**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**

**Course Delivery Mode: Face to Face unless indicated otherwise**

**Date Syllabus Prepared:** January 2023

Instructor: Amber Richardson, M.Ed, ALC, NCC

Email: [azr0085@auburn.edu](mailto:azr0085@auburn.edu)

Office Hours: Zoom by Appointment

**Text(s):**

Required:

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, 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**

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| --- | --- | --- | --- |
| Week | Dates | Topic | Readings/Assignments Due |
| 1 | 1/11  1/13\* | * Course introduction, Review of syllabus * Introduction to Assessment * \*No In-Person Class: Complete Discussion Board in Canvas (1/13) | * Review Course Syllabus * Chapter 1 * Complete Discussion Board in Canvas (1/13) |
| 2 | 1/16\*  1/18  1/20 | * \*No Class: MLK Holiday (1/16) * Ethical & Legal Issues in Assessment * Assessment Issues with Diverse Populations | * Chapter 2 * Chapter 3 |
| 3 | 1/23  1/25  1/27\* | * Methods & Sources of Assessment Info * Statistical Concepts of Assessment * No In-Person Class: Complete Canvas Assignment (1/27) | * Chapter 4 * Chapter 5 * Complete Canvas Assignment (1/27) |
| 4 | 1/30  2/2  2/4 | * Statistical Concepts of Assessment * Understanding Assessment Scores | * Chapter 5 * Chapter 6 |
| 5 | 2/6  2/8  2/10\* | * Reliability & Validity * Guest Speaker (Asmita?) * \*Complete Canvas Assignment (2/10) | * Chapter 7 & Chapter 8 |
| 6 | 2/13  2/15  2/17\* | * Selecting, Administering, Scoring, & Interpreting Assessment Results * Guest Speaker- Administering Assessments * \*Canvas Assignment (2/17) | * Chapter 9 * Guest Speaker- Jess G. * Complete Canvas Assignment (2/17) |
| 7 | 2/20  2/22  2/24\* | * Communicating Assessment Results * Mid-Term Assignment Introduction * \*Mid-Term Assignment Working Day (No Class) | * Chapter 17 * Mid-Term Assignment |
| 8 | 2/27  3/1  3/3\* | * Guest Speaker * \*Wellness Day- REST! (3/3) | * Mid-Term Assignment Due by Midnight (3/1) |
| 9 | 3/6  3/8  3/10 | **SPRING BREAK!** | **Have Fun & Be Safe! 😊** |
| 10 | 3/13  3/15  3/17 | * Intelligence Tests * Achievement Tests * Aptitude Tests | * Chapter 10 * Chapter 11 * Chapter 12 |
| 11 | 3/27  3/29  3/31 | * Career & Employment Assessments * Group Assignment/Mini Project | * Chapter 13 * LRC Assessments |
| 12 | 4/3  4/5  4/7 | * Personality Assessment * Group Role Play | * Chapter 14 * LRC Assessments |
| 13 | 4/10  4/12  4/14 | * Clinical Assessment * Group Role Play | * Chapter 15 |
| 14 | 4/17  4/19  4/21 | * Assessment in Education * Group Role Play | * Chapter 16 |
| 15 | 4/24  4/26  4/28\* | * Assessment Portfolio Profile- In Class Working Day * Guest Speaker (David) ??? * \*Wellness Day- No Class or Assignments Due |  |
| 16 | 5/1 | * **Final Exam- Assessment Portfolio Profile Due (NO CLASS)** | * **Assessment Portfolio Profile Submission** |

**2 week window to check instruments out: 27 March to 7 April**

**Contact Jessica Garrett at LRC at least up to 3 days prior before you check the instruments out**

**Assessment Portfolio Profile**

|  |
| --- |
| **Intelligence Test** |
| Kaufman Brief Intelligence Test (KBIT-2) |
| **Achievement** |
| Wide Range Achievement Test (WRAT-4) |
| **Aptitude: Career Ability** |
| CAPS (Career Ability Placement Survey) |
| **Vocational Interest** |
| COPS (Career Occupational Preference System Interest Inventory) |
| COPES (Career Orientation Placement and Evaluation Survey) |

**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 2 points 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- Assessment Portfolio Profile | 25 |
| 4. | 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 (20 points):**

Students will be required to take and give one 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. 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 assignment 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 or assignments 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 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 must 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. 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 Well-Being Resources:**

Academic and personal stress are a natural result of academic experiences. 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:

* 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/>)
* **Course Attendance**: If you need to miss class, you will be expected to develop a plan to keep up with your coursework during any such absences. Please be advised that course attendance contributes to a portion of your final grade in the course.
* **Course Meeting Schedule**: This course might not have a traditional meeting schedule. 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](mailto:aubookstore@auburn.edu).
* **Course Delivery Changes:** Please be aware that 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.