**Auburn University**

**Course Syllabus**

1. Course Number: **SERC 7130/7136**

Course Title: **Advanced Assessment I in Rehabilitation**

Credit Hours: **3 semester hours**

Pre-requisites: **None (Graduate Student Status**)

Day/Time: **Thursdays 9:30-11:50 am**

Location: **Haley Center 1212**

Professor: Jill M. Meyer, PhD, LCPC, CRC TA: Sam Booker

1222 Haley Center Email: [smb0058@auburn.edu](mailto:smb0058@auburn.edu)

334/844-2109

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Office Hours by Appointment

1. **Date Syllabus Prepared:** Spring, 2014Spring, 2013**,** Spring 2012, Spring 2011
2. **Texts or Major Resources:** Bolton, B.F. and Parker, R.M. (2008) (4th ed.). Handbook of Measurement and Evaluation in Rehabilitation. Austin, TX: Pro-Ed.
3. **Course Description:** This course is a requirement for all students, as there is a great need to administer vocationally relevant tests, and interpret tests given by other professionals. Thus, rehabilitation counselors are occasionally called upon to give vocationally related tests and are frequently required to interpret the results of such tests. This course is designed to teach the process, principles, and techniques of testing. In addition to acquainting students with the various types of psychometric tests and the rationale underlying each type, students will get hands on practice for administering different tests.
4. **Course Objectives:** At the conclusion of this course, students will develop methodologies to:

* Determine demographic data to be collected and its relevance to the assessment process.
* Relate the history of testing to use with special populations.
* Converse fluently about the psychometric properties such as reliability, validity, and norms.
* Select appropriate psychometric tests for vocational considerations such as personality assessment, vocational interest testing, aptitude testing, achievement, and intelligence assessment.
* Determine the strengths and weaknesses of various tests.

1. **Course Overview:**
2. Introduction and Orientation
3. Testing and administration
4. Interpretation and report writing
5. **CORE Competencies**
   * The following CORE competencies apply to this course:
   * C.1.1 practice rehabilitation counseling in a legal and ethical manner, adhering to the Code of Professional Ethics and Scope of Practice for the profession;
   * C.1.4 apply in one’s practice, the laws and ethical standards affecting rehabilitation counseling in problem-solving and ethical decision-making;
   * C.1.6 create a partnership between consumer and counselor by collaborating in informed consumer review, choice, and personal responsibility in the rehabilitation process;
   * C.1.7 apply in one’s practice, the principles of disability-related legislation including the rights of persons with disabilities to independence, inclusion, choice and self-determination, empowerment, access, and respect for individual differences;
   * C.2.3 articulate an understanding of the dynamics, issues, and trends of the social system in which the individual lives;
   * C.2.4 practice in a manner that shows an understanding of the environmental and attitudinal barriers to individuals with disabilities;
   * C.2.5 understand individuals’ cultural, gender, sexual orientation, aging, and disability differences and integrate this knowledge into practice;
   * C.2.7 apply psychological and social theory to develop strategies for rehabilitation
   * C.2.9 articulate an understanding of the role of ethnic/racial and other diversity characteristics such as spiritually and religion, age, gender, sexual orientation, and socio-economic status in groups, family, and society;
   * C.3.1 articulate a working knowledge of social, psychological, spiritual, and learning needs of individuals at all developmental levels;
   * C.3.2 understand the concepts related to learning and personality development, gender and sexual identity, addictive behavior and psychopathology, and the application of these concepts in rehabilitation counseling practice;
   * C.4.1 articulate and apply career development theories and the importance of work to consumers with whom one works;
   * C.4.3 utilize career/occupational materials and labor market information with the consumer to accomplish vocational planning;
   * C.4.5 explore occupational alternatives and develop career plans in collaboration with the consumer;
   * C.5.7 explain the implications of assessment/evaluation results on planning and decision-making;
   * C.5.8 demonstrate consultation and supervisory skills on behalf of and with the consumer;
   * C.5.10 adjust counseling approaches or styles to meet the needs of individual consumers;
   * C.5.12 recognize consumers who demonstrate psychological problems (e.g., depression, suicidal ideation) and refer when appropriate;
   * C.5.13 interpret diagnostic information (e.g., vocational and educational tests, records and medical data) to the consumer;
   * C.7.1 determine an individual’s eligibility for rehabilitation services and/or programs;
   * C.7.2 facilitate consumer involvement in evaluating the feasibility of rehabilitation or independent living objectives;
   * C.7.3 utilize assessment information to determine appropriate services;
   * C.7.4 assess the unique strengths, resources, and experiences of an individual including career knowledge and interests;
   * C.7.5 evaluate the individual’s capabilities to engage in informed choice and to make decisions;
   * C.7.6 assess an individual’s vocational or independent living skills, aptitudes, interests, and preferences;
   * C.7.7 assess an individual’s need for rehabilitation engineering/technology services throughout the rehabilitation process;
   * C.7.8 assess the environment and make modifications for reasonable accommodations;
   * C.7.9 use behavioral observations to make inferences about work personality, characteristics, and adjustment;
   * C.7.10 integrate assessment data to describe consumers’ assets, limitations, and preferences for rehabilitation planning purposes;
   * C.7.11 interpret test and ecological assessment outcomes to consumers and others; and
   * C.7.12 objectively evaluate the effectiveness of rehabilitation services and outcomes
   * C.8.1 articulate current knowledge of the field;
   * C.8.7 apply knowledge or ethical, legal, and cultural issues in research and evaluation.
   * C.10.1 provide the information, education, training, equipment, counseling, and supports that people with disabilities need in order to make effective employment and life-related decisions;
   * C.10.2 evaluate the adequacy of existing information for rehabilitation planning;
   * C.10.3 integrate cultural, social, economic, disability-related, and environmental factors in rehabilitation planning;
   * C.10.4 plan and implement a comprehensive assessment including individual, ecological, and environmental issues (e.g., personality, interest, interpersonal skills, intelligence, and related functional capabilities, educational achievements, work experiences, vocational aptitudes, personal and social adjustment, transferable skills, employment opportunities, physical barriers, ergonomic evaluation, attitudinal factors)
6. **Course Requirements/Evaluation:**

**Exams:**

Two exams will be given during the term with no comprehensive final. Exams will consist of multiple choice, true/false, short answer, or matching questions based on the information covered in class up to that date. The exams will cover the instructor presented material and assigned readings.

**Test Presentation (PAIRS)***:*

Decide on which standardized inventory you want to evaluate and check with Dr. Meyer to see if this instrument is appropriate. Make certain that you can obtain a copy of the inventory, technical manual, and all the other components of the inventory (answer sheet, question booklet, profile sheet, scoring keys, etc.). You do not have to purchase these materials; you can check the LRC test library or borrow them from someone who has previously purchased them (i.e., where you work). **If the selected test does not have all of these resources available, consider choosing another inventory to evaluate, as you will be graded on all components.**

**PRESENTATION (PAIRS):** A 2**0-30 minute (min-max)** presentation on a specific test is required. This will include specific information about the nature of the test (type of test, population, age range, etc.). Most importantly, you should provide a critical review of the test’s construction, normative data, reliability, and validity. You should discuss the beneficial uses, as well as the limitations of the test (15-20 minutes). You will then demonstrate how to administer, score, and interpret the test (5-10 minutes).

***Practice your presentation to be sure it will fill the time allotted.***

The project will be evaluated with respect to: Familiarity with the test, understanding of test psychometrics, evaluation/critique of the test, & presentation skills (organization & clarity).

**Students should follow the outline below for their test demonstration/presentation:**

**Name of Test:**

1. Test Author:

2. Publisher

a. Test Publisher:

b. Date of initial publication and most recent revision:

c. Cost: (Booklets, Answer sheets, manual, etc.)

3. Use of Test:

a. Purpose: State the purpose of the test.

b. Groups to which applicable/not applicable

4. Description of Test: (Type of items, forms available, age groups, practical features, etc.)

5. Details of Administration: (Time required, special materials needed, special training required, etc.)

6. Scoring Procedures: (Describe how this is done for the particular instrument)

7. Normative Data Available: (Kind and adequacy of norms for particular purposes)

8. Reliability (description & critique)

a. Test-retest

b. Alternate form

c. Internal Consistency

d. Split half

e. Comments regarding reliability

**Example:** *Alpha coefficients for the test are .63, .85, and .91, as determined on the norming samples. The first of these is inadequate for routine use. The other two scores show adequate internal consistency for normal use. However, the test manual fails to provide any information about test-retest reliability, a significant shortcoming.*

9. Validity (description & critique)

a. Content validity

b. Construct validity

c. Criterion Related validity

d. Comments regarding validity

10. General Evaluation

a. Special merits of test

b. Criticisms of test

c. Recommendation

11. Actual Demonstration

a. Administration

b. Scoring

c. Interpretation

Generally the above information can be found in the test manual. However, test manuals are published material, and outside sources in the research literature or resources such as the Mental Measurement Yearbook or Tests in Print can also be used. The tests are available from several sources: the LRC, on-line, and in the case of work samples, at the Achievement Center in Opelika.

**Test Administration (2)***:* Each student is required to administer two (take one & administer one) tests selected from the five categories and turn in a one-page summary of the test results following the provided format (below). The tests administered must come from two of the five categories, but does not have to be a test presented or reviewed in class. You can pair- up and test each other or another willing participant. You can use the same tests for your presentations and case conceptualizations.

Administrator: Your Name

Subject: **Pseudonym** and description (age, race, gender, DOB, Date, Place)

Test Name & Type: - **(name, type & description - 1 pts.)**

Reason for choice of test: - **(Reason for choice/referral – 2 pts.)**

Behavioral Observations: - **(Behavioral observation – 2 pts.)**

Test Results: **(Results- raw, standardized, interpretation, explanation in context - 3 pts.)**

Brief critique of Test: **(Critique of test - 1 pts.).** NOT A SUMMARY – A CRITIQUE

Difficulties experienced (your own): (what happened & how you handled it)

**(Difficulties -1 pt.)**

**Individual Self-Assessment Portfolio/Report (3 tests)**

You will be required to take, score, interpret, and report on the self- administration of **one Intelligence test, one aptitude or achievement test, and one interest or personality test.** You will prepare a **5 page** assessment report on yourself utilizing the instruments chosen, as well as data that would be typically gleaned from a clinical interview. The profile should be written as if you were counseling an individual who received results on these tests. Special attention should be given to communicating the purpose, results and interpretation of each test in non-technical terms, while also providing a thorough explanation of the results. The report should be **typed**.

*Note: Because of the nature of this course, it is expected that you will develop only a broad familiarity with the instruments to be covered. It will be important to your development as a professional counselor that you continue your education on the interpretation of the specific psychological inventories that you expect to utilize in your particular setting.*

**Students should follow the outline below for the Portfolio:**

SELF-ASSESSMENT REPORT

(CONFIDENTIAL)

**I. Identifying Information:**

Name, Gender, Date of Birth, Age, Race, Date of Assessment, Place of Assessment, Examiner

**Identifying Information:**

Name: John Doe (Use pseudonym here) Date of Assessment: March, 25th 2012

Gender: Male Place of Assessment:

DOB: 02-23-69 Age: 29

Race: Caucasian Examiner: Your Name Here

**II. Reason for Referral:**

Why was the person referred? What question are you trying to answer?

*Example:*

*Reason for Referral:*

Mr. Doe was referred after a car accident from 6-months ago. He is now returning to work and needs to explore vocational interests and matching occupations. The VR counselor would like to have a complete assessment for Mr. Doe covering functional capacity, temperament, interests, aptitude, and appropriate career match.

**III. Background History and Information:**

In this section you report relevant background and current information. History and current information are generally considered relevant if related to evaluating or modifying the test results and/or related to the referral question.

*Example:*

*Background History and Information:*

Mr. Doe is a 29-year-old White male graduate student at Auburn University, majoring in Rehabilitation Counseling. [Additional information from the **Clinical Interview** guidelines, including living circumstances, employment history, family background, medical problems, current medications, recent stressors, and results of any previous counseling and/or psychological testing.]

**IV. Behavioral Observations**

Include a description of the relevant personal characteristics of the client. This includes appearance, nonverbal cues and the client’s impact on you. Since to some degree this involves a value judgment, be careful to be descriptive rather than evaluative and/or critical. Behavior specific to test performance should also be included.

*Example:*

*Behavioral Observations:*

Mr. Doe is a 29-year old white male of average weight and height. He has brown eyes and short brown hair. He was neatly groomed and his dress (a T-shirt and jeans) which was appropriate for testing. Mr. Doe is physically fit and displayed good posture. He appeared cooperative, calm, and displayed a normal range of affect during this interview. Mr. Doe had no disturbances of flow of speech and his thoughts were organized. No unusual mannerisms were noted. He was attentive and approached each task with interest and effort. He recognized his failure to perform some tasks and handled this frustration well.

In summary, Mr. Doe appeared cooperative and worked hard on all tasks. Based on these observations, these tests results are considered to be a valid indicator of his current level of functioning.

**V. Tests Administered**

List all tests administered by full title, with the abbreviation in parentheses. Then you may use the abbreviation in the remaining parts of the report.

*Example:*

*Tests Administered:*

1. Kauffman Brief Intelligence Test (K-BIT)

2. Wide Range Achievement Test (WRAT-II) or

2. Generalized Aptitude Test Battery (GATB)

3. Strong Interest Inventory (SII) or

3. Myers Briggs Type Indicator (MBTI)

These are just examples; you can choose the tests you want to use, but there must be 1 intelligence test; 1 aptitude or achievement; and 1 interest or personality inventory.

**VI. Test Results**

The results of your assessment should be presented in narrative text (interpret the data). This section includes a description of the person’s results in relation to the normative sample, including T-score values, percentile rank or general “category.” For this assignment, be sure to attach a profile for each instrument used in the report.

*Example:*

*Test Results:*

Mr. Doe responded to the MMPI-2, a self-report personality questionnaire, in an honest and consistent manner. His responses appear to be valid indicators of his current emotional functioning. Mr. Doe’s pattern of responses indicate that he tends to be very conventional, unassuming, and unpretentious. People with this profile are seen as having narrow interests and being socially conforming. They tend to be rigid and are usually able to tolerate much mediocrity and boredom. They tend to be sarcastic and socially isolated. People with this profile are able to handle work and personal responsibilities without undue worry or anxiety. They tend to be…….

On the Beck Depression Inventory-II, Mr. Doe’s total score was 10 suggesting that he is experiencing …..

**VII. Summary and Treatment Recommendations**

Draw the information you have recorded together with a formulation of the case. Answer the referral question and make your recommendations. Recommendations should be specific and practical. For example, “The results of this assessment suggest that Mr. Doe could benefit from individual counseling to improve his interpersonal skills and increase stress management skills, or it is recommended that Mr. Doe receive training for the profession of Speech Pathologist. This recommendation is based on the results of this battery, which indicated that his personality….., his interests…..etc.”

Remember summaries do not contain new information, they recapitulate.

**VIII. Personal Critique**

Provide a critique of your experience, including **self-reflection**. Summarize results - Do you feel the results are valid? (why or why not); What did you learn? Did you find anything surprising? How do you feel about the results in terms of your career choices?

***Sign your name here***

**Your Name, Credentials (e.g., B.A., M.S.)**

**Grading Scale:**

90 – 100 A

80 – 89 B

70 – 79 C

**Points Earned:**

Exam 1 20 Points

Exam 2 20 Points

Test Presentation 20 Points

Tests Administered (2) 20 Points (10 points each)

Indiv. Assessment Report 20 Points

Total 100 Points

**\*\*Late Assignments: 1 Point will be deducted each day an assignment is late. Please discuss with me in advance any issues that may be an exception for a time extension.**

1. Course Content

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| --- | --- | --- |
| CLASS | TOPICS | ASSIGNMENTS/ ACTIVITIES |
| January 16th | Course Overview & Introductions | Intro  Course Content/Syllabus Review  Sign up for presentations  Harriett Huggins/ Tour LRC |
| January 23rd | Orientation & Administration | Purpose of testing  Orientation, Scores, & Norms- Ch.1  Assessment, Administration, Scoring, & Resources (lecture ) |
| January 30th | Multicultural Issues & Functional Assessments  Ethical Use of Tests | Cultural & Functional Considerations (lecture)  Ethical Use of Tests |
| February 6th | Reliability & Validity | Review of Stats  Chapter 2 & Chapter 3 |
| February 13th | Intelligence Testing  Clinical Interviewing | Chapters 4 & 18 (some of ch. 9) |
| February 20th | **Student Presentations (2)**  **INTELLIGENCE** | Stanford Binet; KBIT-2  Slosson |
| February 27th | Aptitude Tests  Achievement Tests (TA Presentation) | Chapter 5  **TEST ADMINISTRATION #1 DUE (DE DUE 3/2)** |
| March 6th | **Exam 1** | **Exam 1** |
| March 13th | **Spring Break (3/10-3/14)** | **Spring Break** |
| March 20th | **Student Presentations (2)**  **APTITUDE/ ACHIEVEMENT** | CAPS GATB WRAT  O\*Net Aptitude Test |
| March 27th | Vocational Tests  Lecture on Test Development | Chapter 8 |
| April 3rd | Student Presentations (2)  VOCATIONAL/ INTEREST | Hollands Self-Directed Search  Strong Interest Inventory  COPS  O\*Net Interest  **TEST ADMINISTRATION #2 DUE**  **(DE DUE 3/6)** |
| April 10th | Student Presentations (2)- Vocational cont.  Personality Tests  Testing Individuals with Sensory Impairment | Chapter 6  Chapters16 & 17 |
| April 17th | Student Presentations (2)  PERSONALITY TYPE  Work –Behavior Assessment Lecture  Review for Final | 16PF  Myers Briggs  Chapter 12  **Indiv. Assessment Report**  **DUE TODAY(DE DUE 4/20)** |
| April 24th | **Exam 2** | **Exam 2** |

1. **Class Policy Statements:**

**Participation**: Students are expected to participate in all classes and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work in advance of the due date. This syllabus is considered a contract between the instructor and student.

**Attendance/Absences**: Attendance is expected at each class meeting. If an exam is missed, a make-up exam (in another format) will be given only for University-approved excuses. Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor’s statement for verification of sickness. Other unavoidable absences from class must be documented and cleared with the instructor in advance. See the General Counsel Policies at <https://sites.auburn.edu/admin/universitypolicies/default.aspx>.

**Accommodations**: "Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. To set up this meeting, please contact me by e-mail ([Jill.Meyer@Auburn.edu](mailto:Jill.Meyer@Auburn.edu) ). If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with The Office of Accessibility, 1228 Haley Center, 334-844-2096 (V/TT)."

**Professionalism**: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* + - Engage in responsible and ethical professional practices
    - Contribute to collaborative learning communities
    - Demonstrate a commitment to diversity
    - Model and nurture intellectual vitality

**Assignments**: All written assignments are expected to conform to the current style manual of the American Psychological Association, unless otherwise specified. **Written assignments of all type are expected to be typed, grammatically accurate, free of spelling and typographical errors and of a quality expected of professionals.**

# Academic Integrity:

As a graduate student in the Special Education, Rehabilitation, and Counseling department, you will be held to the highest standards of academic conduct. Academic misconduct will be dealt with according to General Counsel Policy.

(see <https://sites.auburn.edu/admin/universitypolicies/default.aspx>)

All your work in this class should be original to you and to this class. Of course you are expected to explore, analyze, and discuss the ideas of others, but you must give them proper credit through citations and references. Also recycling papers from other classes is not acceptable. You can certainly continue to explore an area of interest, but you must do new or additional research and writing. The bottom line is ALWAYS (on exams, on papers, on projects, on presentations) do your own, original work, give credit to others for their ideas, and, if in doubt, ask.

According to the Publication Manual of the American Psychological Association (2010), plagiarism (p. 15) involves presenting the work of another as if it were your own work. Work can refer to the written words of another, or their ideas. It is very important that you give appropriate credit to others when you use their work. If you use the exact words of an author in constructing a sentence or paragraph, you must use quotation marks around those words and give the page number in the citation. If you paraphrase someone else’s work, you must also give them credit with a citation. Paraphrasing involves rewriting someone else’s words to say what they said. It is best to use your own words when paraphrasing, but you can rearrange the order of words in an author’s sentence AND change some of the words and this would be considered paraphrasing. A good rule of thumb to follow is that any time you use more than 3 words in a row from an author, put those words in quotes.

All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work. If plagiarism exists, it is a violation of the APA Ethical Standards, regardless of whether the plagiarism was intentional or not.

# Resource References

Buros, O.K. *The Mental Measurement Yearbook.* The definitive reference to standardized tests in print. In addition to providing excellent reference information about tests, these books contain critical reviews of the tests. Any particular test is covered in every other edition so check two editions for the test you are looking for. Volumes are available in the RBD and LRC libraries on campus.

Kapes, J.T. and Mastle, M.M. (1997). *A Counselor’s Guide to Career Assessment Instruments.* National Career Development Association. A good general reference on tests written for the rehabilitation counselor.

Power, P.W. (2000) *A Guide to Vocational Assessment.* Austin, TX: Pro-Ed. A general reference on tests and testing.

Roberts, D.F. (ed). (2005). *Test Review Manual for Vocational Evaluators*. Athens, GA: Elliott & Fitzpatrick, Inc. Same thing as the Kapes book for evaluators.

Salkind, N.J. (2006). *Tests & Measurement for People Who Think They Hate Tests & Measurement.* Thousand Oaks, CA: Sage Publications

**General Counsel Policies**

General Counsel now maintains a single website that serves as the collection of all University Policies:  <https://sites.auburn.edu/admin/universitypolicies/default.aspx>. This replaces the Tiger Cub policies.

**Presentations: Due prior to class. Uploaded to CANVAS through Panopto**

2/20 Sara & Amy IQ

2/20 Brook & Abby IQ

3/20 Amy & Katrina Apt. or Ach.

3/20 Hannah & Leslie Apt. or Ach.

3/20 Crystal & Emma Apt. or Ach.

4/3 Melanie & Theresa Voc. or Interest

4/3 Carla & Kathy Voc. or Interest

4/3 Scarlett & Billy Voc. or Interest

4/3 Marsha & Alexandria Voc. or Interest

4/17 Erica & Bridget Personality

4/17 Michelle & Lisa Personality