

Vocational Evaluation/Rehabilitation Technology

The impact of technology has changed assessment and service delivery in the field of rehabilitation. A philosophical shift to a more empowering stance with persons with disabilities has occurred as a result of the evaluation of their skills and abilities and the enhancement of those skills through assistive technology. This specialization educates and

trains vocational rehabilitation professionals and students in skills to meet the needs of people with disabilities, and to provide the services that are being demanded by employers, as well as persons with disabilities for use in the labor market and in accordance with the Americans with Disabilities Act.

Requirements for the Specialization

Intended Outcome	Learning Activity	Evaluation
Development of tool modification and accommodation: demonstrate familiarity with and use of testing accommodations or modifications to facilitate the vocational exploration of persons with disabilities through the modification of tests, work samples, job sites and training materials, as appropriate.	"The Use of Assistive Technology" workshop, resulting in a report detailing the use and modification of testing strategies <i>or</i> REHAB-360/560 Assistive Technology 2	Faculty review and approval of report on use and modification of evaluation tools <i>or</i> Grade of "C" or better
Communication of rehabilitation plan objectives and recommendations: demonstrate the ability to incorporate the potential of assistive technology to enhance performance potential in the vocational choices of persons with disabilities.	"The Use of Assistive Technology" workshop, resulting in reports that include recommendations for the use of assistive technology <i>or</i> REHAB-360/560 Assistive Technology 2	Faculty review and approval of report on use and modification of evaluation tools <i>or</i> Grade of "C" or better
Vocational rehabilitation process and philosophy: outline and describe philosophical movements associated with vocational rehabilitation in the United States, describe the role of vocational rehabilitation/assessment in a diverse cultural environment, and describe the need that persons with disabilities have to be a part of society, focusing on strengths and assets that people bring with them to any situation.	Research paper describing process and philosophy <i>or</i> Demonstrated work experience of three or more years and professional development credentials <i>or</i> REHAB-101 Introduction to Rehabilitation 3	Faculty review and approval of research paper or work experience and professional credentials <i>or</i> Grade of "C" or better
Occupational Information: find and use various sources of national, state and local occupational information; link rehabilitation recommendations to the local labor market of the person being served.	Demonstrate work experience as a job developer or placement specialist of two or more years <i>or</i> "Job Development and Placement and Occupational Information" workshop resulting in appropriate work recommendations in a written report <i>or</i> REHAB-310 Vocational Evaluation <i>or</i> REHAB-410 Job Placement 3	Faculty review of work experience or faculty review and approval of report recommendations <i>or</i> Grade of "C" or better
Functional aspects of disability: develop knowledge of the functional characteristics of disability and understand the impact of evaluating the skill and abilities of a person with a disability.	Research paper on effect of disabling condition(s) in vocational rehabilitation <i>or</i> Test out with faculty-developed standardized test <i>or</i> REHAB-230 Psychosocial Aspects of Disability 3	Faculty review and approval of research paper <i>or</i> 80 percent or better on the standardized test <i>or</i> Grade of "C" or better
Individualized vocational rehabilitation/evaluation planning: identify and delineate the individual needs of a person with a disability; state those needs in a plan for testing skills and abilities in relation to the accomplishment of a task or goal.	"Rehabilitation Planning" workshop resulting in written vocational rehabilitation plan <i>or</i> Work experience of two or more years, one letter of reference from a supervisor, three letters of reference from professional referral sources, and five letters of reference from consumers of services <i>or</i> REHAB-310 Vocational Evaluation 3	Faculty review and approval of written rehabilitation plan of three separate case studies provided during workshop <i>or</i> Faculty review and approval of work experience and letters of reference <i>or</i> Grade of "C" or better
Vocational interviewing: demonstrate the development of rapport, provision of agency and assessment information, initial identification of client strengths and limitations through the vocational interview; and create an understanding of the process of vocational rehabilitation through the vocational interview.	"Vocational Interviewing and Facilitating Career Decision Making with Clients" workshop resulting in the videotaping of a vocational interview <i>or</i> Demonstrate evidence of past work experience as a vocational counselor for two or more years <i>or</i> Complete college level course work in vocational interviewing	Faculty review and approval of videotaped vocational interview <i>or</i> Faculty review and approval of work experience <i>or</i> Faculty review and approval of college level course work
Vocational report development and communication: interpret, analyze, and synthesize participant data in a coherent and concise manner that addresses needs, strengths, and assets of the participant and develops pertinent recommendations through a report shared orally and in writing with the participant/client and referral source/rehabilitation counselor.	"Vocational Rehabilitation Report Development and Communication" workshop <i>or</i> Four written reports addressing needs of four case studies presented during the workshop <i>or</i> REHAB-310 Vocational Evaluation 3	Faculty review and approval of the written report options and letters of reference <i>or</i> Grade of "C" or better

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<p>Standardized testing: become familiar with the procedures for administering and interpreting standardized tests and application of tests to persons with disabilities, understand the impact of the disabling condition and the use of the most appropriate test, and develop a report explaining the impact of testing and using results with a vocational rehabilitation report.</p>	<p>Previous college course work in the use of psychometric testing and principles of validity and reliability <i>or</i></p> <p>“Standardized Testing” workshop and paper describing use of standardized tests with persons with disabilities <i>or</i></p> <p>Past work experience of two years or more where responsibilities include administering and interpreting standardized tests with a supervisor’s letter and at least one referral source/rehabilitation counselor <i>or</i></p> <p>REHAB-420/620 Psychological Testing – People with Exceptional Need 3</p>	<p>Faculty review and approval of previous course work <i>or</i></p> <p>Faculty review and approval of workshop paper <i>or</i></p> <p>Faculty review and approval of work experience and letters of recommendation <i>or</i></p> <p>Grade of “C” or better</p>
<p>Job and Training Analysis: perform a job analysis and develop a training analysis on a given job and do a written report; use the job analysis to determine the most appropriate evaluation tools to use with a person with a disability to measure performance ability; determine appropriate training or education to prepare for the job.</p>	<p>Read <i>A Guide to Job Analysis</i> or <i>The Revised Handbook for Analyzing Jobs</i>, participate in an online discussion of the materials and procedures of job analysis, select a job in the community that reflects occupational choices of agency participants, prepare a job analysis report, select and describe evaluation tools most appropriate for someone interested in the occupation <i>or</i></p> <p>REHAB-410 Job Placement 3</p>	<p>Faculty review and approval of the job and training analysis report and online discussion <i>or</i></p> <p>Grade of “C” or better</p>
<p>Functional Skills: use appropriate tools and strategies to evaluate the functional daily living skills of an individual with a disability, select appropriate method to determine level of functional skill, develop and use situational assessment to establish an understanding of the individual functional skills of a person with a disability.</p>	<p>“Functional Skills Assessment” workshop and report <i>or</i></p> <p>Demonstrate evidence of past work experience of two or more years involving vocational evaluation/ functional skills assessment and/or situational assessment with two letters of reference from referral sources <i>or</i></p> <p>REHAB-470/670 Work Adjustment Services 3</p>	<p>Faculty review and approval of report <i>or</i></p> <p>Faculty review and approval of work experience and letters of reference <i>or</i></p> <p>Grade of “C” or better</p>
<p>Assessment of Learning: demonstrate awareness of learning styles and modalities of teaching through use of selected tests, modify test administration to the demands of the learning/teaching situation.</p>	<p>Previous college-level course work in educational psychology, special education, adult or vocational education that address issues of learning and learning styles and use of learning assessments <i>or</i></p> <p>Paper describing learning styles and assessment of such styles, with assessment tool selection and modification</p>	<p>Faculty review and approval of course work <i>or</i></p> <p>Faculty review and approval of paper</p>
<p>Work samples and work sample systems: demonstrate appropriate use of work samples and work sample systems as means of assessment within a given occupation, demonstrate appropriate use of work samples and systems with different types of disabling conditions.</p>	<p>“Work Sample and Work Sample Systems” workshop and research paper <i>or</i></p> <p>REHAB-310 Vocational Evaluation 3</p>	<p>Faculty review and approval of research paper <i>or</i></p> <p>Grade of “C” or better</p>
<p>Behavioral Observation: observe and note behaviors of individuals during the assessment process as asset or limitation behaviors in relation to the accomplishment of a target goal.</p>	<p>Read appropriate, assigned material and develop a written behavior observation of five clients where observations were critiqued by at least two other professionals, including the referring counselor <i>or</i></p> <p>Demonstrate evidence of work experience in vocational rehabilitation/evaluation where duties included writing and/or noting behavioral observations, with a letter from a supervisor and two from referral sources attesting to accuracy and usability of the written behavioral observations, including examples of written behavioral observations</p>	<p>Faculty review and approval of observations, critiques and reports <i>or</i></p> <p>Faculty review and approval of work experience, letters of reference, and examples of written behavioral observations</p>