**AUBURN UNIVERSITY**

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

**SPRING SEMESTER 2021**

**Course Number: RSED3120-001**

**Course Title: Assessment in Rehabilitation**

**Credit Hours: 3 Semester Hours**

**Class Time and Location: MWF 12:00pm – 12:50pm, 2206 Haley Center**

**Course Delivery Mode: Face to Face Flexible** (Note: first two weeks of the class will meet via Zoom)

**Date Syllabus Prepared:** January 2021

Professor: Asmita Saha, M.A

Email: azs0258@auburn.edu

Phone: 217-790-9189

Office Hours: By Appointment on zoom

**Text(s):**

Required:

Sheperis, C. J., Drummond, R. J., & Jones, K. D. (2020). *Assessment procedures for counselors and helping professionals* (9th ed.). Pearson.

\*This class enrolls in All Access Program. Students can have access to the e-textbook with lower price. (Further information is included in the last page of the syllabus.) Students are more than welcome to access the 8th edition as well, but the chapters mentioned in the course schedule would change accordingly.

**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 Modality**

Due to the COVID-19 pandemic, this course is offered as face to face flexible course. In the event of a university shutdown of face to face classes this syllabus and the course instruction remain the same give that it is delivered completely online. The course will begin with the first two weeks on zoom, with future meetings being in-person/zoom depending on the course content. I would try to inform you a week before the scheduled meeting. **Students must attend the scheduled zoom meetings/ come in person** to earn credit for this course. This class time will be used to give students opportunities to ask questions in real time, engage in discussions about readings assigned and go through presentations. Students are required to **be visible and participate during Zoom meetings**.

**Course Content and Tentative Course Schedule**

**\*Highlighted days are in-person classes**

|  |  |  |
| --- | --- | --- |
| Week | Topic | Readings/Assignments Due |
| 1/131/15 | - Course introduction, Review of syllabus- Introduction to assessment | Chapter 1**\*Class meeting via Zoom** |
| 1/18\*1/201/22 | \*No Class: MLK Holiday (1/18)- Introduction to assessment- Ethical and Legal Issues in Assessment | Chapter 1, 17**\*Class meeting via Zoom`** |
| 1/251/271/29 | - Assessment Issues with Diverse Populations- Methods and Sources of Assessment Info. | Chapter 15, 2 |
| 2/12/32/5 | - Methods and Sources of Assessment Info.- Statistical Concepts | Chapter 2, 3 |
| 2/82/102/12 | - Statistical Concepts- Understanding Assessment Scores | Chapter 3, 4 |
| 2/152/172/19 | - Understanding Assessment Scores- Reliability | Chapter 4, 5 |
| 2/222/242/26 | - Reliability- Validity |  Chapter 5,6 |
| 3/13/33/5\* | - Review for mid-term \*No class: Law and Ethics Conference (3/5) | Chapter 1-5, 15, 17 |
| 3/83/10\*3/12 | - **Mid-term Exam (3/8)**\*Wellness Day (3/10) – No Class - Validity | Ch-6 |
| 3/153/173/19 | - Intelligence Tests- Personality Assessment | Chapter 8, 12**Assessment Research Paper Due by 3/19** |
| 3/223/243/26 | - Achievement Tests- Aptitude Tests  | Chapter 9, 10**Assessment 1 Due by 3/26** |
| 3/293/314/2 | - Career and Employment Assessment | Chapter 11 |
| 4/54/74/9 | - Clinical Assessment | Chapter 13**Assessment 2 Due by 4/9** |
| 4/124/144/16 | - Selecting, Administering, Scoring, and Interpreting Results- Communicating Assessment Results | Chapter 7Chapter 16 |
| 4/194/21 | - Review for Final | Chapter 1-17, except Ch-14**Self-Evaluation Due by 4/22** |
| 4/26 | **Final Exam** |  |

**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. Keeping your video on during the zoom meetings is also required and counts towards your participation score. If for some reason, you are unable to meet this requirement, email the instructor prior to the scheduled class meeting.

**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 – do not 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: <https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html>

**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: <https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html>

**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.

**Health and Participation in Class:**

You are expected to complete your Health check screener daily.

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions on the Health check app. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others.

Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence, if possible
* Provide me with medical documentation, if possible
* Keep up with coursework as much as possible
* Participate in class activities and submit assignments remotely as much as possible
* Notify me if you require a modification to the deadline of an assignment or exam
* Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334) 844-6000 or at ahealthieru@auburn.edu.

**Health and Well-Being Resources:**

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* COVID Response Team ([www.ahealthieru.edu](http://www.ahealthieru.edu))
* Student Counseling and Psychological Services (<http://wp.auburn.edu/scs/>)
* AU Medical Clinic (<https://cws.auburn.edu/aumc/>
* If you or someone you know are experiencing food, housing, or financial insecurity, please visit the Auburn Cares Office (<http://aucares.auburn.edu/>)

**A Healthier U Campus Community Expectations:**

We are all responsible for protecting ourselves and our community. Please read about student expectations for fall semester, including completing the daily GuideSafe™ Healthcheck (<https://ahealthieru.auburn.edu/>).

You are expected to (1) take your temperature daily and (2) complete your Healthcheck screener to receive your A Healthier U pass. **You may be asked at any time during class to show your pass.**

**Course Expectations Related to COVID-19**:

* **Face Coverings**:As a member of the Auburn University academic community you are required to follow all university guidelines for personal safety with face coverings, physical distancing, and sanitation. Face coverings are required in this class and in all campus buildings. Note that face coverings must meet safety specifications, be worn correctly, and be socially appropriate.

You are required to wear your face coverings at all times. If you remove your face covering or are non-compliant with the university’s [policy on face coverings](https://ocm.auburn.edu/news/coronavirus/updates/20200618-face-masks-required.php?ref=coronavirus), you will be instructed to leave the classroom and will be held to the protocols outlined in the [Auburn University Policy on Classroom Behavior](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf). Any student who willfully refuses to wear a face covering and does not have a noted accommodation may be subject to disciplinary action.

* **Physical Distancing**: Students should observe appropriate physical distancing and follow all classroom signage/avoid congregating around doorways before or after class. If the instructional space has designated entrance and exit doors, you should use them. **Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.**
* **Course Attendance**: If you are quarantined or otherwise need to miss class because you have been advised that you may have been exposed to COVID-19, you will be expected to develop a plan to keep up with your coursework during any such absences.
* **Course Meeting Schedule**: This course might not have a traditional meeting schedule in Fall 2020. Be sure to pay attention to any updates to the course schedule as the information in this syllabus may have changed. Please discuss any questions you have with me.
* **Technology Requirements:** This course may require particular technologies to complete coursework. If you need access to additional technological support, please contact the AU Bookstore at aubookstore@auburn.edu.

*Disruptive or concerning classroom behavior involving the failure to wear a face covering, as directed by Auburn University, represents a potential Code of Student Conduct violation, and may be reported as a non-academic violation. Please consult the* [*Classroom Behavior Policy*](https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior.pdf)*.*

**Course Delivery Changes Related to COVID-19:**

Please be aware that the situation regarding COVID-19 is frequently changing, and the delivery mode of this course may adjust accordingly. In the event that the delivery method is altered, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via Canvas as soon as possible. Please be prepared for this contingency by ensuring that you have access to a computer and reliable Internet.

**\*All Access Information\***

* **What is All Access?**

All Access is Auburn’s program of delivering course materials to you digitally. Sometimes this will be a textbook, sometimes an access code. Your instructor has coordinated with the Bookstore to deliver this content for the course and help make sure you have what you need. All Access makes sure you are ready the first day of class, and the material is so much cheaper with this delivery that it is the best way we can help you succeed in your courses at Auburn….financially and academically.

* **What content am I getting?**

For this course, RSED 3120, you are getting access for the semester to Assessment Procedures for Counselors and Helping Professionals by Drummond and is required content.

* **What does it cost?**

For the first two weeks of class, everyone gets this content for free. All students in this course start as opted in to pay for the content for the course. The discounted price you will be billed is $30.50. The print price is $80.

* + If you want to opt out and not be charged, all you have to do is follow the instructions (see https://www.aubookstore.com/t-txt\_allaccessoptout1.aspx ). You will lose access at the end of the second week of class unless you have purchased it on your own.
* **How do I pay?**

If you are still opted in on February 1, then we will send the charge to your next ebill. This will be labeled as the course on your ebill so you will know. You will get a reminder on January 29 to remind you about the deadline.

* **What if I am on scholarship?**

We can charge All Access content to any scholarship that we charge at the Bookstore. Those will be done automatically when we bill. If you are a scholarship student and would prefer print, please email MNH0016@auburn.edu and we can order print copies for you. These are done as requested, and take three to five business days to arrive, and we will ship them to you or have them for pickup in the store. Most scholarships will not pay for All Access and a print copy of the book.

* **What is the refund policy?**

After the opt out deadline, we can only offer refunds to students who have dropped the course or withdrawn from the university. That is why the opt out deadline will be crucial for you to decide if you want to be charged or not.

* **What if I need help?**
* RedShelf customer service is always an option at <http://solve.redshelf.com>
* For most digital content in All Access, Google Chrome works best as a browser and you will want to make sure it is up to date.
* I am always happy to help as well, especially if you have a question about All Access or something does not look right.
	+ Russell Weldon: books@auburn.edu or 844-1352
* Also, <http://aub.ie/allaccess> has more info as well.

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