**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING SYLLABUS**

**SPRING SEMESTER 2020**

**Course Number: RSED3120-001**

**Course Title: Assessment in Rehabilitation**

**Credit Hours: 3 Semester Hours**

**Class Time and Location: MWF 12:00pm – 12:50pm, 1212 Haley Center**

**Date Syllabus Prepared:** December 2017

Professor: Jinhee Park, PhD, CRC

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Office Hours: By Appointment

Office Address: 3010 Haley Center

**Text(s):**

Required:

Drummond, R. J., Sheperis, C. J., & Jones, K. D. (2015). *Assessment procedures for counselors and helping professionals* (8th ed.). Pearson.

**Course Description:**

This course provides knowledge regarding the intent and use of assessment in the field of rehabilitation including selection, administration, scoring and interpretation of assessment methods (e.g., behavioral observations, and standardized instruments in the areas of aptitude, achievement, interests, and personality).

**Course Objectives:**

1. Illustrate understanding of the core methodology of assessment procedures (e.g.,

reliability, validity, standardization, etc.).

1. Illustrate understanding of basic statistical measures related to assessment scores (e.g.,

mean, mode, median, standard deviation, etc.).

1. Illustrate understanding of the assessment content areas of intelligence, interests,

aptitudes, achievement, and personality assessment instruments.

1. Illustrate understanding of the process of selecting, administering, scoring, and

interpreting standardized assessment instruments.

1. Illustrate understanding of cultural, disability and ethical considerations related to

assessment.

1. Illustrate understanding of laws related to assessment and the vocational rehabilitation system.
2. Illustrate understanding of the use of the DSM V in relationship to mental health assessment and vocational rehabilitation.

**Course Content and Tentative Course Schedule**

|  |  |  |
| --- | --- | --- |
| Week | Topic | Readings/Assignments Due |
| 1/13  1/15  1/17 | - Course introduction, Review of syllabus  - Introduction to assessment | Chapter 1 |
| 1/20\*  1/22  1/24 | \*No Class: MLK Holiday  - Methods and Sources of Assessment Info. | Chapter 2 |
| 1/27  1/29  1/31 | - Methods and Sources of Assessment Info.  - Statistical Concepts | Chapter 2, 3 |
| 2/3  2/5  2/7 | - Statistical Concepts  - Understanding Assessment Scores | Chapter 3, 4 |
| 2/10  2/12\*  2/14\* | - Understanding Assessment Scores  \*No Class: Law & Ethics Conference | Chapter 4 |
| 2/17  2/19  2/21 | - Reliability | Chapter 5 |
| 2/24  2/26  2/28 | - Validity | Chapter 6 |
| 3/2  3/4  3/6\* | - Review for mid-term (3/2)  **- Mid-term Exam (3/4)**  \*No class on 6th | Chapter 1-6 |
| 3/9~13 | **Spring Break** |  |
| 3/16  3/18  3/20 | - Intelligence Tests  - Personality Assessment | Chapter 8  Chapter 12 |
| 3/23  3/25  3/27 | Achievement Tests  Aptitude Tests | Chapter 9  Chapter 10  **Assessment 1 Due by 3/27** |
| 3/30  4/1  4/3 | Career and Employment Assessment | Chapter 11 |
| 4/6  4/8  4/10 | \*No Class: National Rehabilitation Counselor Education Conference | **Assessment 2 Due by 4/10** |
| 4/13  4/15  4/17 | Clinical Assessment  Assessment Issues with Diverse Populations | Chapter 13, 15  **Self-Evaluation Due by 4/17** |
| 4/20  4/22  4/24 | Communicating Assessment Results  Ethical and Legal Issues in Assessment | Chapter 16, 17  **Assessment Research Paper Due by 4/24** |
| 4/27  4/29 | - Review for Final (4/27)  **- Final Exam (4/29)** | Chapter 1-16 |

**Course Requirements & Student Evaluation:**

Please note: Course assignments are due on the dates specified. When assignments are turned in late, without an excused or approved absence, scores for the assignments(s) will be reduced by 5% per day, with no assignments accepted more than 1 week past due. Please refer to the Class Policy Statements in the course syllabus for information about excused absences and making up assignments.

Students in this course are required to complete the specified course requirements. Student’s final evaluation is based on these components:

|  |  |
| --- | --- |
| **Assignments:** | Points |
| 1. Participation | 15 |
| 2. Midterm Exam | 20 |
| 3. Final Exam | 25 |
| 4. Assessment/Portfolio Profile - Two | 20 |
| 5. Self-Evaluation | 10 |
| 6. Assessment Research Paper | 10 |
| **Total** | **100** |

**Grading Scale**

|  |  |
| --- | --- |
| A 90-100% | 90-100 Points |
| B 80-89% | 80-89.99 Points |
| C 70-79% | 70-79.99 Points |
| D 60-69% | 60-69.99 Points |
| F Below 60% | 59 or below Points |

**1. Participation (15 points):**

It is expected that each person will come to class prepared and will participate in discussions generated through class readings and topic presentations and involved in class activities. Pop-quizzes, in-class assignments, and small group discussion on questions will be given throughout the semester and will count toward your class participation grade. You must be present to obtain the points.

**2 & 3. Midterm/Final Exams (20 points; 25 points):**

Each of the exams will consist of various types of questions drawn from class and assigned readings. The midterm exam will cover chapters 1-6; and the final exam will cover the whole chapters. Detail information will be provided in class.

**4. Assessments/Portfolio Profile (10 points each):**

Students will be required to take and give two (2) assessments outside of class. Using the assigned assessment instruments, students will be required to work in pairs.

* Each student will:
* Administer the assessment instrument
* Have the assessment instrument administered to you
* Score the test that you administer
* Complete/submit a **Portfolio Profile** for each assessment

The **Portfolio** **Profile** for each assessment will contain the following:

* TYPE THE ASSIGNMNET
* Include name and type of assessment
* You and your assignment partner’s name: you have to play both roles, not just one
* Date, Location, and total time spent: be specific
* Observations: discuss general observations about the assessment (Circumstances surrounding the assessment. Additionally, this may include special circumstances such as cultural or disability related factors, etc.)
* Describe the actual test. Include the following type of information:
  + how was it administered: paper/computer
  + appropriateness of location for testing (room temp, noises/distractions)
  + special instructions
* Results: As the assessment administrator (not the test taker), discusses the process of scoring the other person’s assessment. Also discuss your insight specifically as the administrator. Include the actual scoring sheets used for the assessment. What do the results mean for the test taker from your perspective as the administrator – don’t just list results or say “see attached”. Address how you explained the test taker’s scores to them and how was the process of explaining the test scores for you as the administrator.
* Submit the scoring form(s): As the assessment administrator.
* Interpretation: As the test taker, what is the significance associated with your assessment results? Describe what the results mean to you personally.
  + what do your results mean; interpret your scores as they were explained to you by your test administrator?
* Your overall assessment of the assessment process: Did you like the assessment instrument or method used? What did you like or not like about it? Would you use it in the future? If so, in what circumstances? If no, why not? Do you think the results were fair and valid? Describe your reasoning.

This assignment requires APA format (e.g., 12 font size, Times New Roman font, double spaced with 1 margin on each side and including a cover page). You do not need to include an Abstract page.

For additional resources: <http://owl.english.purdue.edu/owl/resource/560/02/>

**5. Self-Evaluation (10 points):**

Using the information gathered above about yourself, you are to write a Self-evaluation. This Self-evaluation should be a 3-4 page report, detailing the assessment instruments used, their results, and an analysis of the results in relation to you. This report should contain your stated vocational/education goal. The Self-evaluation will be your analysis of your assessment results in relationship to your stated goal. Based on this analysis, you must decide if your skills, strengths, and deficits align with your stated goal(s). What do assessment results say about your personality and/or your abilities as they relate to your future goals? Are your goals appropriate based on the results? If so, why? If not, why? Grades will be based on sound reasoning and the use of your assessment results as you analyze them for yourself.

This assignment requires APA format (e.g., 12 font size, Times New Roman font, double spaced with 1 margin on each side and including a cover page). You do not need to include an Abstract page.

For additional resources: <http://owl.english.purdue.edu/owl/resource/560/02/>

**6. Assessment Research Paper (10 points):**

Students are required to select one test/assessment and do research on the chosen assessment and submit a 3-4 page paper. The paper needs to include the following sections:

For the first section, you provide brief description about the chosen assessment tool, such as information about purpose of using such test/assessment, administration, standardization, reliability, and validity (suggestion of resource: Mental Measurement Yearbook, which is available in the Learning Resource Center and AU Library).

Second section may include implications of using the test/assessment in the rehabilitation field. How this assessment can be utilized in rehabilitation practice? Would it be applicable for individuals with disabilities? How can the results from the test/assessment inform professionals and clients in dealing with specific concerns? etc.

In order to work on this paper, you must find at least two journal articles to obtain reliable information and they must be properly cited in your paper.

This assignment requires APA format (e.g., 12 font size, Times New Roman font, double spaced with 1 margin on each side and including a cover page). You do not need to include an Abstract page.

For additional resources: <http://owl.english.purdue.edu/owl/resource/560/02/>

**Class Policy Statements:**

1. Attendance: Students may miss up to one class without penalty. Additional absences will result in grade reduction, and students will be held responsible for any content covered in the event of an absence. Students are expected to be on time for class.

2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see University Policies <https://sites.auburn.edu/admin/universitypolicies/default.aspx> for more information on excused absences.

3. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the University Policies https://sites.auburn.edu/admin/universitypolicies/Policies/Forms/Academic.aspx will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

5. Students with Disabilities Statement Disability Accommodations: Students who

need accommodations are asked to electronically submit their approved

accommodations through AU Access and to arrange a meeting during office hours the first

week of classes, or as soon as possible if accommodations are needed immediately. If you

have a conflict with my office hours an alternative time can be arranged. To set up this

meeting, please contact me by e-mail. 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, 844-2096 (V/TT).

6. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

7. Use of Electronics: Cell phones must be put on silent and stored during class times, unless the instructor is notified of special circumstances (e.g., on-call professional services, family emergencies). Computers and electronic notepads are welcomed, but may be used for class purposes only and must not be a distraction.

8. Auburn University is committed to providing an environment that is free from discrimination and harassment based on protected class. If you believe you have been the victim of harassment or discrimination based on race, color, religion, national origin, disability, age, or sex (including sexual orientation, gender identity, and gender expression), we encourage you to report it. If you report sexual assault or sexual misconduct to a faculty member, the faculty member is obligated to notify the University’s Title IX Coordinator about the basic facts of the incident. For more information about your Title IX reporting and resource options at Auburn University, please go to: [www.auburn.edu/titleix](http://www.auburn.edu/titleix).

**SYLLABUS DISCLAIMER:**

The instructor reserves the right to make changes to the syllabus as needed due to the developmental needs of the students. In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible in class or via email.