REH 6190: *Introduction to Assessment*

Utah State University

Department of Special Education and Rehabilitation

Rehabilitation Counseling Program

*Fall 2013*

**Day & Time:** Wednesdays, 7:15 PM – 9:00 PM (Mountain Time, MDT)

**Location:** 105 Human Services Research Center (HSRC) and online

**Instructor:** Kathleen (Kat) Oertle, PhD, CRC

**Office Phone:** (435) 797-3241

**Email:** [kathleen.oertle@usu.edu](mailto:kathleen.oertle@usu.edu) Do not email me in Canvas. *I do not* check that email. Please use the email above.

**Office:** Emma Eccles Jones College of Education and Human Services, Room 316

**Office Hours/Availability** (In-person, telephone, or video conferencing): Wednesdays 4:00 PM to 6:00 PM (MDT) or by appointment.

**Teaching Assistant:** Josh Southwick

**Phone:** 435-797-3488

**Email:** south98@gmail.com

**Online Classroom:**

To enter the online classroom through Adobe Connect, use the link below. Enter as a guest and type your name in the box. If you have problems with your technology (sound, picture, etc.), contact the USU Help Desk at 435-797-4357 (797-help).

Adobe Connect - [https://connect.usu.edu/canvas-mtg-140000000000015-9020-1377201402/](https://connect.usu.edu/canvas-mtg-140000000000015-9020-1377201402/)
**Course Objectives**

Upon completion of this course, the successful student will possess foundational knowledge of the philosophy, science, and practice of assessment; and the specialized knowledge of the use and issues of assessment for people with disabilities.

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<thead>
<tr>
<th>IDEA Center Learning Objectives</th>
<th>REH 6190 Learning Outcomes</th>
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<tr>
<td>Gaining factual knowledge (terminology, classifications, methods, trends)</td>
<td>Students will demonstrate their knowledge of assessment related terminology.</td>
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| Learning to apply course materials (to improve rational thinking, problem solving and decisions) | Students will demonstrate their ability to critique assessment instruments in terms of reliability, validity, and utility.  
Students will demonstrate understanding of the basic mechanics of test development from statistical, theoretical, and philosophical perspectives. |
| Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course. | Students will demonstrate the ability to utilize O*Net resources to assist in the development of employment options.  
Students will demonstrate understanding of the role of assessment and evaluation in evidence-based practices. |
| Developing a clearer understanding of, and commitment to, personal values. | Students will demonstrate the ability to identify ethical and legal issues that arise in the use of tests in assessment. |

**Required Readings:**


4. There will also be readings assigned that will be available on the REH 6190 Canvas website.
Required Technology

All students who are at a distance are required to have functioning microphones so that we can communicate without relying on the chat function.

Learning Assessments and Interpretation (i.e., Course Grades)

1. Attendance and Class Participation (10 points per class x 14 classes = 140 points): This class is taught in-person and in an online format. It meets 1 time a week. Attendance is taken each class through the use of formative learning assessments. Active participation is critical. Be prompt, complete the readings, and be prepared to share your understanding of the materials. In class activities and assignments will be used to assess formative learning, adjustments to the teaching process will be based on the results of these assessments. You are expected to participate in and complete the class activities/assignments as these will be used to document (measure) your attendance and participation in the course. There is no partial credit and no make-up assignments will be given if you miss class. More details regarding these formative assessments will be provided when they are implemented during the class sessions.

2. Quizzes (25 points per quiz x 4 quizzes = 100 points): You are expected to master the content of reading assignments. The reading assignments, like most texts at the graduate level, can be described as intellectually challenging. Simply skimming the readings will not work. Quiz content will be derived strictly from the required readings. The number of items in each quiz will vary, based on the amount of information covered. Quizzes are available online for one week, although you are expected to complete the quizzes prior to the next class meeting. You may use the textbook and the other readings. You will have a 3 hour time limit. Collaboration of any kind is strictly forbidden. This is not a group project. You will not get credit for any quiz that you do not attempt within the one week window.

3. Final Examination (50 points): You will take a comprehensive final examination at the end of the course. Questions on the examination will be drawn from the readings and lecture material. You may use the textbook and the other readings. You will have a 3 hour time limit. Collaboration of any kind is strictly forbidden. This is not a group project.
Grading

Final grades will be based on the following point totals:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Max</th>
<th>Min</th>
<th>Letter Grade</th>
</tr>
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<tbody>
<tr>
<td>0.94</td>
<td>290</td>
<td>273</td>
<td>A</td>
</tr>
<tr>
<td>0.90</td>
<td>272</td>
<td>261</td>
<td>A-</td>
</tr>
<tr>
<td>0.87</td>
<td>260</td>
<td>252</td>
<td>B+</td>
</tr>
<tr>
<td>0.84</td>
<td>251</td>
<td>244</td>
<td>B</td>
</tr>
<tr>
<td>0.80</td>
<td>243</td>
<td>232</td>
<td>B-</td>
</tr>
<tr>
<td>0.77</td>
<td>231</td>
<td>223</td>
<td>C+</td>
</tr>
<tr>
<td>0.74</td>
<td>222</td>
<td>215</td>
<td>C</td>
</tr>
<tr>
<td>0.70</td>
<td>214</td>
<td>203</td>
<td>C-</td>
</tr>
</tbody>
</table>

If you have a concern about the course requirements, please feel free to contact me. I recognize that things come up. It is best to address concerns with me as early as possible.

Course Schedule

Please Note: This schedule is an estimate and I reserve the right to adjust the schedule to meet the learning needs of the class. Also, additional readings may be assigned as the class progresses. If that is the case, you will be given adequate warning, and the readings will be posted in Canvas.

1. **August 28** Launching the Course
   a. Content: Introductions, Structure, and Expectations
   b. Readings: None

2. **September 4** Introduction to the Assessment Process
   a. Content: Role of Assessment in Rehabilitation
   b. Readings:
      i. CRC Examination Preparation (posted in Canvas)
         1. Chapter 7, pp.135-137

3. **September 11** Assessment Guidelines
   a. Content: Ethics and the Law
   b. Readings:
      i. CRC Examination Preparation (posted in Canvas)
         1. Chapter 7, pp. 146 – 148
      ii. CRCC Code of Ethics
          1. Section G
4. **September 18** Getting Started  
   a. Content: Assessment Interviewing  
   b. Readings:  
      i. A Guide to Vocational Assessment (Power, 2000) (posted in Canvas)  
         1. Chapter 4, pp. 67 - 86  
      ii. Handbook of Measurement and Evaluation in Rehabilitation  
         1. Chapter 9, pp. 243 – 246 and 258 – 259  
   c. Quiz #1 (to be completed before the next class)

5. **September 25** Fundamentals of Measurement  
   a. Content: Scores, Norms, Ethics, and Utility of Testing  
   b. Readings:  
      i. Handbook of Measurement and Evaluation in Rehabilitation  
         1. Chapter 1

6. **October 2** Fundamentals of Measurement (continued)  
   a. Content: Reliability  
   b. Readings:  
      i. Handbook of Measurement and Evaluation in Rehabilitation  
         1. Chapter 2

7. **October 9** Fundamentals of Measurement (continued)  
   a. Content: Validity  
   b. Readings:  
      i. Handbook of Measurement and Evaluation in Rehabilitation  
         1. Chapter 3  
   c. Quiz #2 (to be completed before the next class)

8. **October 16** Use of Testing in the Assessment Process  
   a. Content: Understanding and Selecting Appropriate Measures  
   b. Readings:  
      i. CRC Examination Preparation (posted in Canvas)  
         1. Chapter 7, pp. 139 – 144  
      ii. Handbook of Measurement and Evaluation in Rehabilitation  
         1. Chapter 4: Intelligence Testing, pp. 113 – 115  

9. **October 23** Use of Testing in the Assessment Process (continued)  
   a. Content: Understanding and Selecting Appropriate Measures (continued)  
   b. Readings:
i. CRC Examination Preparation (posted in Canvas)
   1. Chapter 7, pp. 144 – 145

ii. Handbook of Measurement and Evaluation in Rehabilitation
    1. Chapter 8: Vocational Inventories

10. October 30 Use of Testing in the Assessment Process (continued)
   a. Content: Assessment of Work Behavior and Job Matching
   b. Readings:
      i. CRC Examination Preparation (posted in Canvas)
         1. Chapter 7, pp. 145 – 146
      ii. Handbook of Measurement and Evaluation in Rehabilitation
          1. Chapter 12: Assessment of Work Behavior
          2. Chapter 13: The O*Net Occupational Information System, pp. 358 - 359
      iii. O*Net – explore the website
   c. Quiz #3 (to be completed before the next class)

11. *November 6 Transition Assessment
    a. Content: Overview of Transition Assessment
    b. Readings:
       i. Assess for Success (Sitlington, Neubert, Begun, Lombard, & Leconte, 2007) (posted in Canvas)
          1. Chapter 1
       ii. Targeted Transition Assessment Leading to Job Placement for Young Adults with Disabilities in Rural Areas (Morgan & Openshaw, 2011) (posted in Canvas)

* This lesson may be moved based on the availability of our guest lecturer. Notice will be given ahead of time.

12. November 13 Assessment of Individuals with Specific Disabilities
    a. Content: Considerations and Accommodations
    b. Readings:
       i. Handbook of Measurement and Evaluation in Rehabilitation
          1. Chapter 16: Assessment of Individuals with Visual Impairments pp. 442 – 446
          2. Chapter 17: Assessment of Individuals who are Deaf or Hard of Hearing pp. 466 – 471 and 486 - 488
       ii. TBA - Assessment of Adults with Intellectual Disabilities
13. **November 20** Multicultural Issues in Assessment  
   a. Content: Considerations and Cautions  
   b. Readings:  
      i. Handbook of Measurement and Evaluation in Rehabilitation  
         1. Chapter 20  
   c. Quiz #4 (to be completed before the next class)

14. **December 4** Putting it all Together  
   a. Content: Interpretation and Planning  
   b. Readings:  
      i. The Role of Naturalistic Assessment in Vocational Rehabilitation  
         (Hagner, 2010) (posted in Canvas)  
         1. pp. 246 – Table 13.1 and Chapter 16

15. **December 11** Final Exam

**Email and Phone Policy**

Communications technology is a useful and potentially life-enhancing tool. Yet, if there are no boundaries with its use, this technology can become all-consuming and diminish its value. Therefore, I have established necessary limits to maintain well-being. As a result, I will not always be able to:

1. Respond to email messages within the same day;  
2. Respond to any email messages on Saturday or Sunday;  
3. Answer the phone only because it is ringing;  
4. Answer the phone while I am already engaged in conversation with another.

**Utah State University Campus Policies**

**STUDENTS WITH DISABILITIES**

In coordination with the Disability Resource Center, reasonable accommodation will be provided for qualified students with disabilities. Please meet with the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, diskette or Braille) are available through the Disability Resource Center, located in the Taggert Student Center, room 104, phone number 435-797-2444.
UTAH STATE UNIVERSITY INCOMPLETE POLICY

Executive Memorandum 79-15

A student who has been unable to complete the work of course assignments, examinations, or reports due to extenuating circumstances such as illness, death in the family, etc. - but not due to poor performance of his/her work - and who has completed most of the coursework, may petition the instructor of the course for time beyond the end of the semester to finish the work. If the instructor agrees, the instructor will place two grades on the final grade list for the student, an "I" and a letter grade for the course computed as if the missing work were zero. The student is then required to complete the work in the manner and by the time agreed upon with the instructor, but, in any case, within 12 months of the end of the semester in which the I" was given. When the grade change is submitted by the instructor within the prescribed time, both the "I" and the grade submitted with the "I" will be removed from the student’s record, the new grade placed on the record, and the GPA adjusted accordingly. If no change of grade is submitted by the instructor within the prescribed period, the "I" will be removed and the grade submitted with the "I" will remain as the permanent grade for the course. Research and thesis courses taken for graduate work are exempted from this policy.

SPECIAL EDUCATION AND REHABILITATION DEPARTMENT POLICIES

GRADING GUIDELINES

Criteria for the awarding of each letter grade should be specified in the course syllabi for all courses. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.

ACADEMIC HONESTY

It is expected that students’ work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees for disciplinary action.

Notice of Academic Dishonesty

The University expects that students and faculty alike maintain the highest standards of academic honesty. For the benefit of students who may not be aware of specific standards of the University concerning academic honest, the following information is quoted from the code of Polices and Procedure for Students at Utah State University, Article V, Section 3; Violations of University Standards, Acts of Academic Dishonesty:

A. Cheating includes intentionally: Using or attempting to use or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity; Depending upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; Substituting for another student, or permitting another student to substitute
for oneself, in taking an examination or preparing academic work; Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; and Engaging in any form of research fraud.

B. Falsification includes the intentional and unauthorized altering or inventing of any information or citation in an academic exercise or activity.

C. Plagiarism includes knowingly representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Violations of the above policy will subject the offender to the University discipline procedures as outlined in Article VI, Section 1 of the Handbook. Those procedures may lead to: (a) a reprimand; (b) a grade adjustment; (c) being placed on warning or probation; (d) suspension from the University; or (e) expulsion from the University.

**Alignment of coursework with CORE competencies**

This course meets the following competencies for accreditation:

C.1.1 practice rehabilitation counseling in a legal and ethical manner, adhering to the Code of Professional Ethics and Scope of Practice for the profession;

C.1.4 apply in one’s practice, the laws and ethical standards affecting rehabilitation counseling in problem-solving and ethical decision-making;

C.1.6 create a partnership between consumer and counselor by collaborating in informed consumer review, choice, and personal responsibility in the rehabilitation process;

C.1.7 apply in one’s practice, the principles of disability-related legislation including the rights of persons with disabilities to independence, inclusion, choice and self-determination, empowerment, access, and respect for individual differences;

C.2.3 articulate an understanding of the dynamics, issues, and trends of the social system in which the individual lives;

C.2.4 practice in a manner that shows an understanding of the environmental and attitudinal barriers to individuals with disabilities;

C.2.5 understand individuals’ cultural, gender, sexual orientation, aging, and disability differences and integrate this knowledge into practice;

C.2.7 apply psychological and social theory to develop strategies for rehabilitation intervention;
C.2.9 articulate an understanding of the role of ethnic/racial and other diversity characteristics such as spiritually and religion, age, gender, sexual orientation, and socio-economic status in groups, family, and society;

C.3.1 articulate a working knowledge of social, psychological, spiritual, and learning needs of individuals at all developmental levels;

C.3.2 understand the concepts related to learning and personality development, gender and sexual identity, addictive behavior and psychopathology, and the application of these concepts in rehabilitation counseling practice;

C.4.1 articulate and apply career development theories and the importance of work to consumers with whom one works;

C.4.3 utilize career/occupational materials and labor market information with the consumer to accomplish vocational planning;

C.4.5 explore occupational alternatives and develop career plans in collaboration with the consumer;

C.5.7 explain the implications of assessment/evaluation results on planning and decision-making;

C.5.8 demonstrate consultation and supervisory skills on behalf of and with the consumer;

C.5.10 adjust counseling approaches or styles to meet the needs of individual consumers;

C.5.12 recognize consumers who demonstrate psychological problems (e.g., depression, suicidal ideation) and refer when appropriate;

C.5.13 interpret diagnostic information (e.g., vocational and educational tests, records and medical data) to the consumer;

C.7.1 determine an individual’s eligibility for rehabilitation services and/or programs;

C.7.2 facilitate consumer involvement in evaluating the feasibility of rehabilitation or independent living objectives;

C.7.3 utilize assessment information to determine appropriate services;

C.7.4 assess the unique strengths, resources, and experiences of an individual including career knowledge and interests;

C.7.5 evaluate the individual’s capabilities to engage in informed choice and to make decisions;

C.7.6 assess an individual’s vocational or independent living skills, aptitudes, interests, and preferences;
C.7.7 assess an individual’s need for rehabilitation engineering/technology services throughout the rehabilitation process;

C.7.8 assess the environment and make modifications for reasonable accommodations;

C.7.9 use behavioral observations to make inferences about work personality, characteristics, and adjustment;

C.7.10 integrate assessment data to describe consumers’ assets, limitations, and preferences for rehabilitation planning purposes;

C.7.11 interpret test and ecological assessment outcomes to consumers and others; and

C.7.12 objectively evaluate the effectiveness of rehabilitation services and outcomes.

C.8.1 articulate current knowledge of the field;

C.8.7 apply knowledge or ethical, legal, and cultural issues in research and evaluation.

C.10.1 provide the information, education, training, equipment, counseling, and supports that people with disabilities need in order to make effective employment and life-related decisions;

C.10.2 evaluate the adequacy of existing information for rehabilitation planning;

C.10.3 integrate cultural, social, economic, disability-related, and environmental factors in rehabilitation planning;

C.10.4 plan and implement a comprehensive assessment including individual, ecological, and environmental issues (e.g., personality, interest, interpersonal skills, intelligence, and related functional capabilities, educational achievements, work experiences, vocational aptitudes, personal and social adjustment, transferable skills, employment opportunities, physical barriers, ergonomic evaluation, attitudinal factors);

**Alignment with CRCC Knowledge Subdomains**

This course addresses the following CRCC knowledge sub-domains.

- Tests and evaluation techniques available for assessing consumer’s needs
- Interpretation of assessment results for rehabilitation planning purposes
- Vocational implications of functional limitations associated with disabilities
- The ethical standards for rehabilitation counselors
- Internet resources for rehabilitation counseling
- The legislation or laws affecting individuals with disabilities
- The psychosocial and cultural impact of disability on the individual