

Assessment and Research in Rehabilitation
REHC 5375
Summer 2018



Meeting Time: Thursday 4:30-8:00 pm*

Location: Chemistry and Computer Science Building 1.0204

* NOTE: This is a hybrid course. The course will meet in person on 3 Thursdays (June 14, July 5, July 19). The remaining class sessions will be held online in asynchronous format.

Professor: Emre Umucu, Ph.D., LPC (WI), CRC **My Office Hours:** by appointment
eumucu@utep.edu

COURSE DESCRIPTION & OBJECTIVES

This course provides an overview of the assessment process. Assessment topics covered will include, but not be limited to, selecting instruments, administering assessments, interpreting assessment results to clients, and applying assessment results to treatment planning. This class requires a higher-order thinking regarding course objectives (remembering, understanding, applying, analyzing, evaluating, and creating) based on Bloom's Taxonomy (2001).

This course's objectives are consistent with CACREP's Assessment and Testing Core Area Standards listed below:

Assessment and Testing:

1. historical perspectives concerning the nature and meaning of assessment and testing in counseling
2. methods of effectively preparing for and conducting initial assessment meetings
3. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
4. procedures for identifying trauma and abuse and for reporting abuse
5. use of assessments for diagnostic and intervention planning purposes
6. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
7. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
8. reliability and validity in the use of assessments
9. use of assessments relevant to academic/educational, career, personal, and social development
10. use of environmental assessments and systematic behavioral observations
11. use of symptom checklists, and personality and psychological testing
12. use of assessment results to diagnose developmental, behavioral, and mental disorders
13. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

Course Objectives

Role of assessment

- a. Explain purpose of assessment in rehabilitation process.
- b. Use assessment information to determine eligibility and to develop plans for services.

Assessment resources and methods

- a. Identify assessment resources and methods appropriate to meet the needs of individuals with a disability.
- b. Describe resources to assist rehabilitation counselors in identifying appropriate test instruments and other assessment methods.

Individual involvement in assessment planning

- a. Facilitate individual involvement in evaluating the feasibility of rehabilitation or independent living objectives and planning.
- b. Utilize assessment as an ongoing process in establishing individual rapport, rehabilitation service planning, objectives and goals.
- c. Evaluate the individual's capabilities to engage in informed choice and to make decisions.

Measurement and statistical concepts

- a. Describe basic measurement concepts and associated statistical terms.
- b. Comprehend the validity, reliability, and appropriateness of assessment instruments.

Selecting and administering the appropriate assessment methods

- a. Explain differences in assessment methods and testing instruments (i.e., aptitude, intelligence, interest, achievement, vocational evaluation, situational assessment).
- b. Apply assessment methods to evaluate a consumer's vocational, independent living and transferable skills.

Ethical, legal, and cultural implications in assessment

- a. Know the legal, ethical, and cultural implications of assessment for rehabilitation services
- b. Consider cultural influences when planning assessment.
- c. Analyze implications of testing norms related to the culture of an individual.

COURSE FORMAT AND METHODS OF INSTRUCTION

This is a hybrid course and will involve in person classes, which will be heavily based in class discussion, and complimentary online content.

MATERIALS AND RESOURCES

Required Texts:

1. Mpofu, E., & Oakland, T. (2010). *Rehabilitation and health assessment: Applying ICF guidelines*. Springer

Other Materials:

Additional readings will occasionally be assigned to supplement the textbook readings and to provide updates on current trends and issues. Note that quiz and exam content may also come from additional readings.

Necessary Technology Competencies

To successfully complete this course it is necessary that students have access to the Internet and know how to receive and send emails. Messages sent to students will be disseminated using students' university assigned emails. If you prefer to use another account make sure to forward all messages from your university account to your preferred email account. Also, when contacting the faculty member/instructor in charge of the course, be sure to include a topic relevant to your question in the subject line.

Students will also need to use Blackboard for updates and to download course files. All assignments will be sent to the instructor by email. Unless otherwise negotiated with the instructor, assignments must be submitted by the deadline listed in the syllabus. Late assignments will receive a deduction of five points for each day that they are late.

If you need any help or have any concerns about these required skills please contact the Instructional Support Services (FIT lab) at 915-747-5940 or visit them in the Undergraduate Learning Center Room 340.

Late Assignments

Students will receive up to one week to submit assignments late, given that such students received advanced permission from the instructor. This extension does, however, come with a price. Students who do not submit assignments by the deadline will automatically receive a 1 point deduction from their participation score and a one point deduction on their assignment grade. No assignment extensions will be granted for assignments due during the last week of class. Please note, the instructor will not accept late assignments from students who have not received advanced permission to submit an assignment late.

Confidentiality

During the course of class discussions, class members may reveal personal information, politically incorrect feelings, newfound opinions, etc. In fact, all of the aforementioned acts are encouraged and contribute to the group process. The rules of confidentiality are in effect. This means that you are not to discuss any of this type of information outside of class with other classmates. If you feel the need to process information shared in class with family members or other faculty, please do not reveal specifics that will allow what you are sharing to be attributed to a particular class member. You should also recognize that your privacy cannot be fully protected so please be mindful about the content you share especially regarding third parties.

Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background

characteristics. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

Sexual Harassment

The University will not tolerate behavior of a sexual nature by members of the University community that creates an intimidating or hostile environment for employment, education, on-campus living, or participation in a University activity.

Accommodations

If you have or suspect a disability and need accommodations, you should contact Center for Accommodation and Student Services 747-5148. You can also email the office at cass@utep.edu or go by Room 106, Union Building East. For additional information, visit the CASS website at www.sa.utep.edu/cass.

Academic Dishonesty Policy

Academic dishonesty will not be tolerated. If you have any questions about what constitutes academic dishonesty, refer to the Handbook of Operating Procedures. The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards. Any student who commits an act of scholastic dishonesty is subject to discipline. **Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.** Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP), and available in the Office of the Dean of Students, and the homepage of The Dean of Students (DOS) at <http://studentaffairs.utep.edu/dos>, may result in sanctions ranging from disciplinary probation, to failing grade on the work in question, to a failing grade.

COURSE REQUIREMENTS

Assignments & Points

Point Scale:	Date	Total points
Online Chapter Discussions and Summaries	Based on class	30
Assessment and ICF Paper	08/02/2018	40
Class Participation		30
Total		100

Grading Scale: You are responsible for your own grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time.

90 - 100 points	= A
89 - 80 points	= B
79 - 70 points	= C*
69 - 60 points	= D*
59 – and below	= F*

Note: I do not round decimal points at the end of the semester. Thus, a score of 89.9 receives an B while a score of 90.00 receives an A.

* Students performing at this level should have contact with the instructor to determine a plan for improvement.

DESCRIPTION OF ASSIGNMENTS

Online Chapter Discussions and Summaries

Students are responsible to submit chapter summaries for weeks we have online class. In addition, course instructor will open online discussion board for specific classes that you are all supposed to respond instructor's questions. In online discussion, you are still responsible for being respectful to other's ideas and perspectives. All online discussion board questions (if any for a specific week) and summaries must be submitted before 4pm on each Monday when we have online class. Instructor will send an email to students if instructor submit a discussion question online.

Assessment and ICF Paper

Students will choose a topic related to assessment (e.g., importance of validity and reliability) to write a 5-page double space (excluding references) research paper. Students are supposed to use at least 10 references published after 2010. This means students should use research articles published after 2010. **Due** for this paper is 8/2/2018.

Class Participation

To fully process and synthesize learning students are expected to engage in class discussions related to text readings, course presentations and experiential experiences. Because the majority of the learning will take place in class attendance is critical. More than one unexcused absence may impact your grade.

COURSE POLICY

Students are responsible for reading and adhering to the Master of Rehabilitation Counseling Student Handbook.

<p>June 14^{th*}</p>	<p style="text-align: center;"><u>Week 1</u></p> <p>Concepts and Models in Disability, Functioning and Health (Chapter 1)</p> <p>Development and Health Assessment in Rehabilitation Counseling with ICF for Children and Youth (Chapter 2)</p> <p>Ethical Considerations in Rehabilitation and Counseling Assessment (Chapter 3)</p> <p>Measures of Culture and Diversity in Rehabilitation, Counseling, and Health Assessment (Chapter 4)</p> <p>Statistical Concepts, Selecting, Administering, Scoring, and Communicating Assessment Results (Wood et al., 2002)</p> <p>Clinical Decision Making in Rehabilitation and Counseling (Miller et al., 2015)</p> <p>Clinical Interviews in Rehabilitation and Counseling (Vacc et al., 1997)</p>
<p>June 21st</p>	<p style="text-align: center;"><u>Week 2</u></p> <p>Health Care Quality Assessment in Rehabilitation and Counseling (Chapter 7)</p> <p>Measuring the Physical Environment in Rehabilitation and Counseling (Chapter 10)</p> <p>Measuring Assistive Technology (Chapter 11)</p>
<p>June 28th</p>	<p style="text-align: center;"><u>Week 3</u></p> <p>Assessing Universal Design in Physical Environment (Chapter 12)</p> <p>Assessment of Capacity in Rehabilitation and Counseling (Chapter 13)</p> <p>Life Care Planning Evaluation (Chapter 14)</p> <p>Rehabilitation and Counseling Outcome Assessment in Program Evaluation (Chapter 15)</p>
<p>July 5^{rd*}</p>	<p style="text-align: center;"><u>Week 4</u></p> <p>Intelligence, General Ability Testing, and Neuropsychology (Donoso et al., 2010; Powlowski et al., 2013)</p> <p>Assessing Achievement and Aptitude: Applications for Counseling (Snow et al., 1992)</p> <p>Personality, Mental Health, and Psychopathology (Watkins et al., 1989)</p>

July 12 th	<p style="text-align: center;"><u>Week 5</u></p> <p>Acculturation Measures and Cultural Factors in Rehabilitation and Counseling Assessment (Chapter 17)</p> <p>Measures of Subjective Well-Being and Quality of Life in Rehabilitation and Counseling (Chapter 19)</p> <p>Pain Assessment in Rehabilitation and Counseling (Chapter 20)</p> <p>Spirituality and Forgiveness Assessment in Rehabilitation and Counseling (Chapter 21 and 23)</p>
July 19 ^{th*}	<p style="text-align: center;"><u>Week 6</u></p> <p>Measure of Functional Performance in Rehabilitation and Counseling (Chapter 25)</p> <p>Assessment of Community Integration (Chapter 26)</p> <p>Sexual Functioning Assessment (Chapter 28)</p> <p>Health Literacy Assessment (Chapter 30)</p>
July 26 th	<p style="text-align: center;"><u>Week 7</u></p> <p>No assigned readings- time to work on paper project</p>
Aug 2 nd	<p style="text-align: center;"><u>Week 8</u></p> <p>Paper assignment due</p>

Please note that this syllabus is subject to change *with* notice.

REHC 5375

Additional Readings and Resources

American Counseling Association (ACA) website:

<http://www.counseling.org/>

ACA Code of Ethics and related resources

<http://www.counseling.org/knowledge-center/ethics/code-of-ethics-resources>

Association for Counselor Education and Supervision (ACES) website

<http://www.acesonline.net/>

American Mental Health Counselors Association (AMHCA) website

<http://www.amhca.org/>

American School Counselor Association (ASCA) website

<http://www.schoolcounselor.org/>

National Board of Certified Counselors (NBCC) website

<http://www.nbcc.org/>

Commission on Rehabilitation Counselor Certification website

<https://www.crccertification.com/crc-exam-overview>

Council for Accreditation of Counseling & Related Educational Programs (CACREP) website

<http://www.cacrep.org/>

Texas statutes and administrative code relating to the practice of professional counseling.

<https://www.dshs.texas.gov/counselor/>

<https://www.dshs.texas.gov/counselor/pdf/FinalRules681-20170716.pdf>