**AUBURN UNIVERSITY**

**COURSE SYLLABUS**

**SUMMER SEMESTER 2021**

Course Number: **COUN 7130**

Course Title: **Vocational Evaluation**

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

Day/Time: **Thursday 2:00 – 5:00 pm**

Location: **Distance Education**

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

mlm0057@auburn.edu

Office Hours by Appointment

**Date Syllabus Prepared:** May 2021

**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.

**Course Objectives:**

Upon completion of this course, students will illustrate an understanding of:

**CACREP**

2. F. 7. ASSESSMENT AND TESTING

a. Historical perspectives concerning the nature and meaning of assessment and testing in counseling (CACREP II.F.7.a)

b. Methods of effectively preparing for and conducting initial assessment meetings (CACREP II.F.7.b)

e. Use of assessments for diagnostic and intervention planning purposes (CACREP II.F.7.e)

f. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (CACREP II.F.7.f)

g. 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)

h. Reliability and validity in the use of assessments (CACREP II.F.7.h)

i. Use of assessments relevant to academic/educational, career, personal, and social development (CACREP II.F.7.i)

j. Use of environmental assessments and systematic behavioral observations (CACREP II.F.7.j)

k. Use of symptom checklists, and personality and psychological testing (CACREP II.F.7.k)

l. Use of assessment results to diagnose developmental, behavioral, and mental disorders (CACREP II.F.7.1)

m. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (CACREP II.F.7.m)

n. Student applies knowledge of testing and clinical vocational rehab diagnosis to assessment practice (CACREP KPI 2.F.7)

**Clinical Rehabilitation Counseling**

A. 1. Foundations

b. Theories and models related to rehabilitation counseling

f. Etiology and effects of disabilities and terminology relevant to clinical rehabilitation counseling

g. Screening and assessment instruments that are reliable and valid for individuals with disabilities

A. 2. Contextual Dimensions

a. Roles and settings of rehabilitation counselors

k. Effects of discrimination, such as handicapism, ableism, and power, privilege, and oppression on clients’ life and career development

n. Transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities

s. Cultural factors relevant to rehabilitation counseling

w. Legal and ethical considerations specific to clinical rehabilitation counseling

A. 3. Practice

a. Diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs

**Course Content and Tentative Course Schedule**

|  |  |  |
| --- | --- | --- |
| Week | Topic/Exams | Readings/Assignments Due |
| **1**  5/20/2021 | - Course introduction and syllabus overview  - Methods/sources of assessment info  - Historical themes and current trends in VE  - Assessment checkout protocol | Chapter 1 |
| **2**  5/27/2021 | - Vocational interviewing  - Interest assessment in rehabilitation  - O\*NET instructions and walkthrough | **LRC Account Setup (5/27)**  Chapters 6 & 7 |
| **3**  6/3/2021 | **-** Statistical concepts in assessment  - Reliability  - Validity  - Selecting/administering/scoring/interpreting | Chapters 2, 4, & 5 |
| **4**  6/10/2021 | - Assessment of Intelligence  - Assessment of Achievement  - Assessment of Aptitudes | Chapters 8 & 10  **O\*NET Assignment Due (6/13 – Sunday – by 11:59pm)** |
| **5**  6/17/2021 | - Assessment of Personality  - Exam #1 Review | Chapter 9 |
| **6**  6/24/2021 | - Guest speaker  -Report writing & communicating results | **Exam #1 (6/24 – 6/27 by 11:59pm)** |
| **7**  7/1/2021 | - Multicultural dynamics  - Legal and ethical issues in assessment | **Guest Speaker Assignment Due (7/4 – Sunday – by 11:59pm)** |
| **8**  7/8/2021 | - Situational & community-based assessment  - Work samples  - Functional capacity evaluations | Chapters 10 & 12 |
| **9**  7/15/2021 | - Occupational resources / work environment  - Dictionary of Occupational Titles (DOT)  - OASYS / SkillTran/ Job Browser Pro | **Vocational Evaluation Self- Report Due (7/18 – Sunday – by 11:59pm)** |
| **10**  7/22/2021 | - Exam #2 Review |  |
| **11**  7/29/2021 | **- No class** – study and work on assignment | **Exam #2 (7/29 – 8/1 by 11:59pm)** |
| **12**  8/5/2021 | - **No class** | **Assessment Administration & Interpretation Report + Reflection Paper Due (8/5 – Thursday – 11:59pm)** |

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

Course assignments are due on the dates specified. When assignments are turned in late without an approved absence/excuse, scores for the assignments(s) will be reduced by two (2) points per day with no assignments accepted more than one week past the due date (refer to the Class Policy Statements in this syllabus for information about excused absences and make-up assignments). Students in this course are required to complete the specified course requirements.

|  |  |
| --- | --- |
| **Assignments:** | Points |
| 1. LRC Account Setup | 2 |
| 2. O\*NET My Next Move Assignment | 4 |
| 3. Guest Speaker Assignment | 4 |
| 4. Exam #1 | 20 |
| 5. Vocational Evaluation Self-Report | 25 |
| 6. Exam #2 | 20 |
| 7. Assess. Admin. & Interp. Report + Reflection Paper | 25 |
| **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:**

**1. Learning Resource Center (LRC) Account Setup for Test Access (2 points):**

**Using the LRC (3084 Haley Center) to check out materials:**

1. You will need to fill out a patron registration form (click the “Files” tab in Canvas and then click “LRC Account Setup For Test Access” and follow the instructions).
2. Take a screenshot (or picture) that confirms you’ve created an account (then upload to Canvas in the appropriate “Assignments” folder for two [2] points.
3. In order to check out any kit, you must present your AU Banner ID.
4. LRC staff should inform you when materials are due.
5. You and LRC staff together should check contents of each kit at checkout.
6. Be polite to staff. LRC is doing us a favor by allowing us to use their kits. In addition, other than the above-mentioned staff, others may be new and unfamiliar with special procedures.
7. Treat these kits as your prize possession. Protect the contents at all times. Do not leave the contents unsecured (including any office) or in your car. You will be responsible for loss or damage ($$$$).

**2. O\*NET My Next Move Assignment (4 points):**

You will submit this assignment through Canvas by clicking the “Assignments” tab and then uploading your document(s) in the appropriate assignment file. This assignment requires 12-point font size, Times New Roman, double spaced with 1” margins on each side.

This assignment requires students to go online (i.e., <https://www.mynextmove.org/explore/ip> ) and complete the O\*NET My Next Move Interest Profiler. For successfully completing this assignment, students are required to take a screenshot (or picture) of the score results from the inventory (this is worth 1 point) and submit it through Canvas. In addition, students are required to type and submit a 1-page response of the results (this is worth 3 pts). In this response, students are required to summarize their 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 the results, and provide a reaction to the assessment process. For example, 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?

**3. Guest Speaker Assignment (4 points):**

A current vocational evaluator will be invited to serve as a guest speaker in class at some point during the semester. More details regarding how to successfully complete this assignment will be provided in class and on Canvas.

**4. Exam #1 (20 points) and Exam #2 (20 points):**

Two exams will be given during the term with no comprehensive final. Exams will consist of multiple choice, true/false, short answer, 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.

**5. Vocational Evaluation Self- Report (25 points):**

\*\*\*Students should follow the TEMPLATE in the Files section of Canvas for the Vocational Evaluation Self- Report assignment\*\*\*

You will be required to take, score, interpret, and report on the self- administration of **one (1) Intelligence test (K-BIT or S-FRIT); one (1) aptitude test (CAPS); one (1) personality inventory (MBTI); and the O\*NET My Next Move that you already completed earlier in the semester.** 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 25 points for this assignment. Upload all materials to this assignment folder.

*Note: 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.*

**6. Assessment Administration & Interpretation Report + Reflection Paper (25 points):**

\*\*\*Students should follow the TEMPLATE in the Files folder on Canvas for the Assessment Administration & Interpretation Report + Reflection Paper\*\*\*

Assignment Description (two components):

**1 —** Assessment Administration & Interpretation Report (15 points)

**2 —** Reflection Paper (10 points)

**1 — Assessment Administration & Interpretation Report**:  Students will participate in interviewing, administering, and interpreting an online or e-version of the WRAT-5 (an achievement test), an online vocational interest inventory (the Self-Directed Search), and a paper-pencil aptitude test (CAPS). More specifically, students will pair up or identify a friend or family member for whom to interview and administer the WRAT-5, the online SDS, and the paper-pencil version of the Career Ability Placement Survey (CAPS). The goal is to produce a relatively brief vocational evaluation (VE) report (by following the corresponding template on Canvas and rubric in this document) 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 along with your report and reflection paper to this assignment folder. Proof (photos or screenshots) of score sheets and results account for 5 points out of 15 points for the Assessment Administration & Interpretation Report.\*\*\*

**2 — Reflection Paper**: 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?

**Class Policy Statements:**

**Participation**: Students are expected to participate in all classes and participate in all exercises. ***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.

**Attendance/Absences**: Attendance is expected at each class meeting. If an exam is missed, a make-up exam (it may be in another format) will be given only for University-approved excuses. Arrangement to take the make-up exam must be made in advance. Students who miss an exam because of illness need a doctor’s statement for verification of sickness. Other unavoidable absences from class must be documented and cleared with the instructor in advance. See the General Counsel Policies at <https://sites.auburn.edu/admin/universitypolicies/default.aspx>.

**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.