**Auburn University**

**Course Syllabus**

1. Course Number: **RSED 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 1218**

Professor: Jill M. Meyer, PhD, LCPC, CRC

1226 Haley Center

334/844-2109

[Jill.Meyer@Auburn.edu](mailto:Jill.Meyer@Auburn.edu)

Office Hours by Appointment

1. **Date Syllabus Prepared:** Spring 2015, Spring, 2014, Spring, 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 relevant assessments, and interpret tests given by other professionals. Thus, counselors are called upon to administer tests and assessments and are frequently required to interpret the results of such tests. This course is designed to teach the process, principles, and techniques of assessment. 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, scoring, and interpreting different assessments.
4. **Course Overview:**
5. Introduction and Orientation
6. Test administration and scoring
7. Interpretation and report writing
8. **CORE & CACREP Standards and Objectives as applied to Clinical Rehabilitation and Mental Health Counseling**

***CACREP***

**CACREP II.G.7. a-g**

a. Students will understand the historical perspectives concerning the nature and meaning of assessment;

b. Students will understand the basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;

c. Student will understand statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;

d. Students will understand reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);

e. Students will understand validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);

f. Students will understand social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations;

g. Students will know ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

**CACREP II.G.8. a-f**

a. Students will know the importance of research in advancing the counseling profession;

b. Students will understand research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;

c. Students will understand statistical methods used in conducting research and program evaluation;

d. Students will understand principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;

e. Students will understand the use of research to inform evidence-based practice; and

f. Students will know ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

***CORE & CMHC***

CORE I. 1 & CMHC G.1: Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of wellness and pathology leading to diagnoses and appropriate counseling treatment plans.

CORE I. 2. & CMHC G 2: Understands various models and approaches to clinical evaluation and their appropriate uses with clients with disabilities, including diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, career assessments, and assessment for assistive technology needs.

CORE I. 3. & CMHC G.3: Understands basic classifications, indications, and contraindications of commonly prescribed medications (including psychopharmalogical medications) so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.

CORE I. 4. & CMHC G. 4: Identifies standard screening and assessment instruments that are psychometrically appropriate for people with disabilities, including substance abuse and process addictions.

CORE I. 5. Knows the principles of the diagnostic process, including differential diagnosis, and the use of diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders* (*DSM*) and the *International Classification of Diseases (ICD).*

CORE I. 6. Understands the established diagnostic criteria and describes treatment modalities and placement criteria within the continuum of care.

CORE I. 7. Knows the effect of co-occurring disabilities on the client and family.

CORE I. 8. Understands the relevance and potential biases of commonly used diagnostic and assessment tools with multicultural populations.

CORE I. 9. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.

CORE J.1. Understands selection of appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.

CORE K.1. Understands how to critically evaluate research relevant to the practice of rehabilitation counseling.

CORE J.1. & CMHC H.1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.

CORE J.2. & CMHC H.2. Demonstrates skill in conducting intake interviews, mental status evaluations, biopsychosocial histories, mental health history, and psychological assessments for treatment planning and caseload management.

CORE J.3. & CMHC H 3. Screens for addiction, aggression, danger to self and/or others, as well as co-occurring mental disorders and disabilities (e.g., intellectual disability and major depression; addiction; Hepatitis C).

CMHC H.4. Applies the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.

CORE J 4. Demonstrates ability to conduct work-related assessments (e.g., job analysis, work site modification, transferrable skills analysis, job readiness, work hardening).

CORE J. 5. Demonstrates appropriate use of diagnostic tools, including the current editions of the *DSM* and *ICD*, to describe the symptoms and clinical presentation of clients with disabilities.

CORE J.6. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

CORE L.2. Develops measurable outcomes for rehabilitation counseling programs, interventions, and treatments

1. **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**:

Decide on which standardized inventory you want to evaluate and present, 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 and present, as you will be graded on all components.**

**PRESENTATION:** A **25-30 minute (min)** 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. You will then demonstrate how to administer, score, and interpret the test (**10 min.**). You may need to ask someone from class to be your presentation partner for this portion of the presentation. You will be the administrator and s/he will be the test subject.

***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. Internal Consistency

b. Test-retest

c. Alternate form

d. Split half

e. Provide a critique 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

-convergent & discriminant

c. Criterion Related validity

-concurrent & predictive

d. Face validity

e. Provide a critique 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 two-page summary of the test results following the provided format (below). The tests administered must come from two (different categories) 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. APA style but no running head, abstract, or reference needed. Be sure to use an APA cover page (no running head needed).

Although the items below are listed, your submission should be written in narrative (paragraph) format. Please do not provide a list or bullet point format. This should be a written report of the test and results.

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, and 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 **5-7 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 testing and 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** and written in narrative fashion; no lists or bullet points, please.

*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: John Doe (Use pseudonym here) Date of Assessment: March, 25th 2015

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?

This should be a professional referral. Please create or use a professional example for a reason for referral.

*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 Asian 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 (how he or she makes a first impression) 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 Asian male of average weight and height. He has brown eyes and short black 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 should list the tests you used, 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.”

*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 are 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- put in italics***

**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 15th | Course Overview & Introductions | Intro  Course Content/Syllabus Review  Sign up for presentations |
| January 22rd | Orientation & Administration | Purpose of testing  Orientation, Scores, & Norms- Ch.1  Assessment, Administration, Scoring, & Resources (lecture )  Harriett Huggins/ Tour LRC |
| January 29th | Multicultural Issues & Functional Assessments  Ethical Use of Tests | Cultural & Functional Considerations (lecture)  Ethical Use of Tests |
| February 5th | Reliability & Validity | Review of Stats  Chapter 2 & Chapter 3 |
| February 12th | Intelligence Testing  Clinical Interviewing | Chapters 4 & 18 (some of ch. 9) |
| February 19th | **INTELLIGENCE**  **Student Presentation**  Discuss Administering Tests | Stanford Binet; KBIT-2  Slosson |
| February 26th | Aptitude Tests  Achievement Tests | Chapter 5  **TEST ADMINISTRATION #1 DUE**  **(DE DUE)** |
| March 5th | **Student Presentation**  **APTITUDE/ ACHIEVEMENT**  Discuss Individual Student Assessment Report | CAPS GATB WRAT  O\*Net Aptitude Test |
| March 12th | **MIDTERM** | **MIDTERM** |
| March 19th | Vocational Tests  Interest Tests  Test Development  Medications | Chapter 8  Supplemental Readings |
| March 26th | Student Presentation  VOCATIONAL/ INTEREST  Discuss Administration/ Issues | Hollands Self-Directed Search  Strong Interest Inventory  COPS  O\*Net Interest  **TEST ADMINISTRATION #2 DUE**  **(DE DUE)** |
| April 2nd | Personality Tests  Testing Individuals with Sensory Impairment  Screening for other issues (SA) & Co-occurring d/o | Chapter 6  Chapters16 & 17  Supplemental Readings |
| April 9th | Student Presentation  PERSONALITY TYPE  Work –Behavior Assessment Lecture | 16PF  Myers Briggs  Chapter 12 |
| April 16th | Wrap up & Review for Final Exam  Discuss Assessment Reports | **Indiv. Assessment Report Due**  **(DE Due)** |
| April 23rd | NCRE Rehab Conference | NCRE Rehab Conference |
| April 30th | **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 (it may be 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 from professionals; and according to outlines provided in class/syllabus.**

# 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 intention.**

# 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.