**AUBURN UNIVERSITY**

**COURSE SYLLABUS**

**SPRING SEMESTER 2025**

Course Number: **COUN 7130**

Course Title: **Vocational Evaluation**

Credit Hours: **Three (3) Semester Hours**

Day/Time: **Wednesday 4:00 – 6:50 pm CST**

Location: **Distance Education**

Professor: Dr. Matthew L. McClanahan, PhD, CRC

mlm0057@auburn.edu

Office Hours by Appointment

**Date Syllabus Prepared:** January 2025

**Required Text:** Power, P.W. (2013) (5th ed.). A Guide to Vocational Assessment. Austin, TX: Pro-Ed. \*\*\* students do NOT need the CD-ROM or workbook that accompanies this text\*\*\*

**Course Description:**

This course provides knowledge regarding the intent and use of assessment in the field of vocational rehabilitation counseling and evaluation, including selection, administration, scoring, and interpretation/recommendations of assessment methods and tools (e.g., standardized instruments in the areas of intelligence, aptitude, achievement, interests, and personality). There is a great need to administer relevant tests or inventories and interpret tests conducted by other professionals as well.

This course is designed to teach the process, principles, and techniques of assessment, particularly as it pertains to the practice of vocational evaluation. In addition to acquainting students with the various types of psychometric tests and the rationale underlying each type, students will get hands on practice for administering, scoring, interpreting, recommending (a vocational course of action), and producing a vocational evaluation report in written form.

*This course enrollment is open to students pursuing the Vocational Forensic Certification program OR Clinical Rehabilitation Counseling M.Ed. program. This means there will be some students with previous experience in Vocational Rehabilitation Counseling and other students with no previous field experience. This does not affect the course content or manner of delivery - students should simply be aware of the variety of life experiences among their classmates.*

*This class serves as the principal course on assessment instruments, tools, strategies, and best practices exercised in the field of Vocational Evaluation. While Auburn University offers multiple courses related to assessment practices, COUN 7130 is the only one in which Vocational Evaluation serves as the primary emphasis. Therefore, course content is both foundational and comprehensive.*

**Prerequisite: Admission into the Vocational Evaluation Forensic Certificate program OR Clinical Rehabilitation Counseling M.Ed. program.**

**Course Objectives:**

Upon completion of the course, students will have **developed knowledge** related to vocational assessment instruments and practices, as well as **cultivated and strengthened skills** in selecting, administering, scoring, and interpreting various vocational assessment instruments. Specific course objectives are:

1. Students will **understand** and **demonstrate functional knowledge** of the core methodology of assessment procedures (e.g., reliability, validity, standardization, etc.).
2. Students will **understand** and **demonstrate functional knowledge** of basic statistical measures related to assessment scores (e.g., mean, mode, median, standard deviation, etc.)
3. Students will **understand**, **comprehend differences**, and **be able to describe** assessment content areas of intelligence, interests, aptitudes, achievement, and personality assessment instruments.
4. Students will **understand** and **demonstrate functional knowledge** of the process of selecting, administering, scoring, and interpreting standardized assessment instruments.
5. Students will **understand** and **recognize** cultural, disability and ethical considerations related to assessment.
6. Students will **understand** and **acknowledge** laws related to assessment and the vocational rehabilitation system.
7. Students will **understand** the use of the DSM-V in relationship to mental health assessment and vocational rehabilitation.

Upon completion of this course, students will be able to demonstrate knowledge and skills related to the Counsel for Accreditation of Counseling and Related Educational Programs (CACREP) standards listed below. [Click here to learn more about the CACREP standards (Links to an external site.)](http://www.cacrep.org/wp-content/uploads/2017/08/2016-Standards-with-citations.pdf).

1. Historical perspectives concerning the nature and meaning of assessment and testing in counseling (CACREP II.F.7.a).
2. Methods of effectively preparing for and conducting initial assessment meetings (CACREP II.F.7.b).
3. Use of assessments for diagnostic and intervention planning purposes (CACREP II.F.7.e).
4. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (CACREP II.F.7.f).
5. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (CACREP II.F.7.g).
6. Reliability and validity in the use of assessments (CACREP II.F.7.h).
7. Use of assessments relevant to academic/educational, career, personal, and social development (CACREP II.F.7.i).
8. Use of environmental assessments and systematic behavioral observations (CACREP II.F.7.j).
9. Use of symptom checklists, and personality and psychological testing (CACREP II.F.7.k).
10. Use of assessment results to diagnose developmental, behavioral, and mental disorders (CACREP II.F.7.1).
11. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (CACREP II.F.7.m).
12. Student applies knowledge of  testing  and  clinical  vocational  rehab  diagnosis  to assessment practice (CACREP KPI 2.F.7).

**Department Outcomes:**

The department of Special Education, Rehabilitation, and Counseling aims for students to increase knowledge and clinical experiences in developing professional identity as a rehabilitation counselor. To achieve this goal, the courses within this program have been designed with the following intended outcomes:

1. Students will better assist clients in achieving positive employment outcomes.
2. Students will apply evidence-based practices to empower clients with disabilities.
3. Students will engage in social justice and advocacy in daily work.

**Online Student Learning Expectations**

All students in this course are expected to have all the equipment and software needed to be successful in the course.

All students are expected to contribute to their own learning as active and well-prepared participants. Weekly modules will provide various opportunities for reading, reflection, applied experiences, collaboration, and writing. Since these activities are woven through the entire week and generally do not require your “electronic presence” at any particular time or day, there should be no need to "miss" class. You should plan on spending the same amount of preparation and “in class” time on this course as you would if you were taking the course face-to-face.

The learning activities for each week are carefully sequenced and offered in small chunks so you can accomplish reasonable amounts throughout the week. You should log on to the course website regularly to work through course materials and participate in course discussions.

**Course Structure**

The course will follow this general pattern:

* At the start of each module, students will watch a brief overview video and review the expectations of each week in the "At a Glance" module page.
* Before entering lecture pages, students will read assigned textbook chapters.
* Throughout each module, students will read course lecture material within module pages, interact with dynamic page features, watch videos related to weekly content, and reflect on how lecture material ties in with their consumer case study (prompts for reflection are provided in the "At a Glance" page).
* At the end of each module, students will respond to a "Reflection and Feedback" survey. This two-question survey is ungraded and your responses will not impact your performance or grade in the course. The survey is used to gather data on student learning experiences and responses will be used to improve the course design for future students.
* Throughout the course, students should reflect on how the week's topic impacts their professional behaviors.

**Course Content and Tentative Course Schedule**

|  |  |  |
| --- | --- | --- |
| Week | Topic/Exams | Readings/Assignments Due |
| **Week 0**  **Module 0**  1/15/24 | - Course introduction and syllabus overview | Syllabus |
| **Week 1**  **Module 1**  1/22/25 | - VE Historical Perspectives, VE Purposes, and Sources of Assessment Info | Chapter 1  **Personal Mailing Address (due 1/26 – Sunday by 11:59pm)** |
| **Week 2**  **Module 2**  1/29/25 | **-** Statistical concepts in assessment | Chapters 2 & 4 |
| **Week 3**  **Module 3**  2/5/25 | - Reliability & Validity | **Quiz on First 3 Modules (due 2/9 – Sunday – by 11:59pm)**  Chapter 5 |
| **Week 4**  **Module 4**  2/12/25 | - Vocational Interviewing  - Vocational Interests & Work Values | **O\*NET Interest Profiler (due 2/16 – Sunday – by 11:59pm)**  Chapters 6 & 7 |
| **Week 5**  **Module 5**  2/19/25 | - Assessing Intelligence & Aptitude | **Consumer Case Study Assignment (due 2/23 – Sunday – by 11:59pm)**  Chapters 8 & 10 |
| **Week 6**  **Module 6**  2/26/25 | - Assessing Achievement & Personality  - Review for Exam | Chapter 9  Chapter 10 |
| **Week 7**  **Module 7**  3/5/25 | - Midterm | **Midterm (due 3/9 – Sunday – by 11:59pm)** |
| **Week 8**  **No Module**  3/12/25 | - Spring Break |  |
| **Week 9**  **Module 8**  3/19/25 | - Vocational Evaluation Report Writing | **Self-Assessment: Vocational Evaluation & Report (due 3/23 – Sunday – by 11:59pm)** |
| **Week 10**  **Module 9**  3/26/25 | - Rehabilitation Assessment/Evaluation in Practice |  |
| **Week 11**  **Module 10**  4/2/25 | - Comparison of Public vs. Private Sector | **Assessment Administration & Interpretation Report (due 4/6 by Sunday 11:59pm)**  Chapter 15 |
| **Week 12**  **Module 11**  4/9/25 | - Situational & Environmental Assessments | Chapter 12 |
| **Week 13**  **Module 12**  4/16/25 | - World of Work | Chapter 14 |
| **Week 14**  **Module 13**  4/23/25 | - Multicultural, Ethical, & Legal Issues |  |
| **Week 14**  **Module 9**  4/30/25 | - Final Exam Review | **Reflection Paper Assignmenton (due 4/30 – Wednesday – by 11:59pm)** |
| **Week 16**  **Module 15**  5/7/25 | **- Final Exam** | **Final Exam (due 5/7 – Wednesday – by 11:59pm)** |

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

It is very important that students submit work on time, or they will find it very difficult to catch up. All work in the course (e.g., assignments, discussions, exams, quizzes, etc.) will be due by 11:59 pm CT on the date noted on the class calendar. Any assignment that is submitted after the due date will have one letter grade deducted from it per day late. Students should reach out to their instructor immediately to discuss any concerns. In situations where you are experiencing technical difficulties submitting your assignment near the deadline, please consult the Canvas help desk resources available in left navigation. Please work to avoid encountering technical difficulties near the assignment due dates by completing your work ahead of deadlines.

|  |  |
| --- | --- |
| **Assignments:** | Points |
| 1. Personal Mailing Address | 1 |
| 2. Quiz #1 | 5 |
| 3. O\*NET Vocational Interest Profiler | 4 |
| 4. Consumer Case Study Evaluation | 10 |
| 5. Midterm | 20 |
| 6. Self-Assessment: Vocational Evaluation & Report | 15 |
| 7. Assessment Administration & Interpretation Report (KPI) | 20 |
| 8. Reflection on Vocational Evaluation Assignments (KPI) | 5 |
| 9. Final Exam | 20 |
| **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 |

**Course Assignments, Requirements, & Evaluation:**

**\*\*\*NOTE: The “Syllabus” and “Assignment” tabs on Canvas provide a more detailed explanation for some of these assignments. The purpose of this syllabus is to give you a general overview for each assignment.\*\*\***

**1. Personal Mailing Address (1 point):**

To complete this assignment, provide your mailing address into a Microsoft Word document and submit your Word document to the appropriate assignment in the “Assignments” tab on Canvas.

1. Provide the address or PO Box for which you'd like to receive assessment tests, kits, and materials.
   * NOTE: This course requires access to assessment materials which are not available online. As such, a physical mailing address is required in order for the instructor to provide you with necessary course materials. Your mailing address will remain confidential and will not be distributed in any way. *IF YOUR ADDRESS CHANGES AT ANY POINT DURING THE SEMESTER, PLEASE NOTIFY YOUR COURSE INSTRUCTOR ASAP*

**2. Quiz #1 (5 points):**

You will go to the “quizzes” tab in Canvas and complete an open-book, open-note quiz based on teachings across the first three weeks of the course.

**3. O\*NET Vocational Interest Inventory (4pts)**

1. [Click here to access the O\*Net Interest Profiler (Links to an external site.)](https://www.mynextmove.org/explore/ip) and complete the O\*NET My Next Move Interest Profiler.
2. Provide a statement of your current career/professional goals.
3. Provide a screenshot of your score results from the O\*NET My Next Move Interest Profiler
4. Compose a one-page response (double-spaced, 12pt, Times New Roman) to your O\*Net results. This response should include:
   * Summary of interest results (include R-I-A-S-E-C scale scores and the 3-letter summary code).
   * List at least 3 occupations recommended by O\*NET on the basis of your results.
   * A reaction to the assessment process (e.g. Do you agree with the results? Are the recommended jobs congruent with your career goals? What insights did you gain from taking this interest inventory?)

**4. Consumer Case Study Evaluation (10 points):**

Three Vocational Evaluation Assessment score results have been provided for each program case study consumer. These scores are found on the [Week 0: Program Case Studies](https://auburn.instructure.com/courses/1408136/pages/module-0-program-case-studies?module_item_id=21788067) page. To complete this assignment, students will use the foundational consumer case study information and the vocational evaluation scores to answer the following prompts:

1. Provide/identify the referral question (i.e. the purpose or reason your consumer was referred for vocational evaluation).
2. Link three suitable occupations for EACH test/inventory score profile (three occupational suggestions per assessment, fifteen occupational suggestions total- the same occupation may be listed for more than one test/inventory result score profile, ***if*** results indicate it is appropriate).
3. Provide three of the MOST suitable occupations for the individual based on considering all assessment results.
4. Provide rationale for why/how these occupations are suitable based on the overall assessment findings AND the detailed consumer description provided in the respective case study profile.

**Ensure that your recommendations are congruent will not only the assessment results, but also the hypothetical individual’s physical functional abilities and stated interests/goals!**

There is no page limit for this assignment, but make sure you write enough to justify your vocational recommendations! Use 12-point, Times New Roman font, correct spelling/grammar margins, etc.

**5. Midterm (20 points) / 8. Final Exam (20 points):**

Two exams will be given during the term with no comprehensive final. Exams will consist of multiple choice, true/false, short answer, essay, or matching questions based on the information covered in class up to that date. The exams will cover the instructor-presented material and assigned readings. Tests are online through Canvas and will require Respondus LockDown Browser or a proctor. Inform the instructor if you use and/or need a proctor.

**6. Self-Assessment: Vocational Evaluation & Report (15 points):**

\*\*\*Students should follow the TEMPLATE in the “Files” or “Assignment” sections of Canvas for the Vocational Evaluation Self- Report assignment\*\*\*

You are required to take, score, interpret, and report on the self-administration of **the online Career Ability Placement Survey (CAPS); online World of Work Inventory (WOWI); online Myers-Briggs Type Indicator (MBTI); and the O\*NET My Next Move that you complete earlier in the semester for the O\*NET assignment.** You will prepare a **5 - 10 page** assessment report on yourself utilizing the instruments chosen as well as data that would be typically gleaned from a clinical interview. The profile should be written as if you were testing and counseling an individual who received results on these tests. Special attention should be given to communicating the purpose of testing, the actual results, and an interpretation of scores on each test/inventory in non-technical terms, while also providing thorough recommendations of the results. The report should be **typed** and written in APA narrative fashion; no lists or bullet points, please (however, you can use charts for raw scores and standard scores for each subdomain of the tests/inventories you self-administered). Proof (i.e., screenshots, pictures) of score forms and scoring sheets consists of 5 points out of the 15 points for this assignment. Upload all materials to this assignment folder. *Because of the nature of this course, it is expected that you will develop only a broad familiarity with the instruments to be covered. It will be important to your development as a professional counselor that you continue your education on the interpretation of the specific psychological inventories that you expect to utilize in your particular setting.*

**7. Assessment Administration & Interpretation Report (20 points):**

\*\*\*Students should follow the TEMPLATE in the “Files” or “Assignments” folder on Canvas for the Assessment Administration & Interpretation Report \*\*\*

Choose a willing volunteer (18 years of age and over) to participate in a vocational evaluation that you conduct. You will administer, score, interpret, and report on the **paper-pencil version of the Career Ability Placement Survey (CAPS)** and the **online version of the Self-Directed Search**. Students have the OPTION to also administer/score/interpret an intelligence or achievement test (email the instructor ASAP if you wish to gain hands-on experience with an intelligence or achievement test with this assignment). The goal is to produce a relatively brief vocational evaluation (VE) report (by following the corresponding template on Canvas and rubric) to answer the following referral question: *Is the examinee’s current occupation and/or career goal(s) aligned with their assessment results?* In addition to addressing this question, students will recommend three alternative occupations/careers to the examinee that are consistent with their assessment results.

Take screenshots or photos of your score sheets and results to upload as proof of administering the tests/inventories to upload to the “Assignments” tab of Canvas.

**8. Reflection on Vocational Evaluation Assignments (5 points):**

At the end of the semester, students will write a two-page paper reflecting upon their experience of having administered, scored, and interpreted assessment results obtained from the Assessment Administration & Interpretation Report. Students will also reflect on having personally completed at least three clinical rehabilitation counseling assessment instruments throughout the semester (as derived from other class assignments). The reflection paper should address the following topics or questions (don’t type the entire prompts/questions in your reflection paper, just denote which prompt you’re responding to by including the corresponding letter — A, B, C, D, E, F — at the beginning of each response):

(A) Compare/contrast your experience of being the test administrator versus the role of having been the assessment examinee. How will your experience as being both the administrator and examinee benefit you in your career pursuits? (B) Compare/contrast the advantages and disadvantages of online/e-version instruments vs. paper-pencil instrument(s) that you administered. Which do you prefer? Why?

(C) Discuss personal strengths and weaknesses (or challenges) that you observed with respect to administering, scoring, interpreting, and compiling assessment results?

(D) What have you learned about yourself with respect to your own assessment results throughout the semester? What are the potential implications of your self-evaluation report? (E) Do you feel your assessments results are an accurate reflection of your intelligence, aptitudes, interests, and/or personality? If not, what’s your rationale for why the results are not reflective of your true abilities or characteristics?

(F) What are a couple of things in particular that you learned this semester about vocational evaluation that *stood out* to you? What would you like to know more about with respect to vocational evaluation that you feel should have been addressed more thoroughly in class?

**\*\*\* See the Rubric in Canvas in the “Assignments” tab for the above assignments\*\*\***

**Class Policy Statements:**

**Participation**: Students are expected to participate in all classes and participate in all exercises if possible. ***It is the student’s responsibility to contact the instructor if assignment deadlines are not met***. Students are responsible for initiating arrangements for missed work in advance of the due date. This syllabus is considered a contract between the instructor and student.

**Online Student Learning Expectations**

All students in this course are expected to have all the equipment and software needed to be successful in the course.

All students are expected to contribute to their own learning as active and well-prepared participants. Weekly modules will provide various opportunities for reading, reflection, applied experiences, collaboration, and writing. Since these activities are woven through the entire week and generally do not require your “electronic presence” at any particular time or day, there should be no need to "miss" class. You should plan on spending the same amount of preparation and “in class” time on this course as you would if you were taking the course face-to-face.

The learning activities for each week are carefully sequenced and offered in small chunks so you can accomplish reasonable amounts throughout the week. You should log on to the course website regularly to work through course materials and participate in course discussions.

**Accommodations**: "Students who need accommodations are asked 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 e-mail ([mlm0057@auburn.edu](mailto:mlm0057@auburn.edu) ). 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, 334-844-2096 (V/TT)."

**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

**Assignments**: All written assignments are expected to conform to the current style manual of the American Psychological Association, unless otherwise specified. **Written assignments of all type are expected to be typed, grammatically accurate, free of spelling and typographical errors and of a quality expected from professionals; and according to outlines provided in class/syllabus.**

**Academic Integrity:**

As a graduate student in the Special Education, Rehabilitation, and Counseling department, you will be held to the highest standards of academic conduct. Academic misconduct will be dealt with according to General Counsel Policy.

(see <https://sites.auburn.edu/admin/universitypolicies/default.aspx>)

All your work in this class should be original to you and to this class. Of course you are expected to explore, analyze, and discuss the ideas of others, but you must give them proper credit through citations and references. Also recycling papers from other classes is not acceptable. You can certainly continue to explore an area of interest, but you must do new or additional research and writing. The bottom line is ALWAYS (on exams, on papers, on projects, on presentations) do your own, original work, give credit to others for their ideas, and, if in doubt, ask.

According to the Publication Manual of the American Psychological Association (2010), plagiarism (p. 15) involves presenting the work of another as if it were your own work. Work can refer to the written words of another, or their ideas. It is very important that you give appropriate credit to others when you use their work. If you use the exact words of an author in constructing a sentence or paragraph, you must use quotation marks around those words and give the page number in the citation. If you paraphrase someone else’s work, you must also give them credit with a citation. Paraphrasing involves rewriting someone else’s words to say what they said. It is best to use your own words when paraphrasing, but you can rearrange the order of words in an author’s sentence AND change some of the words and this would be considered paraphrasing. A good rule of thumb to follow is that any time you use more than 3 words in a row from an author, put those words in quotes.

**All students are expected to know what constitutes plagiarism and to avoid committing plagiarism in their written work. If plagiarism exists, it is a violation of the APA Ethical Standards, regardless of intention.**

**Resource References**

Buros, O.K. *The Mental Measurement Yearbook.* The definitive reference to standardized tests in print. In addition to providing excellent reference information about tests, these books contain critical reviews of the tests. Any particular test is covered in every other edition so check two editions for the test you are looking for. Volumes are available in the RBD and LRC libraries on campus.

Kapes, J.T. and Mastle, M.M. (1997). *A Counselor’s Guide to Career Assessment Instruments.* National Career Development Association. A good general reference on tests written for the rehabilitation counselor.

Power, P.W. (2000) *A Guide to Vocational Assessment.* Austin, TX: Pro-Ed. A general reference on tests and testing.

Roberts, D.F. (ed). (2005). *Test Review Manual for Vocational Evaluators*. Athens, GA: Elliott & Fitzpatrick, Inc. Same thing as the Kapes book for evaluators.

Salkind, N.J. (2006). *Tests & Measurement for People Who Think They Hate Tests & Measurement.* Thousand Oaks, CA: Sage Publications

**General Counsel Policies**

General Counsel now maintains a single website that serves as the collection of all University Policies:  <https://sites.auburn.edu/admin/universitypolicies/default.aspx>. This replaces the Tiger Cub policies.

**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.