**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: **Tuesday 9:30-11:50 am**

Location: **Haley Center LRC 3471**

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

 1226 Haley Center

 334/844-2109

 Jill.Meyer@Auburn.edu

 Office Hours by Appointment

1. **Date Syllabus Prepared:** Spring 2016,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. **Course objectives**

Upon completion of this course, students will gain an understanding of:

**CACREP**

2. F. 7. ASSESSMENT AND TESTING

a. Historical perspectives concerning the nature and meaning of assessment and testing in counseling

b. Methods of effectively preparing for and conducting initial assessment meetings

e. Use of assessments for diagnostic and intervention planning purposes

f. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments

g. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations

h. Reliability and validity in the use of assessments

i. Use of assessments relevant to academic/educational, career, personal, and social development

j. Use of environmental assessments and systematic behavioral observations

k. Use of symptom checklists, and personality and psychological testing

 l. Use of assessment results to diagnose developmental, behavioral, and mental disorders

m. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

**A. Clinical Rehabilitation Counseling**

A. 1. Foundations

 b. Theories and models related to rehabilitation counseling

f. Etiology and effects of disabilities and terminology relevant to clinical rehabilitation counseling

g. Screening and assessment instruments that are reliable and valid for individuals with disabilities

A. 2. Contextual Dimensions

a. Roles and settings of rehabilitation counselors

 k. Effects of discrimination, such as handicapism, ableism, and power, privilege, and oppression on clients’ life and career development

 n. Transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities

s. Cultural factors relevant to rehabilitation counseling

w. Legal and ethical considerations specific to clinical rehabilitation counseling

A. 3. Practice

a. Diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs

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**: **(2-3 people per group)**

 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, choose 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 **(35-40 minute max. presentation).**

***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 (your critique of the reliability. What do you think of it?)**

**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 **(your critique of the validity. What do you think of it?)**

 10. General Evaluation (objective evaluation. What is written about the test regarding strengths and criticisms?)

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, and on-line.

**Test Administration (2)***:* Each student is required to be familiar with two (take one & administer one) tests selected from the five categories and turn in a two-page summary of the test and results following the provided format (below). The tests 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 abstract needed. Be sure to include an APA cover page and references.

Although the items below are in list format, **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- your own 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 **7-10 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 of testing, 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 APA 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 2017

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, IQ, 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 (all test and results go in this section; there is only one test results section)**

 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. Provide a final summary and 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

**Assignments and Points**

|  |  |  |
| --- | --- | --- |
| **Assignments** | **Points Possible** | **CACREP Standards** |
| Exam 1 | 20 Points | 2.F.7.a,b,e,m2.F.7.f,g,h,2.F.7.i,j,k,lA.1.b,f,gA.2.k,n,s,wA.3.a |
| Exam 2 | 20 Points | 2.F.7.f,2.F.7.i,j,k,lA.1.f,g,A.3.a |
| Test Presentation | 20 Points | 2.F.7.i,j,k,lA.1.f,g,A.3.a |
| Test Taken/Administered | 20 (2 - 10 Points Each) | 2.F.7.a,b,e,f,g,h,i,mA.1.b,f,gA.2.k,n,sA.3.a |
| Individual Assessment Report | 20 Points | 2.F.7.a,b,e,f,g,h,i,j,k,l,mA.1.b,f,gA.2.k,n,s,wA.3.a |
| **Total Possible** | **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.**

**Using the LRC (3084 Haley Center) to check out materials:**

1)   You will need to fill out a patron registration form.

2)   In order to check out any kit, you must present a valid AU ID.

3)   LRC staff should inform you when materials are due.  Key LRC personnel are Ms. Harriette Huggins.

4)   You and LRC staff together should check contents of each kit on checkout and check in **before** leaving the desk.

5)   Be polite to staff. LRC is doing us a favor by allowing us to use their kits. In addition, other than the above-mentioned staff, others may be new and unfamiliar with special procedures.

6)   Treat these kits as your prize possession. Protect the contents at all times. Do not leave the contents unsecured (including any office) or in your car. You will be responsible for loss or damage ($$$$).

1. Course Content

|  |  |  |  |
| --- | --- | --- | --- |
| CLASS | TOPICS | ASSIGNMENTS/ ACTIVITIES | CACREPStandards |
| January 17th  | Course Overview & Introductions | Course Content/Syllabus Review Sign up for presentationsLRC Review – Harriet Huggins | 2.F.7.a |
| January 24th  | Orientation & Administration | Purpose of testingOrientation, Scores, & Norms- Ch.1 Assessment, Administration, Scoring, & Resources (lecture ) | 2.F.7.a,b,eA.1.b,f,gA.2.k,n |
| January 31st  | Multicultural Issues & Functional Assessments Ethical Use of Tests | Cultural & Functional Considerations (lecture)Ethical Use of Tests  | 2.F.7.mA.1.gA2.s,w |
| February 7th  | Reliability & Validity**APA Lecture – Power Point** | Review of Stats Chapter 2 & Chapter 3 | 2.F.7.f,g,h, |
| February 14th  | Intelligence TestingClinical Interviewing | Chapters 4 & 18 (some of ch. 9) | 2.F.7.i,j,k,lA.3.a |
| February 21st  | **INTELLIGENCE****Student Presentations (2)**Discuss Administering Tests | Stanford Binet; KBIT-2Slosson  | 2.F.7.i,j,k |
| February 28th  | Aptitude Tests (Ability Tests- O\*Net)Achievement Tests | Chapter 5 & O\*Net – explore **TEST ADMINISTRATION #1 DUE** **(DE DUE 3/5)** | 2.F.7.i,j,k,l |
| March 7th  | **Student Presentations (2)****APTITUDE/ ACHIEVEMENT**Discuss Individual Student Assessment Report | **REVIEW MIDTERM**CAPS GATB WRATO\*Net Aptitude Test | 2.F.7.i,j,k,l |
| March 14th  | **SPRING BREAK (ACA Conf.)** | **SPRING BREAK (ACA Conf.)** |  |
| March 21st  | **MIDTERM (DE 3/22-3/26)** | **MIDTERM (DE- 3/22-3/26)** | 2.F.7.a,b,e,m2.F.7.f,g,h,2.F.7.i,j,k,lA.1.b,f,gA.2.k,n,s,wA.3.a |
| March 28th  | Vocational Tests & Interest Tests; Test Development | Chapter 8 | 2.F.7.f,2.F.7.i,j,k,l |
| April 4th  | Student Presentations (2)VOCATIONAL/ INTERESTClinical Interviewing- follow up | Hollands Self-Directed SearchStrong Interest Inventory COPSO\*Net Interest**TEST ADMINISTRATION #2 DUE** **(DE due 4/9)** | 2.F.7.i,j,k,lA.3.a |
| April 11th  | **Personality Tests**Testing Individuals with Sensory Impairments  | Chapter 6Chapters16 & 17 (Read on own)Supplemental Readings | 2.F.7.i,j,k,lA.1.f,g,A.3.a |
| April 18th  | Student Presentations (2)PERSONALITY TYPEReview for Final Exam | 16PFMyers BriggsChapter 12**Indiv. Assessment Report Due****(DE Due 4/23)** | 2.F.7.i,j,k,lA.1.f,g,A.3.a |
|  April 25th  | **EXAM 2 (DE 4/26-4/30)** | **EXAM 2 (DE 4/26-4/30)** | 2.F.7.f,2.F.7.i,j,k,lA.1.f,g,A.3.a |

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 ). 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.