and activities. According to the Auburn University Bulletin, “specific policies regarding class attendance are the prerogative of individual faculty members. Faculty shall inform each class in writing at the beginning of the course regarding the effect of absences on the determination of grades.” At the discretion of individual instructors, verified absences may be excused under certain circumstances.

Assignments: All written assignments are expected to conform to the current style manual of the American Psychological Association (AP A). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be at the level of quality expected of a professional.

All assignments must be turned in the day each are due, during the regularly scheduled class time. Assignments must be turned in by the student completing the assignment. No late assignments will be accepted unless accompanied by a university approved excuse. If a student misses turning in an assignment and has a university approved excuse, he or she will have one week from the time he or she returns to class to turn in the assignment.

Organization: All written assignments are expected to conform to the current style manual of the American Psychological Association (AP A). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional. All projects/exams must be typed AP A format and stapled.

Those assignments and projects that are to be typed need to be done in the following format:

Font: Times New Roman, 12 inch font;
Margins: 1”;
Spacing: Double Spacing;
Include the Running head:

Exams: Arrangements to make up missed major examinations (e.g., hour exams, mid-term exams) due to properly authorized excused absences shall be initiated by the student within one week from the end of the

period of the excused absence. Normally, a makeup exam shall occur within one week from the time the student initiates arrangements.

Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Office of Accessibility at 1244 Haley Center, 334-844-2096 (V/TI).

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

Classroom Behavior and Honesty: Students are expected to read and adhere to all the classroom policies in the Auburn University student policy regarding classroom behavior and honesty.

Classroom Behavior: "Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions ... Students have the responsibility of complying with behavioral standards ... Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; use of tobacco products; monopolizing discussion; persistent speaking out of turn; distractive talking including cell phone usage; audio or video recording of classroom activities or the use of electronic devices (including cell phones) without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures; verbal, psychological, or physical threats, harassment, and physical violence."

Honesty Code: The University Academic Honesty Code and the AU Student Policy pertaining to **cheating** will apply to this class. The Auburn Academic Honesty Code is found in the Student Government Association's Code of Laws. Students are to read the honor code carefully, making sure they understand the policy, its implications for their work (e.g., tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, students are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author risk serious consequences.

Student Academic Grievance Policy: The purpose of this university policy is to "resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants."

Contingency Plan includes the following:

Access to Course Content:

All class lecture notes and Power Points will be posted on CANVAS for all lectures presented in class.

Completion of Assignments and Exams:

Class lectures may be supplemented with reflection questions and activities that can be completed outside of class. In addition, a discussion group may be established in order to provide for greater interaction between the instructor and students with regard to the content.

Alternative assignments will be posted on CANVAS for students and will be assigned as needed. These assignments will be submitted electronically.