**AUBURN UNIVERSITY**

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

**SPRING SEMESTER 2020**

**Course Number: RSED 3120**

**Course Title: Assessment in Rehabilitation**

**Credit Hours: 3 Semester Hours**

**Class Time and Location: MWF 12:00pm – 12:50pm, 2346 Haley Center**

**Date Syllabus Prepared:** January 2020

Instructor: Dr. Matt McClanahan, PhD, CRC

Email: mlm0057@auburn.edu (e-mail is the best way to contact)

Office Hours: Appointment times outside of class can be set as needed

**Text(s):**

***Required:***

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

***Optional:***

Power, Paul W. A Guide to Vocational Assessment, 5th ed. Pro-Ed.

**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 and tools (e.g., standardized instruments in the areas of intelligence, 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 in relationship to mental health assessment and vocational rehabilitation.

**Course Content and Tentative Course Schedule**

|  |  |  |
| --- | --- | --- |
| Week | Topic/Exams | Readings/Assignments Due |
| **1**1/08/201/10/20 | - Course introduction and overview- Assessment checkout protocol & groups |  |
| **2**1/13/191/15/191/17/19 | - Introduction to assessment- Introduction to assessment- O\*NET instructions and walkthrough  | Chapters 1 & 2 |
| **3****1/20/20\***1/22/201/24/20 | **-\*No Class on 1/20 (MLK Holiday)**- Methods/sources of assessment info- Statistical concepts | Chapters 2 & 3 |
| **4**1/27/201/29/201/31/20 | - Statistical concepts- Understanding assessment scores - Reliability/Validity  | Chapters 3-6**O\*NET Assignment (due 1/31)** |
| **5**2/03/202/05/202/07/20 | - Reliability/Validity- Selecting/administering/scoring/interpreting- Selecting/administering/scoring/interpreting | Chapter 6 & 7 |
| **6**2/10/202/12/202/14/20 | - Personality assessment- Personality assessment- Guest Speaker | Chapter 12**Guest Speaker Quiz (due 2/14)** |
| **7**2/17/202/19/202/21/20 | - Intelligence assessment- Aptitude assessment**-** Achievement assessment | Chapters 8-10 |
| **8**2/24/202/26/202/28/20 | - Review for mid-term- Review for mid-term **- Mid-term Exam** | Chapters 1-7**Mid-term Exam (2/28)** |
| **9**3/02/203/04/203/06/20 | - Career and employment assessment- Career and employment assessment- Communicating assessment results  | Chapters 11 & 16 |
| **10**3/09/203/11/203/13/20 |  - No class: Spring Break- No class: Spring Break- No class: Spring Break |  |
| **11**3/16/203/18/203/20/20 | - **Group #1 Presentation**- **Group #2 Presentation**- **Group #3 Presentation** | **Groups 1-3 Present** |
| **12**3/23/203/25/203/27/20 | - **Group #4 Presentation**- **Group #5 Presentation**- **Group #6 Presentation** | **Groups 4-6 Present** |
| **13**3/30/204/01/204/03/20 | - Clinical assessment- Clinical assessment- Assessment in education | Chapter 13**Assessment 1 (due 4/03)** |
| **14**4/06/204/08/204/10/20 | - Assessment issues with diverse populations- Assessment issues with diverse populations- Assessment issues with diverse populations | Chapter 15  |
| **15**4/13/204/15/204/17/20 | - Ethical and legal issues in assessment- Ethical and legal issues in assessment- Ethical and legal issues in assessment | Chapters 17**Assessment 2 (due 4/17)** |
| **16**4/20/204/22/204/24/20 | - Review for final- Review for final **- Final Exam** | Chapters 1-17**Final Exam (4/24)** |
| **17**4/27/204/29/205/01/20 | - No class- No class- No class | **Vocational Evaluation Self-Report (due 4/29)** |

**Course Requirements, Assignments, & Grading:**

Course assignments are due on the dates specified. When assignments are turned in late without an approved absence/excuse, scores for the assignments(s) will be reduced by 10% per day, with no assignments accepted more than one week past the due date (refer to the Class Policy Statements in this syllabus for information about excused absences and make-up assignments). Students in this course are required to complete the specified course requirements.

|  |  |
| --- | --- |
| **Assignments:** | Points |
| 1. Participation | 5 |
| 2. O\*NET Assignment | 5 |
| 3. Guest Speaker Quiz | 5 |
| 4. Midterm Exam | 20 |
| 5. Group Presentation | 15 |
| 6. Assessment I | 10 |
| 7. Assessment II | 10 |
| 8. Final Exam | 20 |
| 9. Vocational Evaluation Self-Report | 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 |

**Participation (5 points):**

Each student is expected to come to class prepared and willing to participate in classroom discussions generated through lectures, readings, speaker presentations, and in-class activities. Please see the Class Policy Statements section below in this syllabus regarding “attendance” for more details on how your participation grade is scored.

**O\*NET Assignment (5 points):**

You will submit this assignment through Canvas by clicking the “Assignments” tab and then uploading your document(s) in the appropriate assignment file. This assignment requires 12-point font size, Times New Roman, double spaced with 1” margins on each side.

This assignment requires students to go online (i.e., <https://www.mynextmove.org/explore/ip> ) and complete the O\*NET Interest Profiler. For successfully completing this assignment, students are required to take a screenshot (or picture) of the score results from the Interest Profiler (this is worth 2 pts) and submit it through Canvas. In addition, students are required to type and submit a ½ to 1-page response of the results (this is worth 3 pts). In this response, students are required to summarize their interest results, list at least 3 occupations recommended by O\*NET on the basis of the results, and provide a reaction to the assessment process. For example, do you agree with the results? Are the recommended jobs congruent with your career goals? What insights did you gain from taking the Interest Profiler?

**Guest Speaker Quiz (5 points):**

A current member of the allied health professions will be invited to serve as a guest speaker in class at some point during the semester. More details regarding how to successfully complete this assignment will be provided in class.

**Exams: Midterm and Final (20 points each):**

The midterm and final exams are paper-pencil and will consist of items that exhibit a mixed-response format (e.g., multiple choice, fill-in-the-blank, true/false, etc.). Exam items are based on assigned readings, speaker presentations, classroom lectures, PowerPoints, in-class videos, and any supplementary materials posted to Canvas. For exam days, students will only need to bring a pen or pencil (no scantrons or response booklets are needed), as the instructor will provide students with paper copies of the exam for recording responses. Additional details about exams will be provided in class.

**Group Presentation (15 points):**

The Group Presentation requires teams of four (4) students to provide a 20-30 minute PowerPoint presentation on an approved test/inventory from a list provided by the instructor. Upload the PowerPoint under the appropriate “Assignments” tab on Canvas. EACH student is required to present for at least 4-5 minutes and is expected to share the workload in developing the PowerPoint. Topics covered will, at the very least, include:

* A discussion of what the test/inventory generally measures (e.g., if it’s an intelligence test, discuss the nature of intelligence and some competing thoughts on the topic)
* Authors of the test/inventory and when it was developed
* An overview of the test/inventory characteristics (response format, scale names and what they mean, number/type of items, etc.)
* General information about how to administer, score, and interpret the test/inventory
* How the instrument was developed
* Psychometric properties (i.e., norm group, reliability, validity)
* The types of populations for whom the test/inventory is appropriate and inappropriate
* The different types of professionals for whom the test/inventory is appropriate
* General strengths/weaknesses of the test or inventory

To ensure that your presentation meets the required time, you can also consider including an interesting study that used the test/inventory, a case study, or an in-class activity. Be creative! A more detailed rubric for how the Group Presentation assignment will be graded will be provided on Canvas. The assignment is worth 15 points. The instructor will score your presentation, but your group members will also have a say about your individual grade based on your attributions to the team.

**Assessment/Portfolio Profile #1 (10 points):**

You will submit this assignment through Canvas by clicking the “Assignments” tab and then uploading your document(s) in the appropriate assignment file. Students will be required to take **AND** give (administer) the Career Ability Placement Survey (CAPS) outside of class. REMEMBER: you only have 5 minutes to do as best as you can for each section of the CAPS. Using the assigned assessment instrument, students will be required to work in pairs.

* Each student will:
* Administer the assessment instrument to a partner\*\*\* (e.g., read aloud the instructions and set a 5-minute timer for each section).
* Have the assessment instrument administered to you
* Score the test that you administer
	+ If you are using the CAPS, wait until both partners have completed the test prior to scoring the results (otherwise you will have unfair and invalid results because you will have already seen the answers prior to taking the test).
	+ If you’d rather score your own CAPS results because you’re uncomfortable with another student seeing them, that’s fine. I still want you to discuss the process of scoring your results in the Portfolio Profile as addressed below.
* Complete/submit a **Portfolio Profile** for each assessment

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

* Include name and type of the assessment test/instrument
* 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 test taker (e.g., behaviors, mannerisms, clothes, grooming) and the circumstances surrounding the administration of the test (e.g., noise level, distractions, temperature). Additionally, this may include special circumstances such as cultural factors.
* Describe the actual test. Include the following type of information:
	+ What is being measured (i.e., name and describe the scales)
	+ Test format (i.e., paper-pencil), number of items, etc.
	+ Any special instructions
* Results: As the assessment administrator (not the test taker), discuss the process of administering and scoring the other person’s CAPS profile (or discuss the process of scoring your own CAPS profile if you’d rather your partner not see your results). Also, discuss the insights you gleaned as the administrator.
* Submit the physical copy of your scored form(s)
* 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.
* Your overall opinion or appraisal 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.
* For this section, you do not have to report on the other person’s results. This is where you discuss your experience taking AND administering the assessment (compare and contrast the two roles, etc.).

This assignment requires a 12-point font size, Times New Roman, double spaced with 1” margins on each side.

**Assessment/Portfolio Profile #2 (10 points):**

You will submit this assignment through Canvas by clicking the “Assignments” tab and then uploading your document(s) in the appropriate assignment file. Students will be required to take **AND** give a personality inventory (i.e., the NEO-PI) outside of class. FOR THIS ASSESSMENT, YOU **DO** HAVE TO SCORE YOUR PARTNER’S PERSONALITY RESULTS. Using the assigned assessment instrument, 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:

* Include name and type of the assessment test/instrument
* 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 test taker (e.g., behaviors, mannerisms, clothes, grooming) and the circumstances surrounding the administration of the test (e.g., noise level, distractions, temperature). Additionally, this may include special circumstances such as cultural factors.
* Describe the actual test. Include the following type of information:
	+ What is being measured (i.e., name and describe the scales)
	+ Test format (i.e., paper-pencil, number of items, etc.)
	+ Any special instructions
* Results: As the assessment administrator (not the test taker), discuss the process of scoring the other person’s assessment. Also, discuss the insights you gleaned 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 your own physical copy of the scoring form(s)
* 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 opinion or appraisal 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.
* For this section, you do not have to report on the other person’s results. This is where you discuss your experience taking AND administering the assessment (compare and contrast the two roles, etc.).

This assignment requires a 12-point font size, Times New Roman, double spaced with 1” margins on each side.

**Vocational Evaluation Self-Report (10 points):**

You will submit this assignment through Canvas by clicking the “Assignments” tab and then uploading your document(s) in the appropriate assignment file. Using the information gathered above about yourself, you are to write a vocational evaluation (VE) self-report. This VE self-report should be a 3-4 page document detailing the assessment instruments used, their results (include raw scores, standard scores, and grade equivalencies for each scale in table format), and an analysis of the results in relation to you. This report should contain your stated vocational/education goal. Include 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 your use of sound reasoning and the use of your assessment results as you analyze them for yourself. A more specific rubric for how this assignment will be graded will be posted to Canvas.

**Class Policy Statements:**

1. Attendance: Students may miss up to three classes without penalty. Additional absences will result in grade reduction (minus 5 points from your total grade), and students will be held responsible for any content covered in the event of an absence. More than a total of 8 unexcused absences can result in failing the course. 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 aren’t welcomed.

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.