University of Wisconsin - Madison
Department of Rehabilitation Psychology and Special Education
Syllabus for 194-540: Assessment of Adults with Disabilities
Spring 2017

Professor: Deborah Pape, Ph.D. (Rehab Psych); MA (Bioethics)
Office: 1000 Bascom Mall
E-Mail: dapape@wisc.edu
Office Hours: By appointment

Teaching Assistants: Emily Brinck, MS and Jia-Rung Wu, MS, OT
E-mails: brinck@wisc.edu/Jwu283@wisc.edu
Office: Education Bldg – 4th Floor
Office Hours: Emily: 12:15-2:15(Mondays)/Jia-Rung: 11:30-1:30(Thursdays)
Class Time: 2:25-5:25, Thursday
L159 Education Bldg.

Learn@UW course homepage is available through MyUW.

Please note: I wish to fully include persons with disabilities in this course. It is in your best interest if you inform the instructor as soon as possible regarding any special accommodations in the curriculum, instruction, or assessments of this course that may be necessary to enable you to fully participate in this course. Please be prepared to provide me with documentation from the McBurney Center (a copy of your VISA). Special accommodations for individuals with obvious or documented disabilities require 2 weeks advance notice. I will respect your privacy and recognize the confidentiality of the information you might choose to share with me regarding your needs/accommodations. The standards set by the University related to student privacy rights are followed by this instructor.

This course will focus on assessment in rehabilitation and health systems. The specific course objectives are to develop knowledge and skills as follows:

a) determine the questions, and the corresponding assessment processes to answer them, that can facilitate the counseling process

b) identify appropriate assessment tools and/or methods to gather information
understand the core methodology of assessment procedures (e.g., reliability, validity, standardization)

d) understand how to administer, score, and interpret results of assessment procedures

e) develop skills related to report writing of assessment results

f) utilize assessment information for individualized planning with the client

g) develop an awareness of limits and ethical issues relevant to assessment

h) develop awareness of assessment considerations relevant to gender, racial and ethnic background, and disability

i) understand the applications of assessment in a variety of rehabilitation and health programs and settings

j) develop skills of imagination and awareness to help with critical thinking

Council on Rehabilitation Education (CORE): Standards for Knowledge and Skills

C.7 ASSESSMENT
Each knowledge domain is followed by Student Learning Outcomes (SLOs). Each SLO is prefaced by the phrase: As demonstrated by the ability to:

Knowledge domains:

C.7.1 Role of assessment
C.7.1.a. explain purpose of assessment in rehabilitation process.
C.7.1.b. use assessment information to determine eligibility and to develop plans for services.

C.7.2 Assessment resources and methods
C.7.2.a. identify assessment resources and methods appropriate to meet the needs of individuals with a disability.
C.7.2.b. describe resources to assist rehabilitation counselors in identifying appropriate test instruments and other assessment methods.
C.7.2.c. describe computer-based assessments for rehabilitation and employment planning.

C.7.3 Individual involvement in assessment planning
C.7.3.a. facilitate individual involvement in evaluating the feasibility of rehabilitation or independent living objectives and planning.
C.7.3.b. utilize assessment as an ongoing process in establishing individual rapport, rehabilitation service planning, objectives and goals.
C.7.3.c. evaluate the individual’s capabilities to engage in informed choice and to make decisions.

C.7.4 Measurement and statistical concepts
C.7.4.a. describe basic measurement concepts and associated statistical terms.
C.7.4.b. comprehend the validity, reliability, and appropriateness of assessment instruments.

C.7.5 Selecting and administering the appropriate assessment methods
C.7.5.a. explain differences in assessment methods and testing instruments (i.e., aptitude, intelligence, interest, achievement, vocational evaluation, situational assessment).
C.7.5.b. apply assessment methods to evaluate a consumer’s vocational, independent living and transferable skills.

C.7.6 Ethical, legal, and cultural implications in assessment
C.7.6.a. know the legal, ethical, and cultural implications of assessment for rehabilitation services.
C.7.6.b. consider cultural influences when planning assessment.
C.7.6.c. analyze implications of testing norms related to the culture of an individual.

Course Readings

Note: Students are responsible for all reading assignments (in the required text, electronic readings, and other materials distributed in class). The text is available for purchase through University Bookstore or other sources. Additional readings for the course (listed below under “Additional Required Readings”) can be found at the Learn@UW course website.

Required Textbooks


Additional Readings: Will be assigned as appropriate to course content


**Course Structure**

1. **Class Participation/Professional Behavior**: Course instruction will include lecture, discussion, demonstration, and small group exercises/presentations. Exercises in class will be used to develop knowledge and skill in assessment activities. Students are expected to read assigned materials prior to class, to attend class, and to participate actively in classroom discussions and activities. Class time will be used to review key points, to elicit critical analysis, and to explore potential applications in rehabilitation counseling practice. Each student is expected to actively participate in general and group discussions and activities throughout the semester. Powerpoints for class will be provided. Therefore there is no
reason for students to have laptops open during class time unless it relates to their presentations. Professional behavior includes participating in class over the entire semester, being on time to class, notifying the instructor or TAs when missing class, and showing respect towards classmates. The TAs/Instructor should be informed of any expected absences. (10 points)

2. **Mid Term:** Exam content will cover material from assigned readings and class lectures/discussions up to the exam date. (30 points)

3. **Class Presentation:** From a list of major assessment instruments (to be provided) you will conduct a presentation for the class on a selected instrument. The presentation should include a power point to highlight discussion points and other activities you feel could enhance knowledge about the assessment instrument you are discussing. The intent of this presentation is to provide further insight into the selected instrument and its applicability within rehabilitation counseling practice. The presentation should be no longer then 30 minutes. A grading rubric for the presentation will be provided. (30 points)

4. **Final Examination:** Your final examination will consist of a take-home Interpretive Assessment Report (approximately 7-10 pages plus bibliography) based on a unique assigned case. Your report should include a recommendation of appropriate assessments to be used in the case, including considerations of potential assessments and your justifications for the particular assessments you’ve chosen. A rubric will be provided. Your paper will be due in the Learn@UW dropbox and you are to also bring a hard copy of the assessment the last day of class (30 points)

**Guidelines for Assignments**

1. Student presentations are to be no longer than a half hour and will consist of a power point presentation. A signup sheet for eligible assessment instruments will be provided to you. The RPSE department maintains a library of assessment kits, typically containing the assessment manual, example assessments and scoring keys. Kits are available for checkout from the RPSE department administration(checkout information will be forthcoming). Your power point presentation should include a bibliography, and should be submitted via the assigned dropbox at Learn@UW NLT 9:00pm on the day before your presentation. Presentations need to be in powerpoint format(not Keynote). If you are late in submitting your powerpoint, you are then responsible for bringing the powerpoint for the class as a handout but must still send the powerpoint to the dropbox. Other handouts for your classmates are encouraged, and you are responsible for bringing these. Please note that assessment kit materials are copyrighted by their publishers, so any handouts/tests that you copy for use in your presentation should be clearly marked, “Copyrighted material. For
academic use only.” You are accountable for returning your kit and all materials to the department. Final grades will be withheld pending receipt of the kits.

2. The final exam assessment report must be typed (unless otherwise indicated). It must be written in APA format, and should be grammatically correct, proofread and concise. A scoring rubric for the report will be provided. The final exam is due on the date specified.

If any issues occur related to completion of the paper, the date of your presentation, or the Midterm exam, please talk this over with the instructor and TAs.

Students are urged to seek writing assistance to improve writing skills. Call the Writing Center (263-1992), use the UW-Madison On-Line Writing Center (www.wisc.edu/writing/) or consult with the instructor or TA for this course.

**Student Evaluation**

Final course grades will be determined on the following basis:

<table>
<thead>
<tr>
<th>Points</th>
<th>Component</th>
</tr>
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<tbody>
<tr>
<td>30 pts.</td>
<td>Mid term (Multiple Choice and Short Answer-in class)</td>
</tr>
<tr>
<td>30 pts.</td>
<td>Class presentation</td>
</tr>
<tr>
<td>30 pts.</td>
<td>Final Exam: Interpretive Assessment Report</td>
</tr>
<tr>
<td>10 pts.</td>
<td>Discussion and class participation</td>
</tr>
<tr>
<td><strong>100</strong></td>
<td><strong>Total points</strong></td>
</tr>
</tbody>
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**Course Outline**

1/19/17

**Topic(s):**

- Course introduction
- Review of syllabus and course requirements
- Testing and Assessment Concepts (C. 7.1)

**Textbook Readings:** Mpofu & Oakland text Chapter: 1

**Reading at Learn@UW:** Maki, et. al

1/26/17

**Topic(s):**

- Legal and Ethical Considerations in Assessment (C.7.6)
- Diversity, Fairness, Utility, and Social Issues (C.7.6)
- Informed Consent (C.7.3)
- Awareness and Imagination Training (C.7.6)

**Required Readings:**
Textbook Readings: Mpofu & Oakland text Chapters: 2, 3

2/2/17

**Topic(s):**  
- Planning the Assessment Process (C.7.3) (C.7.6)  
- Types of Tests and Assessments (C.7.2)  
- Fundamentals of Testing and Measurement (C.7.4)  
- Reliability and Validity (C.7.4)

**Required Readings:**

Textbook Readings: Mpofu & Oakland text Chapters: 4, 5, 6, 7

2/9/17

**Topic(s):**  
- Standards for Selecting Tests and other Assessment Methods (C. 7.5)  
- Administering, Scoring, Interpreting, and Reporting Assessment Results (C. 7.5)

Textbook Readings: Mpofu & Oakland text Chapters: 8, 9

Readings at Learn@UW: 1) Goldfinger & Pomerantz; 2) Smith

2/16/17

**Topic(s):**  
- Types of Tests and Assessments: Intelligence, Adaptive Behavior, and Achievement (C. 7.2) (C.7.5)  
- Neuropsychological Assessment

**Required Readings:**

Textbook Readings: Mpofu & Oakland text Chapters: 14, 15, 16, 17

2/23/17
**Topic(s):** - Types of Tests and Assessments: Personality, Aptitudes, Interests, Needs, and Values (C. 7.2) (C.7.5)

**Required Readings:**

**Textbook Readings:** Mpofu & Oakland text Chapters: 18, 19

**Reading at Learn@UW:** 1) Hood & Johnson

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3/2/17

**Topic(s):** - Behavioral Observations: An overview
- Assessment of Physical and Functional Performance
- Assessment of Independent Living/Measures of Independent Living

**Required Readings:**

**Textbook Readings:** Mpofu & Oakland text Chapters: 23, 24

**Readings at Learn@UW:** 1) Miltengerger; 2) Reid

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3/9/17

**Topic(s):** - Clinical Interviews/Interviewing Procedures in Mental Health
- Assessment of Mental Health/Psychopathology
- Suicide Assessment
- AODA Assessment
- Assessment of Mental Disability-SSDI Evaluation

**Textbook Readings:** Mpofu & Oakland text Chapters: 10, 12

**Readings at Learn@UW:** 1) Copeland; 2) Lowman; 3) MacDonald-Wilson; 4) Hood & Johnson; 5) McClothlin

**3/15/17: Review Session for Midterm Exam: 5:30 Education Bldg-L259**
**3/16/17**

**Topic(s):** Assessment of Career Knowledge, Work-Related Abilities/Functioning:
- Career Knowledge
- Occupational Functioning
- Vocational and Work Adjustment
- Situational Assessment and Workplace Accomodations
- Transition Outcomes

**Required Readings:**

**Textbook Readings:** Mpofu & Oakland text Chapter: 13, 20, 28

**Reading at Learn@UW:** 1) Power

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**3/23/17: Spring Break-No class**

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**3/30/17: Midterm**

**Required Readings:**

**Textbook Reading:** Review as required

**Readings at Learn@UW:** Review as required

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**4/6/17**

**Topic(s):**
- Review of Midterm Examination
- Quality of Life Measurement Tools
- Case Conceptualization
  
- Student Presentations- 3 Presenters TBA

**Required Readings:**

**Textbook Readings:** Mpofu & Oakland text Chapters: 27
4/13/17

**Topic(s):**
- Student Presentations - 5 Presenters TBA
- Final Exam Case Studies Distributed

4/20/17: Class Cancelled due to NCRE Conference (work on Case Assessment!)

4/27/17

**Topic(s):**
- Student Presentations - 5 Presenters TBA

5/4/17

**Topic(s):**
- Student Presentations - 4 Presenters TBA
- Class Wrap Up

**Final Exam Assessment Report due in Dropbox by end of day (11:59 PM)**