**AUBURN UNIVERSITY**

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

**SPRING SEMESTER 2025**

**Course Number: RSED 3120-001**

**Course Title: Assessment in Rehabilitation**

**Credit Hours: 3 Semester Hours**

**Class Time and Location: MWF 12:00 – 12:50pm, 2352 Haley Center**

**Date Syllabus Prepared:** January 2025

Instructor: Abbey Holder, PhD, NCC

Email: [amh0033@auburn.edu](mailto:amh0033@auburn.edu) (I will respond to email within 1 business day generally)

Phone: 334-844-2875

Office Hours: By Appointment

Office Address: 1232-B Haley Center

**TEXTBOOK:**

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:**

By the end of the course, through satisfactory performance, students should be able to demonstrate the following:

1. Illustrate understanding of the core methodology of assessment procedures (e.g., reliability, validity, standardization, etc.).
2. Illustrate understanding of basic statistical measures related to assessment scores (e.g., mean, mode, median, standard deviation, etc.).
3. Illustrate understanding of the assessment content areas of intelligence, interests, aptitudes, achievement, and personality assessment instruments.
4. Illustrate understanding of the process of selecting, administering, scoring, and interpreting standardized assessment instruments.
5. Illustrate understanding of cultural, disability and ethical considerations related to assessment.
6. Illustrate understanding of laws related to assessment and the vocational rehabilitation system.
7. Illustrate understanding of the use of the DSM V in relationship to mental health assessment and vocational rehabilitation.

**COURSE CONTENT AND SCHEDULE: SPRING 2025**

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| --- | --- | --- | --- |
| **Week** | **Dates** | **Assignment/Activities** | **Reading/Assignments** |
| 1 | 1/13  1/15  1/17\* | Course introduction, Review of syllabus  Introduction to Assessment | Chapter 1 |
| 2 | 1/20  1/22  1/24\* | **1/20 NO CLASS - MLK Jr. Holiday**  Ethical & Legal Issues in Assessment | Chapter 2 |
| 3 | 1/27  1/29  1/31\* | Assessment Issues with Diverse Populations  Methods and Sources of Assessment Info | Chapter 3 & 4 |
| 4 | 2/3  2/5  2/7\* | Statistical Concepts of Assessment | Chapter 5 |
| 5 | 2/10  2/12  2/14\* | Understanding Assessment Scores | Chapter 6 |
| 6 | 2/17  2/19  2/21\* | Reliability/Precision  Validity | Chapter 7 & 8 |
| 7 | 2/24  2/26  2/28\* | Selecting, Administering, Scoring, & Interpreting Assessment Results | Chapter 9 |
| 8 | 3/3  3/5  3/7\* | Communicating Assessment Results  **Midterm Exam – 3/5** | Chapter 17 |
| 9 | 3/10 – 3/14 | **SPRING BREAK! Have fun and be safe!** 🌞 |  |
| 10 | 3/17  3/19  3/21\* | Intelligence Tests | Chapter 10 |
| 11 | 3/24  3/26  3/28\* | Achievement Tests | Chapter 11  **Assessment Research Paper Due 3/28** |
| 12 | 3/31  4/2  4/4\* | Aptitude Tests | Chapter 12 |
| 13 | 4/7  4/9  4/11\* | Career & Employment Assessments  Group assessment practice | Chapter 13  LRC Assessments |
| 14 | 4/14  4/16  4/18\* | Personality Assessment  Group assessment practice | Chapter 14  LRC Assessments |
| 15 | 4/21  4/23  4/25\* | Clinical Assessment  Assessment in Education  Group assessment practice | Chapter 15 & 16 |
| 16 | 4/28  4/30 | Assessment Portfolio Profile- In Class Working Days | **Assessments/Portfolio Profile Due 4/30** |
| 17 | 5/4 – 5/9 | Official University Final Exam Week |  |

**2 week window to check instruments out: April 7 to April 18**

**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:**

|  |  |
| --- | --- |
| **Assignments:** | Points |
| 1. Participation | 10 |
| 2. Weekly Assignments (12 total @ 2 pts) | 24 |
| 3. Midterm Exam | 20 |
| 4. Assessments/Portfolio Profile | 20 |
| 5. Assessment Research Paper | 26 |
| **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 (10 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. Attendance, 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.

**2. Weekly Assignments (12 @ 2 pts/each):**

Each week there will be an assignment on Canvas. The type of assignment may vary, but they will be due weekly by Friday night of that week. These assignments will cover class readings, topics discussed in class, or questions based on zoom recording.

**3. Midterm Exam (20 points):**

There is only a midterm exam in this course. The exam will consist of various types of questions drawn from class and assigned readings. The midterm exam will cover chapters 1-9 and 17. Detail information will be provided in class.

**4. Assessments/Portfolio Profile (20 points):**

Students will be required to take and give one assessment 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 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. Assessment Research Paper (26 points):**

Students are required to select one test/assessment and do research on the chosen assessment and submit a 3-4 page paper (including cover page). 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:**

**Attendance:** It is expected that each individual will attend class. If you must be absent, please notify the instructor (via e-mail). The Department of Special Education, Rehabilitation and Counseling's attendance policy is that attendance in class is expected and will be linked to participation grades/points. You must be present to achieve these points, unless an excused absence has been arranged. At the discretion of individual instructors, verified absences may be excused under certain circumstances (see Auburn’s policy for further information on rules and regulations). Students may miss up to one class without penalty. Additional unexcused 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

**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, 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 and religious holidays. Students who wish to have an excused absence from this 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.

**Make-Up Policy:** Arrangements to make up missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins. Normally, a makeup exam shall occur within one week from the time the student initiates arrangements.

**Accommodations:** Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow-up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility, but need accommodations, should contact the Office of Accessibility at: ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228.

**Academic Honesty:** All portions of the Auburn University Student Academic Honesty code (Title XII) found in the Student Policy eHandbook. will apply to this class. 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.

**Classroom Behavior:** The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the Student Policy eHandbook for details of this policy.

**Emergency Contingency statement:** 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.

**AI Policy: Not Permitted in this Course for Assignments**

In this course, it is expected that all submitted work is produced by the students themselves, whether individually or collaboratively. Students must not seek the assistance of Generative AI Tools like ChatGPT or Copilot for graded assignments. Use of a Generative AI Tool to complete an assignment constitutes academic dishonesty. Students may use Generative AI tools as a study tool, but be forewarned that AI tools are not trustworthy.

**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.

**Mental Health:** If you or someone you know needs support, you are encouraged to contact Auburn Cares at 334-844-1305 or auburn.edu/auburncares. Auburn Cares will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

Student Counseling & Psychological Services provides confidential, no-cost mental health counseling and psychiatric services to Auburn Students. You can speak with a counselor 24/7/365 by calling 334-844-5123. Learn more about mental health information on campus at auburn.edu/scps.

**Basic Needs:** Any student experiencing food insecurity or an unexpected financial crisis is encouraged to contact Auburn Cares at 334-844-1305 or auburn.edu/auburncaresLinks to an external site. for resources and support.

**Sexual Misconduct Resources Statement:** Auburn University faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the Title IX Office, who can assist you with filing a formal complaint, No-Contact Directives, and obtaining supportive measures. Find more information at auburn.edu/titleix.

If you would like to speak with someone confidentially, Safe Harbor (334-844-7233) and Student Counseling & Psychological Services (334-844-5123) are both confidential resources. Safe Harbor provides support to students who have experienced sexual or relationship violence by connecting them with academic, medical, mental health, and safety resources. For additional information, visit auburn.edu/safeharbor.

**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.