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An Acquisition of New Administrative Skills with Vocational Rehabilitation Services

Jerry B. Van Leeuwen
Western Michigan University

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AN ACQUISITION OF NEW ADMINISTRATIVE
SKILLS WITH VOCATIONAL REHABILITATION SERVICES

by

Jerry B. Van Leeuwen

A Project Report
submitted to the
Faculty of The Graduate College
in partial fulfillment
of the
Specialist in Education Degree

Western Michigan University
Kalamazoo, Michigan
April 1973

ACKNOWLEDGEMENTS

Throughout my field project experience and in writing this report, I have profited from the guidance, criticism, and encouragement of Dr. Kenneth Engle. My sincere thanks goes to him.

Additionally, I wish to thank the Department of Counseling and Personnel Services for having assisted me so meaningfully through my graduate work at Western Michigan University.

Lastly, I would like to give special credit to Mr. Daniel O'Neill of Vocational Rehabilitation Services, who was responsible for making my internship so educationally rewarding.

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AN ACQUISITION OF NEW ADMINISTRATIVE SKILLS
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Western Michigan University, Ed.S., 1973
Education, administration

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SECTION I
THE PROSPECTUS SUBMITTED PRIOR
TO THE PROFESSIONAL FIELD EXPERIENCE

INTRODUCTION

The Vocational Rehabilitation Services of the Kent Intermediate School District in and of Kent County appears to be one of the most functional, well-organized delivery services in the state of Michigan.

The administration of such a service is multi-faceted in approach with a variety of responsibilities. It is an opportunity to closely observe a complex administrative structure where the primary purpose is assisting any handicapped student prepare for secure and appropriate vocational placement.

The area of vocational rehabilitation is especially attractive because of the diversity of staff duties and clients who are seen by the staff. Any young person between the ages of sixteen and nineteen who has either a physical, mental, emotional, or gross social handicap is qualified to receive help from this program.

It is my conjecture that due to my role as executive director of an adolescent mental health center this administrative experience will serve as a valuable adjunct.

LOCALE, TIME, AND RATIONALE

The Professional Field Experience will be accomplished through Vocational Rehabilitation Services of the Department of Education. The services provided are to clients in the Kent Intermediate School District of Kent County.

The person primarily responsible for the intern supervision is Mr. Daniel O'Neill, Supervisor of Vocational Rehabilitation Services at the Kent Intermediate Office. Additionally, Mr. Philip Oles, District Supervisor, will be periodically involved in my supervision.

The interning experience will be from April 28, 1972 to August 11, 1972. Twenty hours per week will be scheduled with the times alternating between 8:00 a.m. - 12:00 p.m., 1:00 p.m. - 5:00 p.m. or 8:00 a.m. - 5:00 p.m. during each week.

(Total time spent was 304 hours)

The area of Vocational Rehabilitation Services of the Kent Intermediate School District is especially attractive because of the diversity of staff duties and clients who are seen by the staff. Clients eligible for service are young persons between the ages of sixteen and nineteen who have either a physical, mental, emotional, or gross social disability. However, mandatory legislation

(Bill PA 198) effective July 1, 1973, will extend the age range to twenty-five years of age, if in school. Services are to be provided utilizing special education programs with eligibility established through Vocational Rehabilitation.

It is my judgment that my role as executive director of an adolescent mental health center can only be enhanced by the challenge this professional field experience brings forth.

Since this service is so closely related with Kent Intermediate Schools, it produces an added opportunity to gain insight and awareness into the school's administrative problems in servicing student clients.

TECHNICAL SKILLS TO BE ACQUIRED

1. Skill in effective use of diagnostic services:
 - a. General medical
 - b. Specialists
2. Skill in use of adjunctive and contractible programs:
 - a. Pre-vocational counseling
 - b. Training
 - c. Placement and follow-up
3. Skill in understanding and application of planning, programming, budgeting systems.
4. Skill in fiscal operation and planning.
5. Skill in effective utilization of existing community resources.

COGNATE SKILLS TO BE ACQUIRED

1. Skill in the development and implementation of an in-service training program.
2. Skill in the administration of personnel programs and evaluative indices.
3. Skill in the delegation of responsibility.
4. Skill in administrative decision making.
5. Skill in the development of organization innovation and creativity.

)

HUMAN SKILLS TO BE ACQUIRED

1. Skills in acquiring insight and sensitivity regarding dissatisfaction or problems of individual staff members.
2. Skills in administering a program which will stimulate and enhance:
 - a. Staff morale
 - b. Staff incentive
 - c. Interagency motivation.
3. Skill in pinpointing and utilizing individual ability toward agency goals.
4. Skill in effecting the use of multi-media systems in staff development.

METHODS OF SKILL ACHIEVEMENT

1. By observing and assisting a supervisor at all administrative levels.
2. By assisting in the interpretation and implementation of program and personnel evaluation tools.
3. By observing and analyzing diagnostic services.
4. By involvement in in-service training as a mental health resource.
5. By interacting with staff in matters of pre-vocational counseling, training, placement, and follow-up clients.

6. By observing and assisting with fiscal planning and implementation.
7. By being involved in staff development programs.
8. By involvement in administrative meetings and agency workshops.

SOURCES OF VOCATIONAL REHABILITATION LITERATURE

In reviewing the large amount of research that has been done in the area of vocational rehabilitation, it was found that the writings were largely divided into two groups: The periodical publications which are representative of selective interest and professional groups and secondly, the aggregates of private and public research which are published by federal and various state governments.

In the former group are the Rehabilitation Counseling Bulletin which is published by the American Rehabilitation Counseling Association; The Vocational Guidance Quarterly published by the National Vocational Guidance Association; The Journal of Rehabilitation published by the National Rehabilitation Association and the Personnel and Guidance Journal by the American Personnel and Guidance Association to name just a few. These journals include a broad range of articles, monographs, and features covering everything from the counseling of a minority group member to the need for an improvement in the communication between public and private agencies. They are especially valuable because they report on the newest developments in the field--new methods, new services, available sources for funds, new programs in

in-service training for staff and current administrative guidelines. They provide a way for the supervisor to keep up with pace setting trends in other areas as well as an opportunity for the supervisor to share his own experience through a network of professional colleagues. An additional value is the typical review of new books and extensive bibliographies. These periodicals reach a wide variety of professionals and, as such, have an eclectic, sensitive input.

On the other hand, in most states the Department of Education as well as the Department of Mental Health are prolific in the publication of papers written within their own state. They are also an excellent liaison between the administration and federal government. By their nature they are well in tune with economic issues, available moneys, statistics, accountability, and staff development. These periodicals and special bulletins are probably the best way to keep up with the countless intertwined federal programs. Taken in sequence, the public bulletins provide an historical prospective of both the successes and failures of all manner of programs.

"Research Visibility" is a good example of a document containing a variety of articles which does not represent an interest group although it is a project of the American Vocational Association. Excellent publications

of the same type are issued by most major universities. In the area of vocational rehabilitation, the University of Arkansas and the University of Florida seem to be most readable. Publications by resources such as these are listed in a monthly publication by the United States Department of Health, Education, and Welfare, Office of Education called Research in Education (RIE). RIE is indexed according to topic and contains brief abstracts describing a wide variety of educationally-related publications including vocational rehabilitation. Many of the publications are available on micro-film or other availability information is given.

SECTION II
LOG OF EXPERIENCES

INTRODUCTION

The professional field experiences were logged on a daily basis and summarized weekly. This collection of daily data was compiled in a notebook identifying the type of activity, contents of activity, hours spent, skills utilized, and evaluation.

This procedure was most helpful in identifying goals and in assisting the supervisor in evaluating my progress. Discussion of the log was accomplished on a weekly basis between the supervisor and myself.

A condensed interpretation and evaluation of weekly activities and experiences is compiled in the following pages.

Week of May 1 - May 5 (including April 28)

The first week involved meeting and interacting with the staff, acquiring familiarity with the physical plant and reviewing forms, policies, and procedures.

As is true with most state agencies there is an abundance of forms, in fact, there are forms for forms. This fact did, however, allow for a greater appreciation of the time consumption of each staff member due to the voluminous amount of paper work. My supervisor reviewed the rationale for these forms with recommendations for elimination of certain forms by condensing information on others.

The primary emphasis of skill acquisition and understanding this week was in staff guidance and statistical procedures.

Week of May 8 - May 12

The primary focus of this week was casework supervision. The staff was exposed to a new process of case management and each member including myself used a hypothetical client to apply the procedure. The following is an example of the process.

<u>CENSUS TRACT</u>	<u>INTAKE</u>	<u>ACCEPTED</u>
Where the client is from.	Obtaining the necessary information.	Yes or No, reason and/or rationale.

<u>SERVICED</u>	<u>CLOSED</u>	<u>COST</u>
What and how service is to be provided.	How did client respond to the delivery of service and disposition at time of termination.	Total cost includes expenditures for client and analysis of man hours spent.

This week was most valuable in that I gained some critical insights and understanding of administrative techniques in acquiring necessary data, but in a way that keeps morale high. Additionally, I learned a succinct method of client-cost accountability that has since been modified to meet my agency's needs.

Staff Guidance, Statistical Procedures, and Budgets were the emphasis during this week.

Week of May 15 - May 19

This week was a continuation of the week prior reviewing several cases very carefully for diagnostic workup and recommendation of programs with proposed expenditure plan. I was continually asked for administrative input regarding each case and was affirmed and negated very concisely, but always with administrative emphasis.

There was involvement in in-service training with emphasis on eligibility criteria and new concepts with regards to case closures and failures due to follow-up.

This in-service added a new concept of client eligibility and a different awareness regarding client success.

Staff Guidance and In-Service Training was the focus of this week's field placement experience.

Week of May 22 - May 26

The primary activity of this week was attending meetings. The first meeting attended was a seminar regarding financial aid held at Grand Valley State College with the financial aid directors of Grand Valley and other local institutions. The main focus was coordinating financial aid for students and delineating the school's responsibility and that of Vocational Rehabilitation to prevent duplication of effort.

Another meeting was the regional managers' meeting pertaining to status of staff, budget, and present difficulties. The following day the regional managers again met to discuss program planning for the fiscal year (July, 1972 - June, 1973). Priority of service was thoroughly discussed, especially regarding the disadvantaged and mentally retarded. The new criteria for eligibility was discussed.

This week, though spent in meetings, was most helpful as our agency deals primarily with psychological and social problems, and by attending I was able to gain some valuable insights into the type of client that Vocational Rehabilitation will be most receptive to in the next fiscal year.

This information along with data concerning financial assistance available to our clients will be discussed in our staff meetings.

Week of May 29 - June 2
June 5 - June 9
June 12 - June 16

The next three weeks were directed totally toward budget forecasting for the fiscal year July 1, 1973 - June 30, 1974. In budget forecasting each staff person is brought in to go over with the supervisor very specifically and accurately the budget for the upcoming year. Although this is exceedingly time consuming, it is a most necessary part of administrating services at Vocational Rehabilitation.

The first area covered is the costs. These are broken down to cover net encumbrances which is the amount of money authorized for client services. Although not spent and only allocated, the money is subtracted, by the state, from the total operating budget.

The total carryover cost is the money that has been authorized for continuation of expenditures for the next fiscal year. This figure subtracted from net encumbrances gives the net costs of new plans. This allows the counselor to know exactly what he will be able to spend on new programming for clients for the new fiscal year.

The next area to discuss is the performance. This area encompasses the total plans having been initiated this fiscal year, the number accepted, total closures, the percent of plans initiated to the number accepted, and the percent of plans initiated to the number of closures. In addition, the relative cost for each plan initiated and the success rate percentage is identified.

This procedure seems very helpful in checking counselor workload, expenditure, acceptance, rationale, and client follow through.

The last part of budget forecasting covers costs in the performance and allocation method. This is achieved by establishing a base figure of total plans initiated for this fiscal year, an anticipated number for June and the forecast of plans initiated for the next fiscal year with expected increases due to new eligibility criteria and consumer demands and the relative cost per plan. This figure is then projected to derive the full year allocation needed to adequately deliver services to present and anticipated caseload over the next fiscal year.

Although brief, an attempt has been made to explain the vital importance and time involvement in budget forecasting. In addition to the area of budgeting, it offers staff guidance in increasing their effectiveness in working with clients, accepting clients, and utilization

of various community resources. Further, a great deal of statistical input is offered during this period.

I found these three weeks to be some of the most informative and meaningful parts of my internship experiences. All of the afore-mentioned procedures have since been implemented in my own agency in a modified format. Early indices have exhibited a higher degree of accountability in cost accounting and success rates. There has been more input for the staff which appears to delineate costs and services more accurately, especially in regards to high and low productivity correlated between high and low costs.

Week of June 19 - June 23

Activities this week were primarily that of meetings and in-service training.

The meetings attended were to establish cooperative agreement guidelines for Vocational Rehabilitation services with the Kent Intermediate School District and Kent Occupational High School. This was administratively effective in that types and numbers of referrals were identified along with agency and institution responsibility. To make sure these guidelines will be followed, a monthly meeting will be held directing itself to the above.

The in-service training for the staff was a full day defining sub-programs and resource availability. The

sub-programs are programs in agencies or institutions that are directly involved or potentially involved with Vocational Rehabilitation services. The resources covered were all resources in the community old and new that can provide adjunctive assistance to clients of Vocational Rehabilitation counselors.

Additionally, this helped to give me updated resource and program information to relay to my staff.

Week of June 26 - June 30

During this week I attended a two-day conference on Planning-Programming and Budget Systems (PPBS) that involved both in-service and budget training.

The PPBS is a multi-purpose system. The main purpose is that of accountability to the Bureau of the Budget on both the State and Federal levels.

The basic process is similar in rationale to budget forecasting with the major difference being the timetable to be followed up to the time of budget forecast. For example, case service dollars and anticipated staff needed is projected for the next fiscal year, the preceding July, and updated quarterly. In April, manpower distribution occurs. This is when staff is assigned to areas of service dependent upon need and priorities. This continues until the end of May at which time budget forecasting begins.

Two primary concepts of PPBS are the same as budget forecasting in that (1) it identifies the relative cost of each plan initiated and (2) it identifies the amount of money to be utilized for new programs. Both concepts are compounded and statistically correlated with the projections in the beginning.

I did share the accountability procedure utilized at my agency, and it was used as a comparison.

Week of July 3 - July 7

This being a holiday week, it was an abbreviated work schedule. My time was spent entirely in the office observing and assisting in some administration, reporting paper work and financial statements of counselors and the total agency.

Additionally, I observed the administrative supervision of each staff person as they spent time with their supervisor. The purpose was to evaluate work performance and make recommendations for improvement. Also, a time was availed to each staff person to discuss any areas of the job administration or personnel they were uncomfortable with. I assisted by submitting to the supervisor a staff evaluation form of my design covering most specifically personal qualities, professional qualities and attitudes, job performance and skills. A copy of the form is located in Appendix B.

I felt the observed procedure of staff evaluation and my involvement assisted me in developing an excellent procedure for staff evaluations. This enables the staff to receive the type of guidance so vitally important in maintaining good staff morale and feedback.

It is a part of administration that appears to be overlooked and abused in a vast majority of agencies.

Week of July 10 - July 14

My experiences for this week were connected with in-service training on sociogenic disability criteria, symptomatology and etiological factors.

This area is a much larger service area than I had been aware, as 13.5% of Vocational Rehabilitation's client service caseload is diagnosed as sociogenic, neurotic, or sociogenic retardation.

For the counselors, symptomotological data had been rather nebulous prior to this training. The first day was spent entirely on symptoms which were broken down to process disturbances and skill deficits. Under process disturbances six major areas were explored in depth:

1. Perceptual-awareness of sensory stimuli.
2. Affective-relating to others.
3. Social-conformance to social norms.
4. Vocational-current employment.
5. Educational-level.

6. Cognitive-awareness and judgment.

Skill deficits discussed were primarily:

1. Intelligence levels-I.Q.
2. Academic-achievement.
3. Social skills-basic skills and knowledge to function in society.
4. Biological-stamina, hygenic skills, general health.
5. Vocational-skill levels.

The etiological factors explored thoroughly for both were:

1. No access to successful work models.
2. Poverty level of existence.
3. History of dependence upon public assistance.
4. School drop out.
5. One parent absent during client's childhood.
6. Client sole breadwinner for family.
7. History of incarceration.

My involvement in organizational design of the in-service training, observation, and going over the staff feedback was extremely helpful and informative. I became increasingly aware of the importance of good in-service training of staff in making the administering of an agency and staff guidance more effective and easier.

Week of July 17 - July 21

This week was highlighted by a meeting with staff explaining new legislation pertaining to workman's compensation, and a meeting in Lansing with Civil Service.

The legislation pertained to second injury situations where a certified handicapped individual having an on-going injury or chronic condition when hired is subsequently injured on the job. Under an amendment to workman's compensation laws pertaining to Public Act 183, the employer's liability is limited to twenty-four months. The amendment sets up a special fund to cover extended injury cases beyond the established period. Prior conditions of epilepsy, cardiac problems, and spinal injury cases are covered. This is different from previous compensation laws in that before the employer was liable for a second injury for an indefinite period of time. With the passing of this piece of legislation, it will make the counselor's job much easier in acquiring gainful employment for his client in the rehabilitation process.

The meeting with representatives of Civil Service encompassed the disabled applicant roster which is kept in Lansing. Once a disabled individual has taken and passed a Civil Service exam, his name is placed on the regular roster. If a person has a handicap, such as blindness or cerebral palsy, which would prevent him from

taking the regular exam, Vocational Rehabilitation certifies him to do the job. They would then be placed on a separate roster for handicapped individuals. The department has the choice of the list from which to hire. This enables the appointing authority to place these people more rapidly than previously, and helps prevent discrimination.

As each week goes by I become acutely aware of the wide scope with which administration is involved in Vocational Rehabilitation's services. Observing administrative procedures in action, which enables an effective program to function, has been most educational.

These meetings were quite necessary in acquiring information so vital for staff guidance. I was very impressed with the administratively effective manner in which staff input was achieved during the meeting.

Week of July 24 - July 28

Staff guidance was the primary activity during this week. Considerable time was spent with each counselor going over present caseload, expenditure program, available service slots for clients, and present difficulties in any areas.

An agenda was drawn up for each staff member that was very concise and specific. I was very impressed with the administrative skills observed in the handling of the

staff guidance meetings, especially in the way counselors were handled in allowing them to share their ideas or difficulties, and diplomatically getting the point across to them regarding policies and procedures.

Additionally, there were those client crisis situations that occurred which required consultation and decisions. After each one, we discussed how I would have handled it and my rationale for doing so.

I again benefited from this week's experiences and especially from observing techniques in dealing with staff that enables one to administer an agency while keeping staff morale at a high level. This administrative skill is certainly acquired through experience and becomes a valuable asset to any agency.

Week of July 31 - August 4
August 7 - August 11

The last two weeks involved a rather comprehensive review of my internship experiences while at Vocational Rehabilitation Services. Discussed were the administrative techniques and procedures observed that I felt to be most meaningful and the rationale. Also discussed were ways in which I could be utilizing those techniques implementing them in my own agency with my own staff.

This I found helpful, for even though I had learned these skills, there were still some questions as to the most effective and appropriate way to implement them.

An interesting aspect of my field placement was how close the percentage of time was to the projected division of time to the following:

1. Staff Guidance 30%
2. In-Service Training 20%
3. Statistical Procedures 20%
4. Coordination (Personnel) 10%
5. Budgets 10%
6. Meetings 10%

SECTION III.

EVALUATION

712 Supervisor's Evaluation, Form A

Name of Student Jerry B. VanLeeuwen Semester Spring/Summer

Interning Organization Vocational Rehabilitation Service,

Department of Education

1. Description of student's job activities and training.

Mr. VanLeeuwen has been involved in the following tasks and assignments while assigned to V.R.S:

- (1) Jerry was present during the Counselor work-performance monthly reviews in order to cover problem areas within the guidelines of regular work standards of V.R.S. Counselors.
- (2) Jerry was able to observe and contrast both local offices' staff training sessions and was also present at our Big Rapids Conference in May that dealt with several issues with the western Michigan Regional professional staff.
- (3) Extensive time was spent with Mr. VanLeeuwen in terms of the planning and coordination of staff assignments and review of performance data done for the purpose of overall planning and controlling activities.

(4) A good deal of time was also spent in the area of fiscal control and management.

2. Evaluation of the student's performance on the job and training activities.

Mr. VanLeeuwen was highly energetic and interested in the activities of this agency and also made some valuable inputs to both the counseling staff and myself during both work sessions and formal training seminars. I felt that it was quite beneficial to compare and contrast the methods used by our respective agencies in terms of planning and programming.

It was quite evident that Jerry was able to benefit directly in the preparation and understanding of the State Budgets as this was covered rather extensively during our State Office meetings and is in direct relation to the activities that he is involved with in the Advisory Center for Teens.

I would say in summary that his overall performance was highly satisfactory.

3. Performance:

Satisfactory X Unsatisfactory

Distribution by Faculty Sponsor
Faculty Sponsor
Faculty Advisor
The Graduate College

Daniel O'Neill
Organization Supervisor's Signature

Grade: Pass X Fail

Kenneth Engle
Faculty Sponsor's Signature

6
Credit Hours Completed

Student's Evaluation

Name of Student Jerry B. VanLeeuwen Semester Spring/Summer

Interning Organization Vocational Rehabilitation Service,
State Department of Education

Organizational Supervisor Mr. Daniel C. O'Neill

1. My internship (712 experience) proved to be innovative, meaningful, and practical as applied to agency administration. Many opportunities were afforded me, in observation, interaction, decision making, and policy implementation.

From the initial onset of my internship, I began utilizing and implementing procedures and ideas (experienced-learned) in administering my own agency. Feedback I received from my staff pertaining to the above, was most positive and the consensus of my staff (13 employees) was extremely reinforcing. The most impressive data was the increase in staff morale and effectiveness.

Mr. O'Neill and I continually meet on a regular basis to share new administrative ideas, concepts, and procedures to be used in assisting both agencies. I find it very difficult to identify any negative experiences during the internship.

2. I feel the 712 experience might be improved by the following:
 - a. Better classification of the specific responsibilities the intern will be accountable for.
 - b. An opportunity for a meeting with the Organizational Supervisor and Committee Advisors prior to beginning the internship.
 - c. More opportunities to observe various administrators in various related areas.

Distribution:

Faculty Sponsor
Faculty Advisor
Director of Professional Experiences

Jerry B. VanLeeuwen
Student's Signature

APPENDIX A
APPLICATION FOR PERMISSION TO ELECT

School of Graduate Studies
Western Michigan University
Kalamazoo, Michigan 49001

APPLICATION FOR PERMISSION TO ELECT

712 Professional Field Experience 6 hours

(Indicate your plan for enrolling in the course)

Semester Spring/Summer Year 1972 Hours 3 1st Enrollment
3 2nd Enrollment

Name Jerry B. VanLeeuwen Student Number 895657

Address 3027 Perry, S.W., Wyoming, Michigan 49509

Program of Study Specialist - Counseling and Personnel

Description of Independent Study

The purpose of doing field placement in the Vocational Rehabilitation Services program through the Kent Intermediate School District would be to gain administrative skills in the area of rehabilitation services.

My aims during this placement are:

- (1) to observe staff guidance
- (2) to observe in-service training for staff
- (3) to observe coordination of personnel activities

- (4) to examine procedures for collection and evaluation of statistical data
- (5) to observe the preparation and submission of budgets
- (6) to attend meetings--state and local.

The area of vocational rehabilitation is especially attractive because of the diversity of staff duties and clients who are seen by the staff. Any young person between the ages of sixteen and nineteen who has either a physical, mental, emotional, or gross social disability is qualified to receive help from this program. Help comes in many forms: diagnostic services, vocational aids, evaluation and prevocational counseling. There is also training--college, high school, technical training schools, on-the-job training and work evaluations. The purpose of all these services is to prepare for and secure appropriate vocational placement.

Administration in this setting has a variety of responsibilities. Among these duties are administrative guidance through work reviews, in-service training programs for co-op staff and staff development. In addition, the administrator establishes the objectives of the organization, coordinates personnel activities and group communication and is

responsible for providing technical supervision.

The administrator is classically responsible for submitting and controlling the agency budget and doing cost analyses. Stemming from this, he must activate ongoing evaluation and collection of statistical data.

The field placement would involve twenty hours per week or 50% of the working week and would be accomplished during the spring and summer semesters of 1972. The time spent would be divided as follows:

(1) Staff Guidance	30%
(2) In-Service Training	20%
(3) Coordination (Personnel)	10%
(4) Statistical Procedures	20%
(5) Budgets	10%
(6) Meetings	10%

Jerry B. VanLeeuwen
Signature of Student

Kenneth Engle
Signature of Advisor

Kenneth Engle
Name of Faculty Member Under
Whom Study is to be
Completed

R. H. Burke
The Graduate College

4-20-72
Date

APPENDIX B
STAFF EVALUATION FORM

ADVISORY CENTER FOR TEENS
STAFF EVALUATION FORM

Name: _____ Position: _____

Date: _____ Length of Employment: 6 mo. ___ 1 yr. ___
2 yr. ___ 3 yr. ___

Signature of Employee

Signature of evaluator
(Exec. Director)

Signature of evaluator
(Asst. Director)

Areas of Evaluation	Comments
PERSONAL QUALITIES 1) Personal appearance 2) Reliability 3) Punctuality 4) Emotional Stability 5) Initiative & creativity 6) Poise, self-confidence, judgement, & tact	
PROF. QUALITIES & ATTITUDES 1) Ethical 2) Adheres to administrative policies 3) Seeks help when needed 4) Participation & receiving advanced training 5) Participation in "in-service" meetings	
JOB PERFORMANCE 1) Accepts share of responsibilities	

- 2) Expresses own professional convictions
- 3) Staff relationships
- 4) Parent & collateral person relationships
- 5) Constructive use of supervision

SKILLS

- 1) Uses available resource material
 - 2) Counsels with enthusiasm & appropriate methods
 - 3) Provides for emotional, physical, & social differences
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ADDITIONAL COMMENTS REGARDING
EVALUATION AND/OR EXEC. DIR./ASST. DIR.

APPENDIX C
REFERENCES

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