



REH 6190: *Introduction to Vocational Assessment*

Utah State University

Department of Special Education and Rehabilitation

Rehabilitation Counseling Program

Spring 2025

Day & Time: Wednesdays, 5:15 PM – 7:45 PM (Mountain Time, MT)

Location: Online only.

Instructor: Kourtney Layton MRC, CRC, ABVE/D, IPEC, CLCP, CVE, CIWCS-A

Teaching Assistant/Co-Instructor: Mindy Walter

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Contact Information and Office Hours:

Office Phone: (855) 831-8880, ext 1

Email: professorlayton@kourtneylayton.com

Office: Online only

Office Hours/Availability: By appointment.

Required Readings:

1. Lowman, R. L. (2022). *Career assessment: Integrating interests, abilities, and personality*. American Psychological Association.
2. Whiston, S. C. (2017). *Principles and applications of assessment in counseling* (5th ed.). Cengage Learning.
3. [New CRCC Code of Ethics](#), effective January 1, 2023
4. [O*Net](#)
5. There are also other assigned readings available on Canvas.

The information provided in this syllabus is an estimate. Therefore, adjustments to the schedule, assignments, course structure, etc. may be made to meet the learning needs of the class. Also, additional readings may be assigned as the class progresses. You will be given adequate warning, and the readings will be posted in Canvas.



Course Objectives

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

IDEA Center Learning Objectives	REH 6190 Learning Outcomes
Gaining factual knowledge (terminology, classifications, methods, trends)	Students will demonstrate their knowledge of assessment related terminology in the field of rehabilitation counseling (e.g., weekly in-class activities; quizzes; final examination).
Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course.	<p>Students will demonstrate their understanding of planning for and implementing a comprehensive assessment process that integrates cultural, social, economic, disability-related and environmental factors to inform the rehabilitation counseling process during the weekly discussions and completion of in-class activities and in their quiz/final examination responses.</p> <p>Students will demonstrate their skills to knowledgeably discuss the assessment process within the rehabilitation process (e.g., weekly in-class activities; quizzes; final examination).</p> <p>Students will demonstrate their understanding of the importance of creating a partnership between evaluatee/client and counselor during the weekly discussions and completion of in-class activities and in their quiz/final examination responses, i.e., collaborating for informed evaluatee/client review, informed choice and personal responsibility in the rehabilitation process.</p>



Course Objectives, continued

<p>Learning to apply course materials (to improve rational thinking, problem solving and decisions)</p>	<p>Students will demonstrate their ability to identify ethical and legal issues that arise in the use of assessment in rehabilitation counseling during the weekly discussions and completion of in-class activities and in their quiz/final examination responses.</p> <p>Students will demonstrate their ability to apply the assessment information through participation in the weekly in-class activities: working in groups to respond to discussion questions, thinking exercises and case studies. Reflecting on personal growth through their self-assessments in selecting their scores, crafting their written descriptions and presenting their observable/measurable evidence through written narratives and/or outcome reports.</p>
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This is a rigorous course. To ensure successful assimilation and understanding of concepts, please come prepared with all readings already completed. It is strongly recommended that students plan ahead to complete all assessments and related assignments on schedule, as these will culminate in your midterm and final assessment projects.



Professional Performance Expectations

The following information is from the Utah State University (USU) Rehabilitation Counseling 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.

The Revised Code of Professional Ethics for Rehabilitation Counselors 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.)*

In meeting the academic standards set forth in the USU Rehabilitation Counseling Education Program, students are expected to conduct themselves in an ethical, responsible and professional manner at all times including our classrooms. In all interactions, you are expected to be professional; this includes using complete sentences and proper grammar in your written communications.

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Professional Performance Expectations, continued

The Professional Performance Standards include:

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

Additionally, it is expected that we will use “Person-First Language.” Person-First Language emphasizes an individual as a person first and foremost. When referring to a person with a disability, we say, “he/she is a person with a disability” as opposed to “he/she is disabled.”

Aligned with the Code of Professional Ethics for Rehabilitation Counselors, participants in this course are expected to function with a “fundamental spirit of caring and respect” and act under the guidelines of the six principles of ethical behavior:

- **Autonomy:** To respect the rights of individuals to be self-governing within their social and cultural framework.
 - Observable example applied to this class:
 - Using probing questions to understand underlying interests during group discussions to respect classmate diversity and different ways of knowing



Professional Performance Expectations, continued

- Beneficence: To do good to others; to promote well-being.
 - Observable example applied to this class:
 - Creating group roles and rules to defuse the intensity of emotions and to the budget the time available to achieve the goals of the activity.
- Fidelity: To be faithful; to keep promises and honor the trust placed in you.
 - Observable example applied to this class:
 - Completing your quizzes on your own as instructed.
- Justice: To be fair in the treatment of all.
 - Observable example applied to this class:
 - Coming prepared to class so your contributions to your group are equitable and equivalent to your group members' contributions.
- Nonmaleficence: To do no harm to others.
 - Observable example applied to this class:
 - Using active and open listening skills to promote safety, awareness and steadiness during discussions rather than prejudging.
- Veracity: To be honest.
 - Observable example applied to this class:
 - Presenting observable evidence that supports your self-assessment scores and written descriptions.

The course expectations are non-negotiable.

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Required Skills and Technology

All students are required to come to class with the skills to operate their own equipment. Do not plan on learning how to operate your equipment during our class time.

All students are required to have functioning equipment - including software. Having the skills to operate your equipment and having functioning equipment are critical for participation. It is your responsibility to know how to operate your equipment, to have working equipment and possess proper software to facilitate learning and participation.

Do not plan on attending class through your cell phone or iPad (or similar modes). These devices will not work in this class.

You are expected to raise your hand and use your microphone to communicate during class. Please use your video camera as instructed during class.

For Assistance:

- **Test** your equipment, “Is your computer ready for Adobe Connect” and **Review** the “Interacting in Class: Raise Your Hand, Speakers, Microphone and Camera Operation Guide” posted to Canvas.
- If you need assistance with the technology or you are having problems during class (e.g., mic, sound, picture, etc.), contact the [USU Service Desk](https://www.usu.edu/service-desk) at 877-878-8325 or 435-797-4357 (797-help) or [servicedesk@usu.edu](mailto: servicedesk@usu.edu) or Adobe Connect at 1-800-42-ADOBE. Do not wait to call for help.
 - When you call for help you will receive an incident report that documents the problem and what was done to resolve it. Save the incident report. We may ask for it and/or you want to include it in your self-assessment, i.e., the results of taking actions to fix your problems.
 - If you call for assistance, but, the problem remains, you are expected to contact me prior to class. Do not wait until class.
- Read and use the “[Canvas Orientation for Students](#)” and [search the Canvas Guide](#) to learn about interfacing in Canvas. For more assistance, call the Canvas support line at 877-399-1958.



Required Skills and Technology, continued

NOTE: When experiencing an issue during class, often times, logging out and logging back in will take care of the problem. AND, the USU Service Desk can walk you through, and diagnose, most issues...so call for help!

The problem may be the browser you are using. FYI: Chrome is incompatible with many of the functions of Adobe Connect so if you are experiencing problems during class try using another browser.

Ultimately, it is *your responsibility* to know how to operate your equipment and have properly working equipment. **Consistent issues need to be remedied, by you.** Do not hesitate to use the assistance available *as you will be instructed to leave class if you become disruptive to our learning community.*

Our Learning Community:

Bring your books to class.

- Keep up – read the assigned readings and complete the related workbook activities before coming to class, and complete all assignments and quizzes on time...these matter;
- Show up – participate in all classes...this matters too;
- Speak up – communicate respectfully and ask for help when you need it.
- Synthesize – you should expect to study the readings as necessary to understand the material.

Distance learning presents some 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. Distractions can be managed if we work together. *To do so, you must make sure that you are using a space with limited distractions (e.g., private room) and that you ask those around you to respect your classroom time by providing you with privacy.* If you must attend to something other than the class...do so with as minimal of a disruption to the class as possible. Please mute your microphone if there are distractions in your workspace in order to prevent distraction to other students. 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.



Required Skills and Technology, continued

You will need a quiet place to attend class in a location where you can maintain confidentiality and minimize distractions (to yourself, the instructor and others). Do not rely on attending class at an internet café or public place where there is Wi-Fi. Do not login on your cell phone. Do so at the risk of being told to leave class.

This is a Master's level course in the rehabilitation counseling education program. As a student in this course, you are expected to use language and dress in a manner that projects and demonstrates professionalism.

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.

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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.

CACREP STANDARDS

COURSE ALIGNMENT WITH 2016 COUNCIL OF ACCREDITATION OF COUNSELING AND RELATED EDUCATIONAL PROGRAMS (CACREP) STANDARDS (PP. 12-13)

Rehabilitation Counseling

- **1.g.** Methods of assessment for individuals with disabilities, including testing instruments, individual accommodations, environmental modification, and interpretation of results.

Clinical Rehabilitation Counseling

- **2.t.** 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.

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Student Learning Outcomes, continued

General Counseling/Professional Counseling Identity

- **7.a.** Historical perspectives concerning the nature and meaning of assessment and testing.
- **7.b.** Methods of effectively preparing for and conducting initial assessment meetings.
- **7.e.** Use of assessments for diagnostic and intervention planning purposes.
- **7.f.** Basic concepts of standardized and non-standardized testing, norm-referenced and criterion referenced assessments, and group and individual assessments.
- **7.g.** Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions and correlations.
- **7.h.** Reliability and validity in the use of assessments.
- **7.i.** Use of assessments relevant to academic/educational, career, personal and social development.
- **7.j.** Use of environmental assessments and systematic behavioral observations.
- **7.k.** Use of symptom checklists, and personality and psychological testing.
- **7.m.** Ethical and culturally relevant strategies for selecting, administering and interpreting assessment and test results.

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

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Learning Activities and Assessments

1. **Attendance:** Attendance is expected for each class. We meet once a week on Wednesdays from 5:15 PM – 7:45 PM (Mountain). Please be on time and stay for the entire class. *You are professionals. I understand that life happens, therefore, attendance is not part of your grade. However, classroom sessions are not recorded and quizzes/examinations may contain questions from our class presentations and/or discussions. It is your responsibility to work with your peers to obtain notes and other materials.*
2. **Weekly Learning:** There will be in-class activities, individual and group assignments. These activities will be described in more detail when they are assigned during class. *However, you should prepare each week by (a) reading the assigned readings and (b) coming prepared with questions for discussion.*
3. **Assessments:**
 - a. *Two Quizzes (30 points each):* Although these are open book/open note, 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 be sufficient. Quiz content will be derived from the required readings, lectures, in-class work, in-class announcements and discussions. The number of items on each quiz may vary, based on the amount of information covered. However, generally quizzes consist of 25 questions. You may use the textbook and the other readings; however, 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 by the deadline.*
 - b. *Assessment reports: Open Note/Open Book**
 - i. Midterm Assessment Report (250 points)
 - ii. Final Assessment Report (250 points)

*Peer collaboration is encouraged, but plagiarism will not be tolerated.

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Learning Activities and Assessments, continued

- c. *Assessment Recording (100 points)*
- d. *Assessment instruments (10 points each = 30 points)*
- e. *Mid-term examination (100 points):* This assessment is intended to measure your progress in this course through week 8. *Open book/open note but collaboration of any kind is strictly forbidden.*
- f. *Final Examination (100 points):* Although this is open book/open note, this assessment is intended to measure your progress in this course. You will take a comprehensive final examination at the end of the semester. Questions on the examination will be drawn from the required readings, lectures, in-class work, assignments, quizzes and discussions. You may use the textbook and the other readings. *This is not a group project; therefore, collaboration of any kind is strictly forbidden.*

NOTE:

Your Self-Assessment reports will be graded. Your self-generated scores will be evaluated and may be adjusted up or down based on an analysis of the observable/measurable evidence. Self-Assessment parameters will be provided to you on Canvas when the time comes and the measures will be discussed in class.

Assessment reports (final project) will also be graded in a similar manner.

This final examination will be given at the conclusion of this course during finals week. This is fixed and will not be altered. Once you begin the exam, you will have 3 hours to complete it.

Options may be available for extra credit. This will be announced and described in class only. *There is no partial credit. No make-up assignments will be given.*

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Learning Activities and Assessments, continued

You will assess your efforts in this class based on:

1. Participation
 - a. Contributions
 - b. Engagement
2. Assignment Quality
 - a. Complete
 - b. On-time
 - c. Lack of grammatical errors
 - d. Content
 - e. Introspection (Self-Assessment)
 - f. Accuracy of scoring on vocational tools/assessments
3. Overall Quality of Your Efforts
 - a. Strengths
 - b. Improvements

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 e-mail: writingcenter@usu.edu

AI: all assignments are to be your own work product. Since the contents of each assessment report are based upon unique assessment results and your interpretation(s), AI is unlikely to be useful for this course.

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Grading

Final grades will be based on the following:

<u>Percentage</u>	Total Points = 890	<u>Letter Grade</u>
0.97		A
0.93		A-
0.87		B+
0.83		B
0.80		B-
0.77		C+
0.73		C
0.70		C-

If you have concerns about the course requirements, contact me right away. It is best to address your concerns as early as possible.

Semester Schedule

Spring Semester 2025

January 6	Classes Begin
January 6 - February 25	First 7-week Session
January 20	Martin Luther King, Jr. Day
February 17	Holiday (Presidents' Day)
February 26 - April 22	Second 7-week Session
March 10 - 14	Spring Break
April 16 - 22	No-test Days
April 22	Last Day of Classes
April 23 - 29	Final Examinations
April 30 - May 2	Commencement



Course Schedule

The course schedule is displayed in weeks. Mapping the course schedule to your personal calendar is *highly recommended* so you can keep track of the dates that correspond to each week, and you can plan for and do what is expected. **Read before** you come to class as in-class discussions are designed with this expectation.

Module 1: Basic Proficiencies/Foundations of Assessment

1. Launching the Course
 - a. Syllabus (*brief review only*)
 - b. About Your Instructors
 - c. Student Introductions
 - d. Course Introduction and Overview
 - e. Current Perspectives in Vocational Assessment
 - f. No Assignment Due
 - g. Readings:
 - i. Lowman, Introduction: The Interdomain Model of Career Assessment and Chapter 1: Scope of Career Assessment Work
 - ii. Whiston, Chapter 1: Assessment in Counseling

2. Assessment in Counseling AND Basic Assessment Principles

Reading: Whiston, Chapter 2: Basic Assessment Principles

3. Reliability AND Validity & Item Analysis
 - a. Reading: Whiston, Chapter 3: Reliability AND Chapter 4: Validity and Item Analysis
 - b. Quiz 1 available**

4. Ethical & Legal Issues

Reading:

 - i. Lowman, Chapter 20: Ethical/Legal and Technological Issues
 - ii. Whiston, Chapter 5: Ethical and Legal Issues in Assessment
 - iii. [CRCC Code of Ethics](#) (Sections G, H, K and L)



Course Schedule, continued

Module 2: Core Proficiencies/Self-Assessment

5. Personality Tests AND Non-Cognitive Tests
 - a. Reading:
 - i. Lowman, Chapter 13: Conceptual and Measurement Issues of Career-Related Personality; Chapter 14: The Five-Factor Model of Personality; and Chapter 15: Other Career-Relevant Personality Characteristics
 - ii. Whiston, Chapter 12: Appraisal of Personality
 - b. Quiz 2 available**

6. Career Interest, Work Values and Work Sample Tests

Reading:

Whiston, Chapter 11: Assessment in Career Counseling

7. Self-Assessment Project
 - a. Reading:

Lowman, Chapter 2: Defining and Contextualizing Vocational Interests
AND Chapter 3: The “Big Six” RIASEC Interest Types
 - b. Complete self-assessments (listed in Canvas):
 - c. Midterm Self-Assessment assignment available**
 - d. Midterm Exam available**

8. Special Topics (Transition, Forensics, Life Care Planning, private VR, etc.)
 - a. Readings: TBA
 - b. Watch (required): “Tell Them You Love Me”**

9. NO CLASS – Spring Break

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Course Schedule, continued

Module 3: Advanced Proficiencies/Assessment of the Individual

10. Diverse Populations; Administering, Scoring and Communicating Assessment Instruments; AND Team Member Assignments
- a. Readings:
 - i. Lowman, Chapter 4: Applications: Choosing Interest Measures, Interpreting Individual-Level Interest Results, and Case Illustrations
 - ii. Whiston, Chapter 6: Issues Related to Assessment with Diverse Populations AND Chapter 7: Selecting, Administering, Scoring and Communicating Assessment Results
 - b. Assessment instruments (COPEs, COPS, CAPS – complete all 3; WRAT + RAVEN)
 - c. Assessment interview (*schedule with your group/partner*)
11. Initial Assessments/Interviews AND Remote Assessment
- Reading: Whiston, Chapter 8: Initial Assessment in Counseling

ASSESSMENT RECORDING due by 5 PM Mountain time: Student pairs (or groups) will administer initial interview assessment/process 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. Interviews are not to exceed 15 minutes per student, although it is understood these may take longer than this duration to complete the hand written interview notes. For every minute over 15, a drop of 1 point will be given. If the videotaped portion of your interview is shorter than 15 minutes, this is just fine. *Please prepare your visual and auditory environment appropriately and minimize background noise and/or other distractions.*

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Course Schedule, continued

12. Achievement Tests

- a. Reading: Whiston, Chapter 10: Assessing Achievement and Aptitude: Application for Counseling
- b. Guest Speaker**

13. Aptitude and Intelligence Tests

- a. Reading: Whiston, Chapter 9: Intelligence and General Ability Testing
- b. Weekly assessment instrument (WRAT: *see video in Canvas*)
- c. Guest Speaker**

14. Monitoring and Evaluating Counseling AND Summary +

Data Analysis; Environmental Focus of Assessment; and Interdomain Model

- a. Reading:
 - i. Lowman, Chapter 17: Relationships Across Interest, Ability and Personality Domain AND Chapter 18: Applying the Interdomain Model: A Step-by-Step Process for Integrating Career Assessment Data
 - ii. Whiston, Chapter 16: Monitoring and Evaluating Counseling
- b. Final Assessment project available**

15. Finals: Assessment AND Report Writing

- a. Reading:
 - i. Lowman, Chapter 19: Client Feedback and Report Preparation
 - ii. Hagner (2010) posted to Canvas
- b. Final Examination (Comprehensive)
- c. Final Assessment project due

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Assignments

Assignments are due 1 week after they are assigned (as outlined in the course syllabus) unless otherwise specified in class. Quizzes, assessment reports, mid-term exam and all assignments are due by 5:00 p.m. MST the day *after* they are made available in Canvas. The final examination and final project due dates are outlined below.

Assignments received after the due time will be penalized 20% if received within 48 hours of the due date. Assignments received more than 48 hours past the due date, will not receive any points nor instructor comments.

Canvas Submissions: All assignments, unless otherwise specified, are to be submitted on Canvas and will not be accepted as e-mail attachments.

- **QUIZZES:** 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 at 5 PM Mountain time.
- **MODULE 1 (MID TERM) SELF-ASSESSMENT PROJECT:** The self-assessment project will be based on the readings, viewings, presentations and lectures over the course of the module and be open for one week before it is due at 5 PM Mountain time. A self-assessment report based on the instruments that were administered and a reflection of what you learned about yourself, including issues that might have emerged 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.
- **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 and due by 5 PM Mountain time.

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Assignments, continued

- WEEKLY ASSESSMENT/INSTRUMENT REVIEWS/ADMINISTRATIONS (Module 3) due by 5 PM Mountain time on the due date: You will complete all three assessments. Both you and your student teammate should take each assessment. To obtain credit for the weekly assignment, you must submit scans of the completed instrument protocols (ALL PAGES). NOTE: Only Microsoft Word file format in 12-pt. font will be accepted for the interpretation report.

Assessment 1: COPES

Assessment 2: COPS

Assessment 3: CAPS

Assessment 4: WRAT

Assessment 5: RAVEN

- FINAL ASSESSMENT REPORT PROJECT (Module 3): Complete a report on another individual (i.e. team members will complete the exercise on each other). NOTE: Only Microsoft Word file format in 12-pt. font will be accepted.

Groups will be set up in Canvas for submission of weekly instruments and group assessment projects. Group/team assignments will also be available in Canvas.

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E-mail 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, we have established necessary limits to maintain well-being. As a result, we may not always be able to:

1. Respond to e-mail messages within the same day,
2. Respond to any e-mail messages on Saturday or Sunday,
3. Answer the phone only because it is ringing, and
4. Answer the phone while already engaged in conversation with another.

Please review the syllabus and course materials prior to submitting any questions. Often, the answer to your question can be found on Canvas, in the syllabus and/or by attending class.

Work-life balance is extremely important to me personally, and I would encourage each of you to foster habits in this regard early on to preserve your own mental health, family well-being and professional resilience as you progress in your careers.

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Learning Resources

Rehabilitation Counseling Master's Program

- Kris Wengreen, Advisor kris.wengreen@usu.edu or 435-797-3246

Utah State University (USU)

All USU students have access to confidential mental health services through Counseling and Psychological Services (CAPS). This includes a full ranges of counseling services, workshops, and support groups. CAPS is located on the Logan Main Campus in the Taggart Student Center (TSC) Room 306 or can be reached by phone at 753-797-1012.

- [Health and Wellness Centers](#)
- Counseling Center - [Counseling and Psychological Services \(CAPS\)](#)
 - Justin Barker (Justin.barker@usu.edu) is the distance education (DE) liaison for Counseling and Psychological Services (CAPS)
 - Provides single point of contact for DE students
 - 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.
- [Academic Success Center](#)
- Our subject librarian: <https://library.usu.edu/help/librarians>
Use this link to request a meeting: https://asklibrary.usu.edu/form?queue_id=358
- [Disability Resource Center](#)
 - Accommodations and alternative format print materials (large print, audio, diskette or Braille) are available through the Disability Resource Center (DRC), located in the Taggart Student Center, room 104, phone number 435-797-2444. In coordination with the DRC, reasonable accommodation will be provided for qualified students with disabilities. **Contact me during the first week of class to inform me of your arrangements with the DRC, accommodations you would like to use during class, and other related items.**

Please use my e-mail address: professorlayton@kourtneylayton.com for all correspondence.



Utah State University Campus Policies

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.



Utah State University Campus Policies, continued

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.



Utah State University Campus Policies, continued

Utah State University (USU) Property

All student work submitted to fulfill the requirements of this course may be considered the property of Utah State University (USU) and the Special Education and Rehabilitation department. As such this work may be retained, displayed publicly and/or presented for USU purposes. Retention and display of student work is used to promote learning, demonstrate accomplishment and evaluate quality over time.

Link to policies here: [Utah State University Campus Policies](#)

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