2010 SUMMER I SED 387  
Vocational Assessment and Job Placement  
June 03 to July 08

Course Web Site:  
http://courses.utexas.edu/  
Log in using your UT EID and Password

Instructor: Sandra Hansmann, Ph.D.  
shansmann@mail.utexas.edu

ABOUT THIS COURSE
This course is a facilitated study course in which students complete twice-weekly discussion assignments and case studies, and complete four online quizzes.

Students are responsible for keeping up with required readings, and then using those readings to develop responses to the discussion issues and case studies by the due dates assigned. Suggested resources are available to you under “External Links”, but students are also encouraged to find their own resources.

REQUIRED MATERIALS
Students need to access three (3) different material items/item sets for the course.

1. Textbook:
ISBN: 9781416401384  
Suggested Booksellers: Pro-Ed, Inc. (Publisher-- located in Austin), www.barnesandnoble.com; www.amazon.com; www.addall.com

2. Movie:
Students need to rent, borrow, purchase, or otherwise acquire one (1) of the movies listed below for use in Week 5 (beginning June 28th):
   • Nine to Five
   • Barbershop
   • The Devil Wears Prada
   • Erin Brockovich
   • Indiana Jones- Raiders of the Lost Ark
   • The Green Mile
   • Dangerous Minds
   • Thank You for Smoking
   • Norma Rae
   • The Pelican Brief
3. PDF, PowerPoint, and Word documents posted in the “Course Documents” section of the course website. Students need to be able to access and/or print posted documents. Thus, students need up-to-date Word and Adobe computer capabilities.

COURSE OBJECTIVES

- Understand best practices for interpretation of assessment/evaluation results to the consumer and/or a family member
- Gain exposure to commonly used assessment instruments and techniques relevant to career planning and decision making for people with disabilities.
- Understand historical perspectives concerning the nature and meaning of assessment.
- Understand the basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, and behavioral observations.
- Gain a basic understanding of scales of measurement, measurement reliability and validity
- Understand how age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors influence the assessment and evaluation of individuals, groups, and specific populations.
- Understand strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in rehabilitation counseling.
- Understand critical ethical and legal considerations in vocational assessment and job placement of persons with disabilities.

C.O.R.E. STANDARDS MET:

Knowledge areas:

- Career development
- Disability benefits systems including workers’ compensation and social security
- Career counseling
- Job analysis, work site modification and restructuring, including the application of appropriate technology
- Computer-based assessment tools
- Vocational planning and assessment
- Human resource concepts and terminology
- Work conditioning/work hardening
- Job placement strategies
- Computer-based job matching systems
- Follow-up/post employment services
- Occupational information including labor market trends and the importance of meaningful employment with a career focus
- Supported employment, job coaching, and natural supports

Outcomes as demonstrated by the post-graduation ability to:

C.4.1 Articulate and apply career development theories and the importance of work to consumers with whom one works;
C.4.2 Utilize career/occupational materials and labor market information to accomplish vocational planning;
C.4.4 Understand employer practices that affect the employment or return to work of individuals with disabilities and utilize that understanding in facilitating their successful employment;
C.4.5 Explore occupational alternatives and develop career plans in collaboration with the consumer;
C.4.6 Identify the prerequisite experiences, relevant training, and functional capacities needed for career goals of the consumer and facilitate the consumer’s understanding of these issues;
C.4.7 Identify the consumer’s need for accommodation and facilitate the use of resources to meet those needs;
C.4.8 Apply the techniques of job modification/restructuring and the use of assistive devices to facilitate consumer placement when appropriate;
C.4.9 Assist employers to identify, modify, or eliminate architectural, procedural, and/or attitudinal barriers in facilitating the consumer’s successful job placement;
C.4.10 Consult with employers regarding accessibility and issues related to ADA compliance;
C.4.11 Evaluate work activities through the use of job and task analyses and utilize the evaluation in facilitating successful job placement for the consumer;
C.4.12 Assess and resolve job adjustment problems on the part of the consumer through the provision of post-employment services;
C.4.13 Develop job opportunities for consumers through employer contacts;
C.4.14 Apply strategies for consumer job placement and job retention;
C.4.15 Teach the consumer appropriate job seeking, job interviewing, and job retention skills;
C.4.16 Establish follow-up and/or follow-along procedures to maximize an individual’s independent functioning through the provision of post-employment services to the consumer;
C.4.17 Facilitate consumer involvement in determining vocational goals and capabilities related to the world of work;
C.4.19 identify transferable skills by analyzing the consumer’s work history and functional assets and limitations and utilize these skills in assisting the consumer to achieve successful job placement;
C.4.20 assess the consumer’s readiness for gainful employment and assist the consumer in increasing this readiness;
C.4.21 provide prospective employers with appropriate information regarding consumer work skills and abilities;
C.4.22 discuss a consumer’s return to work options with the employer;
C.4.23 use computerized systems for consumer job placement assistance;
C.4.24 arrange for functional or skill remediation services that will result in successful consumer job placement;
C.4.25 identify and arrange for educational and training resources that can be utilized by consumers to meet job requirements; and
C.4.26 provide for work conditioning or work hardening strategies and resources that can be utilized by consumers in facilitating successful job placement.
REQUIREMENTS & GRADE WEIGHTING

1. Ten Discussion/Subject Matter Topics (60% of final grade; 6% each)
Student will participate in ten (10) graded discussion topics related to the subject matter of the week. Discussions will occur on the course discussion board. Students are required to author an original response or response set to the question or issue post by the instructor and also to respond thoughtfully to at least one other student’s posted work.

Academic honesty and professionalism are crucial to success in any class. Failure to adhere to UT academic honesty policies can result in failure of this class. Please visit the following links for UT’s policies regarding academic integrity:

http://www.utexas.edu/depts/dos/sjs/academicintegrity.html
http://www.utexas.edu/depts/dos/sjs/
http://www.utexas.edu/ogs/gspolicymanual/33.html#3312

The Graduate School Policy Manual can be found at:
http://www.utexas.edu/ogs/gspolicymanual/toc.html

2. Four Online Quizzes (40% of final grade; 10% each)
Quizzes use a format of 25 multiple choice and true/false questions, based on the textbook, Power Points, notes, and readings. All quizzes are open book, but they are timed, so it is important to keep up with reading and to study in advance. Students will have a set window of time in which to access each quiz, but once accessed, students must take each quiz in entirety. Missed quizzes (those not taken by the posted deadline) will receive a grade of zero (0) points. Students may not arrange to access a quiz in advance.

• QUIZ Access: Beginning at 6:00 AM on the opening date; ending at 11:55 PM on the closing date.

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GRADING

A (90 to 100 %)
Earned for excellent work that exceeds the basic quantitative and qualitative requirements of the activity or assignment. This grade is earned with a score in the 90th to 100th percentile.

B (80 to 89 %)
Earned for good work that meets the basic quantitative and qualitative requirements of the activity or assignment. This grade is earned with a score in the 80th to 89th percentile.

C (70-79 %)
Earned for **average work** that meets some, though not all, minimum quantitative and qualitative requirements of the activity or assignment. This grade is earned with a score in the 70\textsuperscript{th} to 79\textsuperscript{th} percentile.

**F (Below 70%)**
Earned for work that is markedly below the minimum quantitative and qualitative requirements of the activity or assignment or in cases of academic dishonesty. Conference with the instructor **required**.

**TIME COMMITMENT**
As a master’s level course, active participation by students is assumed. This course consists of a minimum of 40 hours of course content delivery, and requires both online and offline effort over a 6 week period. This is an asynchronous course, meaning that people participate independently within a weekly schedule, completing assignments and interacting with each other and the instructor regularly.

**Late Work:**
Late work is generally not accepted. In particular, late work related to the ongoing class discussion on the discussion board (that is, the required comments to other students’ discussion board posts) cannot be made up. If you anticipate you will not complete work related to the course in a timely fashion, contact the instructor.

**EMAIL**
Much of my communication with students occurs, by necessity, via e-mail. It is CRITICAL for you to check your email DAILY for messages. You are responsible for information, readings, assignments, forms, deadlines, etc… sent by email.

Students are required to have an active, up-to-date email address registered with the university. Registered emails will be used from time to time to email information to the students. Requests to the instructor regarding use of any other email address other than the one in the registered in the UTPA system will not be granted.

Students are expected to open and read all course-related communications in a timely fashion. Failure to check email, failed delivery of forwarded mail, non-delivery of e-mail because the mailbox is full or due an erroneous address or a spam filter are not acceptable reasons for missing communications via e-mail.

**COURSE DROP DATES**
Student can drop the course in compliance with the university calendar found in the Course Schedule.

**INCOMPLETE GRADES**
An “I” Incomplete grade will not be offered or assigned unless serious extenuating circumstances are documented. Such circumstances may include a death in the immediate family, or a serious illness or injury (hospital stay) to self or immediate family member. Issues related to one’s employment, a change in residence, vacation plans, or other general life circumstances are not cause for an incomplete grade.
STUDENTS WITH DISABILITIES

It is the student’s responsibility to identify himself/herself to the Services for Students with Disabilities (SSD) office (471-6259 or 471-4641 TTY) and to provide documentation of a disability. The student will consult with a member of the SSD office to determine specific accommodations the student is eligible to receive. At the beginning of each semester, students are required to request accommodation letters, to deliver these letters and to meet with their instructor to discuss arrangements for accommodations for each course.

Course Policy on Reproduction

Neither students nor the instructor should reproduce any on-line discussion post in part or in full for any purpose other than personal off-line use. Comments posted to the course should not be reproduced or quoted on any other website (secure or unsecured) via e-mail, or through any form of cell phone or digital technology (text, photograph, etc). Comments posted to the course should also not be printed for display.

Information and Tracking Disclosure

(Closely adapted from the University of Western Sydney, Australia: http://www.uws.edu.au/about/information/privacy#Webct)

Blackboard e-learning system is used for teaching and learning on and off campus. Each site on Blackboard is password protected and authorized access is required. Information is stored on the University's system about use and access of the course website. For example, the system automatically tracks information about how students use learning unit material including first and last logon, how frequently unit materials have been accessed, and the number of discussion threads read and posted. The system also retains electronic assignment submissions and exam results and grades, contributions posted to the site discussion board, and transcripts of chat room discussions. Center for Distance Learning personnel, University faculty members associated with the course, and other staff with legitimate reasons will have access to this information.

The course website may contain hotlinks to third-party (outside) websites. These links are provided for convenience. While the course instructor makes every effort to ensure the safety, security, and accuracy of these websites, neither she nor the University is responsible for the content or practices of linked third-party sites. Students are encouraged to review the terms of use, privacy policy, and other policies of linked websites, as the policies of the linked site may differ from those of the course or the University website.

COURSE FLOW AT-A-GLANCE

<table>
<thead>
<tr>
<th>WEEK/DATE</th>
<th>TOPIC</th>
<th>MATERIALS</th>
<th>DUE/QUIZZES</th>
</tr>
</thead>
</table>
| Week 01   | Topic 1: Introductions and Resume Exchange | • Syllabus  
• Textbook, “Introduction”  
• Materials in Topic 1 Folder | Discussion Due Monday June 07 5:00 PM |
<p>| Thursday  |       |           |             |
| June 03   |       |           |             |
| Week 02   | Topic 2: Job Placement Theories | • Textbook Chapter 1, “Perspectives in Vocational Assessment” | Discussion Due Thursday June 10 |
| Monday    |       |           |             |
| June 07   |       |           |             |</p>
<table>
<thead>
<tr>
<th>Week 2</th>
<th>Topic 3</th>
<th>Discussion Due</th>
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<tbody>
<tr>
<td>Thursday June 10</td>
<td>Job-Seeking Skills Training</td>
<td>Monday June 14 5:00 PM</td>
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<table>
<thead>
<tr>
<th>QUIZ 1</th>
<th>QUIZ 1</th>
<th>QUIZ 1</th>
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<tbody>
<tr>
<td>OPENS Friday June 11 6:00 AM</td>
<td>Covering Topics 1, 2, 3</td>
<td>OPENS Friday June 11 6:00 AM</td>
</tr>
<tr>
<td>CLOSES Sunday June 13 11:55 PM</td>
<td></td>
<td>CLOSES Sunday June 13 11:55 PM</td>
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<thead>
<tr>
<th>Week 3</th>
<th>Topic 4: Job Analysis</th>
<th>Discussion Due</th>
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<tbody>
<tr>
<td>Monday June 14</td>
<td></td>
<td>Thursday June 17 5:00 PM</td>
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<table>
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<tr>
<th>Topic 5</th>
<th>Discussion Due</th>
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</thead>
<tbody>
<tr>
<td>Thursday June 17</td>
<td>Interest Assessment and Theories of Vocational Development: Trait-Factor, Super’s Theory</td>
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</table>

- **Materials posted in Topic 2 Folder in Course Documents**
- **Textbook Chapter 3, “Understanding the Consumer with a Disability”**
- **Materials posted in Topic 3 Folder in Course Documents**
- **Chapter 6, “The Consumer Interview and as Effective Assessment Tool”**
- **Chapter 14 pages 294-295, “Job Analysis”**
- **Materials posted in Topic 4 Folder in Course Documents**
- **Textbook Chapter 7, “Interest Assessment in Vocational Rehabilitation”**
- **Materials posted in Topic 5 Folder in Course Documents**
<table>
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<th>DUE/QUIZZES</th>
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<tbody>
<tr>
<td>Week 4</td>
<td>Topic 6</td>
<td>Materials posted in Topic 6 Folder in Course Documents</td>
<td>Discussion Due</td>
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<tr>
<td>Monday</td>
<td>Theories of Vocational Development: Stage Theory, Holland</td>
<td></td>
<td>Thursday June 24</td>
</tr>
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<td>June 21</td>
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<td>5:00 PM</td>
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<tr>
<td>Week 4</td>
<td>Topic 7</td>
<td>Textbook Chapter 8, “Intelligence Assessment in Vocational Rehabilitation”</td>
<td>Discussion Due</td>
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<tr>
<td>Thursday</td>
<td>Major Tests: Intelligence, Personality</td>
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<td>Monday June 28</td>
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<td>June 24</td>
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<tr>
<td>QUIZ 3</td>
<td>QUIZ 3</td>
<td>QUIZ 3 Covering Topics 6 and 7</td>
<td>QUIZ 3</td>
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<td>OPENS</td>
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<td>OPENs</td>
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<td>Friday June 25</td>
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<td>CLOSES</td>
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<td>Sunday June 27</td>
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<tr>
<td>Week 5</td>
<td>Topic 8</td>
<td>Chapter 10, “Understanding Achievement and Aptitude Vocational Assessment”</td>
<td>Discussion Due</td>
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<td>Monday</td>
<td>Major Tests: Achievement</td>
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<td>Thursday July 01</td>
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<td>June 28</td>
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<td>5:00 PM</td>
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<td>Week 5</td>
<td>Topic 9</td>
<td>Materials posted in learning module</td>
<td>Discussion Due</td>
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<td>Thursday</td>
<td>Physical and Mental Work Demands, Work Conditions</td>
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<td>Monday July 05</td>
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<td>July 01</td>
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<td>Midnight</td>
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<tr>
<td>Week 6</td>
<td>Topic 10</td>
<td>Materials posted in learning module</td>
<td>Discussion Due</td>
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<tr>
<td>Monday</td>
<td>The DOT and ONET, Multicultural Dynamics</td>
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<td>Thursday July 8</td>
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<td>July 05</td>
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<tr>
<td>QUIZ 4</td>
<td>QUIZ 4</td>
<td>QUIZ 4 Covering Topics 8, 9, 10</td>
<td>QUIZ 4</td>
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<tr>
<td>OPENS</td>
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<td></td>
<td>OPENs</td>
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<td>Tuesday July 06</td>
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<td>Tuesday July 06</td>
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<td>6:00 AM</td>
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<td>CLOSES</td>
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<td>CLOSES</td>
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<tr>
<td>Friday July 09</td>
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<td>Friday July 09</td>
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<td>11:55 PM</td>
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## Basic Grading Rubric for Discussion Board Work

<table>
<thead>
<tr>
<th>Grade (90 to 100 %)</th>
<th>Grade (80 to 89 %)</th>
<th>Grade (70-79 %)</th>
<th>Grade (Below 70%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently presents creative responses to the topic; is aware of needs of group; regularly prompts further discussion of topic.</td>
<td>Often presents substantive responses to the discussion; interacts freely and encourages others.</td>
<td>Displays only some understanding of the topic. Occasionally makes meaningful comments; marginal effort to become involved with group.</td>
<td>Displays little or no understanding of the topic under discussion.</td>
</tr>
<tr>
<td>Posts consistently are related to discussion topic; brings readings into discussion; cites additional references related to topic.</td>
<td>Posts are related to discussion topic; makes some connections with readings.</td>
<td>Occasionally posts off topic; most posts offer no insight into the topic.</td>
<td>Comments are unrelated to the course materials, are duplicates of other’s work, or are plagiarized from other sources.</td>
</tr>
<tr>
<td>Expresses opinions and ideas clearly and concisely with clear connection to topic.</td>
<td>Opinions and ideas are stately clearly with occasional lack of connection to topic</td>
<td>Unclear connection to topic with minimal expression of opinions or ideas.</td>
<td>Postings do not adhere to the ground rules of respect, confidentiality, and professionalism.</td>
</tr>
<tr>
<td>Consistently uses grammatically correct posts with rare misspellings.</td>
<td>Few grammatical or spelling errors.</td>
<td>Errors in spelling and grammar evidenced in several posts.</td>
<td>Utilizes poor spelling and grammar in all posts.</td>
</tr>
<tr>
<td>Responds promptly to postings; demonstrates excellent self-initiative.</td>
<td>Responds promptly to most postings; requires occasional reminders.</td>
<td>Responds several days after initial discussion; limited initiative.</td>
<td>Does not participate in the discussions.</td>
</tr>
</tbody>
</table>

Adapted from “If You Build It, They Will Come: Building Learning Communities Through Threaded Discussions”. Susan Edelstein and Jason Edward [http://www.westga.edu/~distance/ojdlaspring51/edelstein51.html]. California State University at Hayward (EDUI 6707).