**AUBURN UNIVERSITY**

**SYLLABUS**

Course Number: RSED 3120-001

Course Title: Assessment in Rehabilitation

Credit Hours: 3 semester hours

Class Time and Location: MWF 12:00 p.m.–12:50 p.m., Haley Center room #1435

Instructor: Brittney Barnett, LPC, NCC

Email: [brb0066@auburn.edu](mailto:brb0066@auburn.edu)

Office Hours: By appointment via Zoom

**Text:**

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

**Course Description:**

This course provides knowledge regarding the intent and use of assessment in the field of rehabilitation including selection, administration, and 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).

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

mean, mode, median, standard deviation).

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.

**Class Calendar and Topics:**

*Subject to change. Any changes will be communicated, and syllabus will be updated as*

*necessary.*

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| Week | Topic | Readings/Assignments Due |
| 1/12 | -Course introduction  -Review of syllabus  -Introduction to Assessment | Chapter 1 |
| 1/17 **(No class on 1/17 -** **M.L. King Jr. Day)** | -Introduction to Assessment | Chapter 1 |
| 1/24 | -Ethical and Legal Issues in Assessment | Chapter 2 |
| 1/31 | -Assessment Issues with Diverse Populations | Chapter 3 |
| 2/7 | -Methods and Sources of Assessment Information | Chapter 4 |
| 2/14 | -Statistical Concepts | Chapter 5 |
| 2/21 | -Understanding Assessment Scores | Chapter 6 |
| 2/28 **(No class on 3/4 - take Mid-Term Exam from home)** | -Reliability/Precision  -Review for Mid-Term Exam  **-Mid-Term Exam (Chapters 1-6)** | Chapter 7 |
| 3/7 **(No classes this week - Spring Break)** |  |  |
| 3/14 | -Validity | Chapter 8  **Assessment Research Paper due by 3/18** |
| 3/21 | -Assessment of Intelligence and General Ability  -Personality Assessment | Chapters 10 and 14  **Assessment/Portfolio Profile #1 due by 3/25** |
| 3/28 | -Assessment of Achievement -Assessment of Aptitude | Chapters 11 and 12 |
| 4/4 | -Career and Employment Assessment | Chapter 13 **Assessment/Portfolio Profile #2 due by 4/8** |
| 4/11 | -Clinical Assessment | Chapter 15 |
| 4/18 | -Selecting, Administering, Scoring, and Interpreting Assessment Results | Chapter 9 **Self-Evaluation due by 4/22** |
| 4/25 | -Communicating Assessment Results -Review for Final Exam | Chapter 17 |
| 5/2  **(No classes this week** **- take Final Exam from home by 5/6)** | **-Final Exam (Chapters 1-17)** |  |

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| **Assignments:** | Points |
| 1. Attendance/Participation | 15 |
| 2. Mid-Term Exam | 20 |
| 3. Final Exam | 25 |
| 4. Assessments/Portfolio Profiles (2) | 20 |
| 5. Self-Evaluation | 10 |
| 6. Assessment Research Paper | 10 |
| **Total** | **100** |

**Grading Scale:**

|  |  |
| --- | --- |
| The following scale will be used: |  |
| 358-400 =A |  |
| 318-357 =B |  |
| 278-317 =C |  |
| 238-277 =D |  |

Below 238 =F

**Course Assignments:**

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

Attendance is required and will count towards your class participation grade. It is expected that each person will come to class prepared and will participate in class activities and discussions. In-class activities will be given throughout the semester and will count towards your class participation grade. You must be present to obtain the points.

**2 & 3. Mid-Term/Final Exams (20 points; 25 points):**

Each of the exams will consist of various types of questions drawn from class and assigned readings. The Mid-Term Exam will cover chapters 1-6, and the Final Exam will cover chapters 1-17.

**4. Assessments/Portfolio Profiles (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 assignment.
* Include the name and the 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 (e.g., 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 types of information:
  + How was it administered? Paper/computer?
  + Appropriateness of location for testing (e.g., room temperature, noises/distractions)
  + Special instructions
* Results: As the assessment administrator (not the test taker), discuss 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 – make sure to not just list results or say, “see attached.” Address how you explained the test taker’s scores to them and how the process was 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 point font size, Times New Roman font, double-spaced, 1-inch margins on each side, Cover Page). You do not need to include an Abstract Page.

For additional help on APA formatting, please see: <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, 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 point font size, Times New Roman font, double-spaced, 1-inch margins on each side, Cover Page). You do not need to include an Abstract page.

For additional help on APA formatting, please see: <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, 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, provide a brief description about the chosen assessment tool, such as information about the purpose of using the test/assessment, administration, standardization, reliability, and validity (suggestion of resource: Mental Measurement Yearbook, which is available in the Learning Resource Center and AU Library).

The second section should include implications of using the test/assessment in the rehabilitation field. How can this assessment 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?

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 point font size, Times New Roman font, double-spaced, 1-inch margins on each side, Cover Page). You do not need to include an Abstract page.

For additional help on APA formatting, please see: <https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html>

**7. Extra Credit Opportunity (5 points):**

The College of Education has a subject pool operated through SONA system. The system provides students access to sign up for research studies for course extra credit. These studies can be in-person or online. You should have received an email from the SONA administrator asking that you login to the system and create a password. If you are having problems, please email [sona@auburn.edu](http://sona@auburn.edu).

For every SONA credit you earn, you earn 2 bonus points. No more than 6 bonus points can be applied to an assignment through SONA. If you have questions about how these bonus points are applied, please email me. If you have questions about participating in studies, please email [sona@auburn.edu](http://sona@auburn.edu).

**Class Policies:**

**Attendance:**

Students are expected to attend class and participate in class discussions and activities and will

be held responsible for any content covered in the event of an absence.

**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, the death 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, military orders, and religious holidays. Students who wish to have an excused

absence 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 such notification occur more than one week after the absence.

Appropriate documentation for all excused absences is required. Please see the [Student Policy](http://www.auburn.edu/student_info/student_policies/)

[eHandbook](http://www.auburn.edu/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) for more information on excused absences.

**Make-Up Policy:**

Arrangement to make up a missed major examination due to properly authorized excused absences must be initiated by the student as soon as possible but no later than one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within one week of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins. The format of the make-up exam will be online.

**Assignments:**

All assignments must be turned in the day they are due. Late assignments are deducted 20% for every day late. If a student misses turning in an assignment and has a university approved excuse, he or she will have one week from the time he or she returns to class to turn in the assignment.

**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. To set up this meeting, please contact me by email. 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.

**Honesty Code:**

All portions of the Auburn University student academic honesty code (Title XII) found in the

Student Policy eHandbook ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) 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.

**Course Contingency:**

If normal class and/or 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.

**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.

**Student Academic Grievance Policy:**

The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See University Policy Site for steps toward redress <https://sites.auburn.edu/admin/universitypolicies/default.aspx>.

**Policies Related to COVID-19:**

Any students, faculty, or staff who test positive for COVID-19 are expected to complete the [Self-Report Form](https://forms.office.com/Pages/ResponsePage.aspx?id=7d62zCm9OEuJedcngPYtO57kB-oZMgBDmwOxC82aARlUNk1NT0hYWFFZT0lVQTBGTTFJOFQ3TzVHSi4u). A student absence due to COVID-19 will be treated as any other medical absence, with the proper documentation noting the illness or requirement to quarantine or isolate. All students enrolled in this course are required to properly wear a face covering that covers the nose and mouth while inside the classroom. Failure to comply with this requirement 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) for additional details.