



**USU-REH 6190 Syllabus**  
**Vocational Assessment in Rehabilitation Counseling (3 credits)**  
**Spring Semester 2021**

**Instructor:** Mary Barros-Bailey, PhD, CRC, NCC, CLCP, D/ABVE, Instructor  
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REH 6190 Vocational Assessment in Rehabilitation Counseling  
Semester/Year: Spring 2021

Course Location: <https://usu-edu.zoom.us/j/82269595934?pwd=S1RuSGFqQUs3UWRsVXM0dko0QkZaZz09>  
PASSCODE: 859530

Course Meeting: Wednesday 5:15 – 7:45 p.m. MST  
Credit Hours: 3

### **COURSE DESCRIPTION**

This course addresses vocational assessment, with an emphasis on individuals with disabilities. It includes history, ethics, special issues, formal and informal assessments selection and administration, psychometrics, and report writing for ecologically valid and reliable evaluations using contemporary methodology.

### **READINGS**

Extensive readings will consist of book chapters from the required texts and supplemental empirical articles (posted in Canvas). This class uses a flipped class format (see [here](#) if you don't know what a flipped classroom is). **You must complete all readings prior to the class period for which they are assigned**, and come prepared to discuss the readings in class. Many readings are technical and somewhat difficult. You should expect to study the readings as necessary to understand the material.

### **TECHNOLOGY**

If you have trouble with Canvas, contact Canvas Support (877) 399 1958.

### **REQUIRED TEXTBOOKS**

Whiston, S. C. (2017). *Principles and applications of assessment in counseling* (5<sup>th</sup> ed.). Boston, MA: Cengage Learning.



### ADDITIONAL REFERENCES (found on Canvas)

- American Counseling Association. (2014). *Code of ethics*. Alexandria, VA: Author. ([Click Here for the ACA Code](#))
- Barros-Bailey, M. (2018). An evidence source model for clinical and forensic practice. *The Rehabilitation Professional*, 26(3), 117-128.
- Commission on Rehabilitation Counselor Certification. (2017). *Code of professional ethics for rehabilitation counselors*. Schaumburg, IL: Author. ([Click Here for the CRCC Code](#))
- International Test Commission. (2016). Guidelines on the security of tests, examinations, and other assessments. *International Journal of Testing*, 16, 181-204.
- Kautz, T., Heckman, J. J., Diris, R., Weel, B. T., & Borghans, L. (2014). *Fostering and measuring skills*. [https://www.oecd-ilibrary.org/education/fostering-and-measuring-skills\\_5jxsr7vr78f7-en](https://www.oecd-ilibrary.org/education/fostering-and-measuring-skills_5jxsr7vr78f7-en)
- Neukrug, E., Peterson, C. H., Bonner, M., & Lomas, G. I. (2013). Counselor preparation: A national survey of assessment instruments taught by counselor educators. *Counselor Education & Supervision*, 52, 207-221.
- Peterson, C. H., Lomas, G. I., Neukrug, E. S., & Bonner, M. W. (2014). Assessment use by counselors in the United States: Implications for policy and practice. *Journal of Counseling & Development*, 92, 90-98.
- Wiener, J., & Costaris, L. (2012). Teaching psychological report writing: Content and process. *Canadian Journal of School Psychology*, 27(2), 119-135.

*Other required reading as assigned in each module throughout the course.*

### STUDENT LEARNING OUTCOMES

#### Student Learning Outcome #1

Identify and discuss psychometric and technical characteristics of assessments in the evaluation process.

#### Student Learning Outcome #2

Appraise assessment needs, assemble and prepare appropriate instruments and tools, ethically apply sound methods, interpret results, compose reports on findings, and develop evidence-based recommendations.

#### Student Learning Outcome #3

Describe and practice accommodations in the assessment process as applied to special populations or circumstances.



| <b>CACREP STANDARDS</b> |  |
|-------------------------|--|
|                         | <b><i>Rehabilitation Counseling</i></b>  |
| <b>1.g.</b>             | Methods of assessment for individuals with disabilities, including testing instruments, individual accommodations, environmental modification, and interpretation of results.  |
|                         | <b><i>Clinical Rehabilitation Counseling</i></b>   |
| <b>2.t.</b>             | Professional issues that affect rehabilitation counselors, including independent provider status, expert witness status, forensic rehabilitation, and access to and practice privileges within managed care systems. |
|                         | <b><i>General Counseling</i></b>   |
| <b>7.a.</b>             | Historical perspectives concerning the nature and meaning of assessment and testing in counseling  |
| <b>7.b.</b>             | Methods of effectively preparing for and conducting initial assessment meetings.   |
| <b>7.c.</b>             | Use of assessments for diagnostic and intervention planning purposes.  |
| <b>7.f.</b>             | Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments.   |
| <b>7.g.</b>             | Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.  |
| <b>7.h.</b>             | Reliability and validity in the use of assessments.  |
| <b>7.i.</b>             | Use of assessments relevant to academic/educational, career, personal, and social development.   |
| <b>7.j.</b>             | Use of environmental assessments and systematic behavioral observations.   |
| <b>7.k.</b>             | Use of symptom checklists, and personality and psychological testing.  |
| <b>7.l.</b>             | Use of assessment results to diagnose developmental, behavioral, and mental disorders.   |
| <b>7.m.</b>             | Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.   |

### **GENERAL COURSE POLICIES**

Distance learning presents some pedagogical challenges for instructors and students. Therefore, to maximize learning in this course, you are expected to participate in all Zoom sessions in a professional manner. You should minimize distraction by turning off other electronic devices (e.g., televisions, cell phones) and minimize other Internet web pages while class is in session. You are required to use the raise hand feature on Zoom to ask questions and dialogue with me. You are also required to participate in class group activities. During class, you must use your microphone and maintain your web camera on unless otherwise requested by me. Please remember to mute the Zoom microphone when you are not speaking.



### Learning Environment

Proper decorum is to be observed in the virtual classroom, as outlined in the student code ([Click Here](#)). You are expected to engage in reasonable and substantial preparation for your coursework, to follow course and class guidelines as set forth in syllabi and as enunciated by the instructor, and to complete all academic exercises with integrity. All interactions with faculty members, staff members, and other students shall be conducted with courtesy, civility, decency, and a concern for personal dignity. The following are the course policies that should be followed during all online discussions, activities, presentations, and testing.

### Online Behavior

- Refrain from the use of profanity or derogatory statements about sexual orientation, ethnicity, religion, race, gender, age, disability, etc.
- Respect your peers (e.g., do not judge opinions or monopolize the discussion thread).
- Sharing of personal experiences is encouraged in the context of the course material. However, the instructor and students are expected to maintain confidentiality and are asked not to discuss personal accounts shared by colleagues outside of the class setting.

### Classroom Technology

- Remember, cameras are required for full participation. This class requires the camera to be on all the time. Therefore, ***consider your actions and environment*** while on camera that may impact the learning environment for the class. It may be necessary for you to arrange options for child care and pet care to minimize distractions.
- Audio signals on cell phones, pagers, and watches should be turned off, or, if you must be available, set them to vibrate. If you get a call that you need to take, take it outside of the “classroom.” Leave and return quietly with as little disruption as possible.
- Please use your computer only for class activities or discussions.

### Assignments

- Assignments are due on the dates noted in the course syllabus. Quizzes, module, final exams, and all assignments are due by 5:00 p.m. MST on the date noted in the course syllabus. Assignments received after the due time will be penalized 20 percent if received within 48 hours of the due date. Assignments received more than 48 hours past the due date, will not receive any points or instructor comments.

### Professional Performance Standards

Part of performing at your best level in this program will require a high degree of self-awareness. The following information is quoted from the Utah State University (USU) Rehabilitation Counseling Education Program performance policy:



*The relationship between personal behavior and professional competence has long been recognized in the rehabilitation counseling field. Rehabilitation counselors must be aware of the impact of their own physical, mental, and/or emotional issues on the counseling process, and the potential harmful effects these unresolved issues can have on consumer progress and outcomes.*

Also, the Code of Professional Ethics for Rehabilitation Counselors (CRCC, 2017) states:

***Section D.3.a - IMPAIRMENT.*** *Rehabilitation counselors are alert to the signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm the client or others. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until such time it is determined that they may safely resume their work. Rehabilitation counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent harm to the client. (See A.9.d.)*

If you feel you are struggling in any way, we as faculty encourage you to reach out to us. We will work together to find suitable methods for supporting you.

In addition to meeting the academic standards set forth in the USU Rehabilitation Counseling Program, you are expected to conduct yourself in an ethical, responsible, and professional manner. You must be knowledgeable of and at all times adhere to the general standards of professional ethics and practice set forth by the Commission on Rehabilitation Counselor Certification (CRCC) and the American Counseling Association (ACA).

More specific to this class and the overall rehabilitation counseling program, specific Professional Performance Standards include:

1. Ability to accept personal responsibility.
2. Ability to deal with conflict.
3. Ability to express feelings effectively and appropriately.
4. Attention to ethical and legal considerations.
5. Awareness of and attention to the unique cultural and societal issues related to disability.
6. Awareness of own impact on others.
7. Cooperativeness with others.
8. Flexibility.
9. Initiative and motivation.
10. Openness to new ideas.
11. Willingness to accept and use feedback.



The rehabilitation counseling program has also adopted a set of professional dispositions to be demonstrated by all students. The professional dispositions include:

- Self-awareness, including humility, self-reflection, and understanding of place in history.
- Integrity, including personal responsibility, maturity, honesty, courage, and congruence.
- Commitment, including counseling identity, investment, advocacy, collaboration, and interpersonal competence.
- Openness to ideas, learning, change, giving and receiving feedback, others, and self-development.
- Respect of self and others, including honoring diversity, self-care, and wellness.

**Skills:** At a minimum, you are expected to develop a graduate-level understanding of the following skills: research, writing, presentation, collaboration, technology, and critical thinking. It is also important that you do not make assumptions regarding the content, policy, or other elements of this class. Please feel free to contact me directly to address any questions or concerns you may have.

**Professional Writing:** At graduate school and as a professional, it is expected that we communicate clearly with precision and formality. Before submission of any assignment, you can approach the Writing Center at USU for support in editing. The Writing Center has a link so you can schedule an online session if necessary. They can be reached by phone: (435) 797-2712, or Email: [usuwritingcenter@gmail.com](mailto:usuwritingcenter@gmail.com) More detailed information about the Writing Center can be accessed at: <https://writing.usu.edu>

**Attendance:** You are expected to attend all Zoom sessions. Attendance is a critical aspect of your success and classroom engagement. You should let me know in advance if you need to be absent. In the event of a personal emergency, getting word to me about personal absences, as soon as possible, is appreciated. Should absences occur, you are expected to follow-up with peer colleagues regarding missed content, and then with me for consultation, if further elaboration on content is needed.

**Participation:** You are expected to participate in all teaching activities. Participation is a critical aspect of your success and classroom engagement. Sharing professional and personal experiences related to the topic under discussion is invited as a way of adding to the overall online learning environment. You are expected to demonstrate respect for one another in the way that you ask questions, make comments, and engage in the overall academic exchange of concepts, topics, and ideas.



## USU CAMPUS POLICIES ([Click Here](#))

### **Title IX – Sexual Misconduct and Discrimination**

If you or someone you know has experienced sexual assault, please contact the Sexual Assault and Anti-Violence Information office (SAAVI) at (435) 797-7273 or see their website ([Click Here](#)) or contact the CAPSA 24-hour crisis line at (435) 753-2500.

**If you or someone you know needs emergency services for trauma or life-threatening situations please call 911.**

USU is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination, and to fostering respect and dignity for all members of the USU community. [Title IX](#) and [USU Policy 339](#) address sexual harassment in the workplace and academic setting. The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's Affirmative Action/Equal Opportunity (AA/EO) Office for available options and resources or clarification, leading to an informal resolution of the matter. All USU [employees are required to report](#) any disclosures of sexual misconduct to the USU Title IX Coordinator. The only exceptions are for those who provide health care, mental health services, and victim advocacy. Further information and forms for reporting an incident to USU can be found by [Clicking Here](#).

### **Accommodations for Students with Disabilities**

Students with ADA-documented physical, sensory, emotional, or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435) 797-2444 voice, (435) 797-0740 TTY, (435) 797-2444 VP, or toll free at (800) 259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice. Their website can be found by [Clicking Here](#).

### **Emotional and Mental Wellbeing**

Graduate school can be a very stressful experience. USU has a mission to support students in all facets of life including their emotional well-being. All USU students have access to confidential mental health services through Counseling and Psychological Services (CAPS). This includes a full range of counseling services, workshops, and support/therapeutic groups. If you live in the Logan area, CAPS is located in the Taggart Student Center (TSC 306, (435) 797-1012). If you live outside the Logan area, please contact Justin Barker, PsyD at [justin.barker@usu.edu](mailto:justin.barker@usu.edu)  
Services you may be eligible for include:



- Consulting, referral, and therapy via video conferencing.
- Referrals to providers throughout the State of Utah.
- Initial consultation and help with referral to out-of-state students.
- Recorded and live workshops on common topics such as sleep, stress/anxiety, depression, etc.

If suicide is an issue, you can get help from the National Suicide Prevention Lifeline at (800) 273-TALK (8255).

**Additional Resources**

Domestic Violence Services

- [National Domestic Violence Hotline: \(800\) 799-SAFE](#)
- [More information about Domestic Violence and Services](#)
- [CAPSA: 24-Hour Cache Valley Crisis Line: \(435\) 753-2500](#)
- [Utah State University Master's in Rehabilitation Counseling Program](#)
- Kris Wengreen, Advisor [kris.wengreen@usu.edu](mailto:kris.wengreen@usu.edu) or (435) 797-3246

**GRADING GUIDELINES & POLICIES**

**Course Assignments & Grading**

A letter grade A to C is assigned unless the student is not fulfilling the course requirements (in such circumstances, students might receive a non-passing grade). Passing grade for graduate-level work is a B (3.0 grade point average). The overall grade will be determined and calculated according to the following areas and criteria:

| <b>Task</b>   | <b>Possible Points</b> |
|---|------------------------|
| Attendance/Participation  | 75                     |
| Quizzes (6)   | 60                     |
| Module 1 Exam   | 65                     |
| Module 2 Weekly Assessment/Instrument Review/Administration (6) | 600                    |
| Self-Evaluation Report  | 250                    |
| Individual Evaluation Report                                    | 250                    |
| Final   | 200                    |
| <b>TOTAL</b>  | <b>1,500</b>           |

**Grading Scale**

| <b>GRADE</b> | <b>RANGE</b> | <b>GRADE</b> | <b>RANGE</b> | <b>GRADE</b> | <b>RANGE</b> |
|--------------|--------------|--------------|--------------|--------------|--------------|
| A            | 1395-1500    | B-           | 1200-1244    | D            | 1005-1049    |
| A-           | 1350-1394    | C+           | 1155-1199    | D-           | 900-1004     |
| B+           | 1305-1349    | C            | 1095-1154    | F            | Below 900    |
| B            | 1245-1304    | C-           | 1050-1094    |              |              |





## ASSIGNMENTS

**Canvas Submissions:** All assignments are to be submitted on Canvas unless otherwise indicated and will **not** be accepted as email attachments.

- **QUIZZES** (Modules 1 & 3): Open-book, open-note quizzes will be administered based on the readings, viewings, presentations, and lectures and will be open for 24 hours before they are due.
- **MODULE 1 EXAM:** An open-book, open-note exam for Module 1 will be administered based on the readings, viewings, presentations, and lectures over the course of the module and be open for one week before it is due.
- **INITIAL ASSESSMENT RECORDING:** You will be paired with another student. Student pairs administer initial assessments to each other through Zoom, record the session, and submit the recorded session as well as a scan of their hand-written initial assessment notes and write-up of the initial interview. ***Interviews are not to exceed 15 minutes per student. For every minute over 15, a drop of 1 point will be given.***
- **WEEKLY ASSESSMENT/INSTRUMENT REVIEWS/ADMINISTRATIONS** (Module 2): You will administer one assessment to three individuals each week, your student teammate plus two other individuals of your choosing. To obtain credit for the weekly assignment, you ***must*** submit: 1) scans of the completed instrument protocols (ALL PAGES); 2) the completed instrument evaluation form (found on Canvas) per student – not per team; 3) the completed assessment procedures form; and, 4) and interpretation report of the scores of the assessment (in the weeks in which this is relevant). ***NOTE: Only Microsoft Word file format in 12-pt. font will be accepted for the interpretation report (#4).***
- **EVALUATION TEAMS/REPORTS** (Module 3): Complete two evaluation reports (see format on Canvas)
  1. A self-assessment report based on the instruments that were administered to you and a reflection of what you learned about yourself, including issues that might have developed in the testing process that may have impacted the assessment validity or reliability. Note implications and areas for further exploration and recommendations for yourself as if you would for an evaluation report of another individual. ***NOTE: Only Microsoft Word file format in 12-pt. font will be accepted.***
  2. A report on another individual (could be the other team member or someone altogether different as long as they have been administered all the instruments in Module 2). ***NOTE: Only Microsoft Word file format in 12-pt. font will be accepted.***
- **FINAL EXAM:** An open-book, open-note final will be administered based on the readings, viewings, presentations, and lectures over the entire class and will be open for one week before the end of class.



## ACADEMIC HONESTY

It is expected that your 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

USU expects that you 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 honesty, the following information is quoted from the code of Policies and Procedures for Students at USU, Article V, Section 3; Violations of University Standards, Acts of Academic Dishonesty:

- A. Cheating includes intentionally: 1) 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; 2) Depending upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; 3) Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work; 4) Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission; and, 5) 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 acknowledgment. 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 ([Read Here](#)).

Violations of the above policy will subject the offender to the USU 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 USU. [Learn more about the USU student code of conduct.](#)

### Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: Article VII Grievances ([Click Here to Review](#)).



## COURSE SCHEDULE<sup>1</sup>

| DATE  | TOPIC   | ASSIGNMENTS   | READINGS   |
|---|---|---|--|
| <b>MODULE 1: INTRODUCTION, ETHICS, AND PSYCHOMETRICS/TECHNICAL ISSUES IN ASSESSMENT</b> |   |   |  |
| <b>Week 1</b><br>01/20/21   | <ul style="list-style-type: none"> <li>▪ Syllabus Review</li> <li>▪ Course Introduction &amp; Overview</li> <li>▪ Current Perspectives in Vocational Assessment</li> <li>▪ Evidence Source Model (ESM)</li> </ul> |   | <ul style="list-style-type: none"> <li>▪ Syllabus</li> <li>▪ Barros-Bailey (2018)</li> <li>▪ International Test Commission (2016)</li> </ul>   |
| <b>Week 2</b><br>01/27/21   | <ul style="list-style-type: none"> <li>▪ Assessment in Counseling</li> <li>▪ Basic Assessment Principles</li> </ul>   | <ul style="list-style-type: none"> <li>▪ <b>DUE:</b> Module 1, Quiz 1</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Whiston, chps. 1-2</li> </ul>   |
| <b>Week 3</b><br>02/03/21   | <ul style="list-style-type: none"> <li>▪ Reliability</li> <li>▪ Validity &amp; Item Analysis</li> </ul>   | <ul style="list-style-type: none"> <li>▪ <b>DUE:</b> Module 1, Quiz 2</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Whiston, chps. 3-4</li> </ul>   |
| <b>Week 4</b><br>02/10/21   | <ul style="list-style-type: none"> <li>▪ Ethical &amp; Legal Issues</li> </ul>  | <ul style="list-style-type: none"> <li>▪ <b>DUE:</b> Module 1, Quiz 3</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Whiston, chp. 5</li> <li>▪ ACA Code of Ethics (2014)</li> <li>▪ CRCC Code of Ethics (2017)</li> </ul> |
| <b>Week 5</b><br>02/17/21   | <ul style="list-style-type: none"> <li>▪ Diverse Populations</li> <li>▪ Selecting, Administering, Scoring, and Communicating Assessment Instruments</li> <li>▪ Team Member Assignments</li> </ul>                 | <ul style="list-style-type: none"> <li>▪ <b>DUE:</b> Module 1, Quiz 4</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Whiston, chps. 6-7</li> </ul>   |
| <b>MODULE 2: TYPES OF INSTRUMENTS AND ASSESSMENTS</b>                                   |   |   |  |
| <b>Week 6</b><br>02/24/21   | <ul style="list-style-type: none"> <li>▪ Initial Assessments/Interviews</li> <li>▪ <i>Basic Computer Skills Self-Assessment</i> Assessment</li> <li>▪ Remote Assessment</li> </ul>                                | <ul style="list-style-type: none"> <li>▪ <b>DUE:</b> Module 1 Exam</li> <li>▪ <b>TAKE/ADMINISTER:</b> Initial Interviews (3)</li> </ul> | <ul style="list-style-type: none"> <li>▪ Whiston, chps. 8</li> <li>▪ Neukrug, et al. (2013)</li> <li>▪ Peterson, et al. (2014)</li> </ul>      |

<sup>1</sup> You are responsible for the contents of the entire syllabus, not just that which is summarized in this section.



| DATE                       | TOPIC   | ASSIGNMENTS   | READINGS  |
|----------------------------|---|---|---|
| <b>Week 7</b><br>03/03/21  | <ul style="list-style-type: none"> <li>▪ Achievement Tests</li> </ul>                                   | <ul style="list-style-type: none"> <li>▪ <b>DUE:</b> Initial Interviews Recordings/Scans/ Reports (3)</li> <li>▪ <b>TAKE/ADMINISTER:</b> Achievement Tests (3): AAB</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Whiston, chps. 10</li> </ul>                         |
| <b>Week 8</b><br>03/10/21  | <ul style="list-style-type: none"> <li>▪ Aptitude and Intelligence Tests</li> </ul>                     | <ul style="list-style-type: none"> <li>▪ <b>DUE:</b> Achievement Tests/Assessment Procedures Forms/ Instrument Review Form/Interpretive Reports (3)</li> <li>▪ <b>TAKE/ADMINISTER:</b> Aptitude <u>AND</u> Intelligence Tests: COPS and WPT-R (3)</li> </ul>                        | <ul style="list-style-type: none"> <li>▪ Whiston, chp. 9</li> </ul>                           |
| <b>Week 9</b><br>03/17/21  | <ul style="list-style-type: none"> <li>▪ Career Interest, Work Values, and Work Sample Tests</li> </ul> | <ul style="list-style-type: none"> <li>▪ <b>DUE:</b> Aptitude <u>AND</u> Intelligence Tests/ Assessment Procedures Forms/ Instrument Review Form/ Interpretive Reports (3)</li> <li>▪ <b>TAKE/ADMINISTER:</b> Career Interest <u>AND</u> Work Values: COPS and COPES (3)</li> </ul> | <ul style="list-style-type: none"> <li>▪ Whiston, chp. 11</li> </ul>                          |
| <b>Week 10</b><br>03/24/21 | <ul style="list-style-type: none"> <li>▪ Personality Tests</li> <li>▪ Non-Cognitive Tests</li> </ul>    | <ul style="list-style-type: none"> <li>▪ <b>DUE:</b> Career Interest <u>AND</u> Work Values/ Assessment Procedures Forms/Instrument Review Form/ Interpretive Reports (3)</li> <li>▪ <b>TAKE/ADMINISTER:</b> Personality <u>OR</u> Non-Cognitive Tests: Your Choice (3)</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Whiston, chp. 12</li> <li>▪ Kautz, et al.</li> </ul> |



| DATE   | TOPIC   | ASSIGNMENTS   | READINGS   |
|--|---|---|--|
| <b>Week 11</b><br>03/31/21                     | <ul style="list-style-type: none"> <li>▪ Behavioral Assessments</li> <li>▪ Functional Assessments</li> <li>▪ Assistive Technology Assessments</li> </ul>  | <ul style="list-style-type: none"> <li>▪ <b>DUE:</b> Personality <u><i>OR</i></u> Non-Cognitive Tests/ Assessment Procedures Forms/Instrument Review Form/ Interpretive Reports (3)</li> <li>▪ <b>TAKE/ADMINSTER:</b> Behavioral Assessments, Functional Assessments, <u><i>OR</i></u> Assistive Technology Assessments: Your Choice (3)</li> </ul> | <ul style="list-style-type: none"> <li>▪ Whiston, chp. 13</li> </ul>             |
| <b>Week 12</b><br>04/07/21                     | <ul style="list-style-type: none"> <li>▪ Model of Vocational Functioning</li> <li>▪ Environmental Focus of Assessment</li> <li>▪ Data Analysis</li> </ul> | <ul style="list-style-type: none"> <li>▪ <b>DUE:</b> Behavioral, Functional, <u><i>OR</i></u> Assistive Technology Assessments/ Assessment Procedures Forms/Instrument Review Form/ Interpretive Reports (3)</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Whiston, chp. 14</li> </ul>             |
| <b>MODULE 3: DATA ANALYSIS &amp; REPORTING</b> |   |   |  |
| <b>Week 13</b><br>04/14/21                     | <ul style="list-style-type: none"> <li>▪ Monitoring and Evaluating Counseling</li> <li>▪ Self-Assessment</li> <li>▪ Report Writing</li> </ul>             | <ul style="list-style-type: none"> <li>▪ <b>DUE:</b> Module 3, Quiz 1</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Wiener &amp; Costaris (2012)</li> </ul> |
| <b>Week 14</b><br>04/21/21                     | <ul style="list-style-type: none"> <li>▪ Report Writing</li> <li>▪ Summary</li> </ul>   | <ul style="list-style-type: none"> <li>▪ <b>DUE:</b> Quiz 2</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Whiston, chp. 16</li> </ul>             |
| <b>Week 15</b><br>04/28/21                     |   | <ul style="list-style-type: none"> <li>▪ <b>DUE:</b> Reports for self and individual assessments (2)</li> <li>▪ <b>DUE:</b> Final Exam</li> </ul>   |  |



### **DISCLAIMER**

Adjustments in syllabi are often necessary to best achieve the purpose and objectives of the course. I reserve the right to change readings, assignments, and the relative importance of the assignments for the final grade. If changes are necessary, students will be given reasonable advanced notice and rationale for changes. In the event changes are made, the amended syllabi will be discussed in class and uploaded into Canvas.