COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations

PROGRAM AREA: Counseling & Rehabilitation Counseling Program

COURSE NUMBER: CED/RCI 7120

CALL NUMBER: CED 26384 / RCI 21217

COURSE TITLE: Assessment for Counselors and Rehabilitation Professionals

TERM/YEAR: Winter, 2014

DAY: Thursday

TIME: 5:00 - 7:45 PM.

COURSE LOCATION: 300 Education

INSTRUCTOR: George Parris, Ph.D., LPC, CCRC, NCP Coordinator and Assistant Professor Rehabilitation Counseling Program 311 College of Education 313-577-1619 E-mail: gparris@wayne.edu

OFFICE HOURS: Monday: 2:30 - 4:00PM Wednesday: 3:30 - 5:00PM

PROGRAM SECRETARY: Lei Juan Stewart-Walker: (313) 577-1613

CATALOG DESCRIPTION:

Overview of psychological, educational and vocational assessment techniques, including specific assessment applications, such as clinical assessment, communicating assessment results, assessment with diverse populations, and ethical issues.

COURSE OBJECTIVES:

The course is designed to provide students with a working knowledge of the principles, processes, and tools of assessment within the counseling and rehabilitation context, as well as developed applied skills in the planning, selection, and interpretation of various assessment and evaluation techniques. Competencies are emphasized that relate to the systematic utilization of assessment data for counseling and treatment planning purposes. A variety of approaches to assessment including clinical diagnostic interviewing, behavioral observation and functional assessment, test selection, situational assessment,
administration and scoring are reviewed and utilized during in class practice and demonstrations. Advanced skills include the use and interpretation of a battery of psychological and educational tests, the identification of relevant and salient developmental and cultural factors that affect the assessment and testing process, and the integration of test and other data into a comprehensive, integrative assessment report. Students will have opportunities to administer assessment tools, score, interpret and synthesize assessment results for counseling, educational and rehabilitation service planning. The course is design to be presented as a lecture as well as a lab course to facilitate students applied learning of assessment techniques.

Specifically, at the completion of the course, students will gain competencies in:

1. Identifying a conceptual framework of assessment in counseling and rehabilitation and a critical thinking approach toward the assessment of individuals with emotional, cognitive, learning and physical issues.

2. Understanding of the major types of assessment procedures used in mental health, schools and rehabilitation counseling including intelligence, personality, and aptitude assessment, as well as vocational evaluation, and functional/situational assessment.

3. Basic psychometric concepts and formulas, and be able to evaluate the psychometric characteristics of any published psychological test.

4. Measurement and psychometric concepts (e.g., reliability, validity, standardization) as they relate to the use of assessment.

5. Selecting instruments which are appropriate for answering specific questions with particular clients.

6. Administration, scoring, and interpretation of the results of assessment instruments and procedures.

7. Awareness of assessment considerations including test selection and client assessment data, including culture, gender, disability, and aging issues in interpreting results and developing treatment plans.

8. Utilizing and incorporating technology in the counseling and rehabilitation process.

9. Report writing, as well as communicating assessment results to clients and other professionals.

10. Ethical issues involved in the assessment process, including selection, administration, and dissemination of assessment results.

11. Various theoretical, ethical, and professional issues related to psychological assessment.

REQUIRED TEXTS:

REQUIRED MATERIALS:

Consumable Testing Materials

The Consumable testing materials are purchased from Barnes and Noble Bookstore located on campus. Students can pick up these materials after the second night of classes. Students may need to show proof of registration in this course in order to purchase the testing materials. The Manuals for the test kit is located at the Counseling and Testing Center (3rd floor, Room 309) Education Building. Materials may be picked up Monday - Thursday between the hours of 3:00 to 7:00 P.M. Any materials received from the Counseling and Testing Center must be personally returned to the Center at the end of the term. The student will be held responsible for any damage or loss of materials.

CLASS REQUIREMENTS:

This course format will involve some in class lectures and assessment practice; however, the majority of the class will take place on line, through Blackboard with a format known as ProfCast, as such, it is learner centered. This means that: a) all assigned readings must be completed prior to each class session, b) all class sessions must be attended in its entirety, and c) complete all assigned activities on time. In order to have access to ProfCast, you will need to access Blackboard in order to download the audio portion of the lectures. You will need to download Quick Time Media Player to your computer in order to have access to the ProfCast lectures.

1. Participation (10%):

   This course will involve lecture, discussion, guest presenters, and group activities. You will be expected to initiate and engage in discussions of the major topics assigned. This means that all readings and assignments must be completed as schedule. Attendance is mandatory and is required at all class sessions.

2. Administration and Scoring of Tests and Report (40%)

   Each student will be required to administer, score, interpret various assessment tools and complete a written report as outlined by the instructor. You will be required to select a person and complete a psychological/educational assessment protocol. Preferably you will select a person who can benefit from the information. This is a training exercise that allows you to start developing the competence required in selecting assessment instruments, scoring and interpreting results, and writing reports.

   Date Due: Individual Assessment Reports as Schedule by Instructor
   Due Date: Final Assessment, March 28, 2014

3. Presentation on Assigned Topic (15%)
Students will form groups of two (2) and will choose a topic as assigned by the instructor. Each group will complete a presentation on the assigned topic as schedule. Presentation will be graded on the comprehensiveness of the topic, organization, creativity, clarity and writing skills.

**Date Due: April 17, 2014**

5. **Final Examination (35%)**  
   **April 24, 2014**

**NOTE:** All papers must be submitted to the instructor. No FAX or E-MAIL copies will be accepted unless indicated by instructor. In addition, all papers must be submitted on the due date. This is a class, which requires your full participation, being late will not be tolerated, as well as missing classes without a valid excuse. Students will be deducted a grade point for more than one missed class or three late arrivals.

**EVALUATION & GRADING:**

Final grade will be derived from a composite of the major requirements above. The plus/minus letter grade system is used in the CED/RCI program:

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<tr>
<th>Letter Grade</th>
<th>Points</th>
<th>Honor Point</th>
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<tr>
<td>A</td>
<td>95-100</td>
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<td>A -</td>
<td>90-94</td>
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<td>B</td>
<td>80-84</td>
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<td>B -</td>
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Below 75 is a failing grade

**CLASS SCHEDULE:**

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<thead>
<tr>
<th>Date</th>
<th>Class Title</th>
<th>Chapters</th>
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<tbody>
<tr>
<td>01/09/14</td>
<td>Course Introduction</td>
<td>1, 2 &amp; 3</td>
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<td></td>
<td>Review Syllabus</td>
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<td>Introduction to Assessment</td>
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<td>Methods and Sources of Assessment Information</td>
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<td>• Interviewing</td>
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<td>• Observation</td>
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<td>01/16/14</td>
<td><strong>PROFCAST LECTURE/ BLACKBOARD /ONLINE</strong></td>
<td>Chapter 9</td>
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<td>Ethical Behavior in Assessment</td>
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<td>Calculating Chronological Age</td>
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<td></td>
<td>Understanding Achievement and Abilities Assessments</td>
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<tr>
<td>01/23/14</td>
<td>Understanding Assessment Scores</td>
<td>4, 5, 6, 7</td>
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<td></td>
<td>Measurement Principles</td>
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• Reliability
• Validity

Selecting, Administering, Scoring, and Interpreting Assessment Results

01/30/14  Assessment of Achievement
WRAT-3 & WRAT-4
Administer WRAT-4
• (Blue Form, Green Form and Combined form)

Assessment of Aptitude  Chapter 10
Career Ability Placement Survey (CAPS)
Administer and Score CAPS

02/06/14  Personality Assessment  Handouts
Administer Beck Scales  Chapter 12
• Beck Depression Inventory – II
• Beck Anxiety Inventory
• Beck Suicidal Ideation Scale

Administer the State-Trait Anxiety Inventory (STAI)

02/13/14  PROFCAST LECTURE / BLACKBOARD / ONLINE  Handouts
Assessment on Personality
• 16 Personality Factors Questionnaire

02/20/14  Assessment of Substance Use
• SASSI (Substance Abuse Subtle Screening Inventory Adult / Adolescent)
• Other Substance Abuse Screening Tools

02/27/14  Continuation of Assessment/ Score Assessment in Lab (309)
• Complete 16-PF in Lab

03/06/14  Assessment of Intelligence  Chapter 8
• Intelligence Test Assessment
• Review other Intelligence Test

03/13/14  SPRING BREAK

03/20/14  PROFCAST LECTURE / BLACKBOARD/ ONLINE
Writing a Psychological/Educational Report Continuation of Assessments-Practice

03/28/14  Clinical Assessment / Mental Status  Chapters
13, 14
Assessment in Education

04/03/14  PROFCAST LECTURE/ BLACKBOARD ONLINE
Assessment Protocols  Chapter 15, 16 &
Communicating Assessment Results
Assessment Issues with Diverse Populations

04/10/14   PROFCAST LECTURE BLACKBOARD ONLINE
Continuation of Assessments – Practice / Lab 306

04/17/14   Presentations
Exam Review
Summary of Course
Course Evaluation

04/24/14   Final Exam
ON LINE

PRESENTATION OUTLINE FORMAT FOR ASSESSMENT:

Information to be included in student test review & outline:
1. Title Page – Name of test, student name, course number, semester & year
2. Purpose of test
3. Population assessed by test instrument
4. Reading level of test instrument
5. Test publisher
6. Test user qualifications
7. Psychometric properties of test instrument (reliability, validity, etc.)
8. Administration time of test
9. Potential strengths and weakness of test instrument
10. Information provided by test
11. Scoring procedures
12. Cost of test
13. List references
14. Pass out detailed outline to class members and instructor.

PRESENTATION OUTLINE FORMAT FOR NON ASSESSMENT TOPICS:

1. Title Page
2. Introduction
3. Goals
4. Purpose
5. Relationship to Assessment
6. Advantage / Disadvantage
7. Conclusion / Summary

ATTENTION STUDENTS WITH DISABILITIES:

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the
Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**ATTENDANCE POLICY**

All students are expected to attend class, be punctual, and remain in class until the day’s work is completed. It is also expected as a part of attendance that students will appear attentive to the instructor and respectful of other students, and will not talk, read material other than the textbook, or engage in other activities that interfere with the course while the class is meeting.

If the instructor begins to note problems with attendance or behaviour that interferes with the teaching process, this will be noted and the student will be made aware of the problem. At that point the instructor will begin to document the student’s attendance and disruptive behaviour and if further problems are noted the student’s grade will be lowered by one letter.

**STATEMENT OF PROFESSIONALISM**

“The College of Education requires students to be effective counselors, to behave in an ethical manner at all times (see the statement on Ethical Dimensions of Counseling in the Rehabilitation Counseling Handbook as well as the Practicum and Internship Handbook). Your behavior must be appropriate at all times.

Active participation in all class activities and discussion is expected. Come to class with ideas, agreements or disagreements on the reading assignments. We expect you to question our ideas and those of your peers.

Professional dress, behavior, and language are required at all times.

Please put all electronic devices on vibrate or turn off during class and when in your assigned school.

The Student Code of Conduct can be viewed at:
ACADEMIC MISCONDUCT/ETHICAL VIOLATIONS

All acts of dishonesty (plagiarism, copying, etc.) in any work for any course will constitute academic misconduct. In this regard, the Academic Regulations Policy noted in the College of Education Graduate Programs and University Graduate programs Catalogue will be followed in the event of any acts of academic misconduct. In addition, students need to be aware that the professor has at his or her discretion the right to reduce a student’s grade for that class, assign a failing grade, or report the student to the Dean of the College of Education, which could result in removal from the program.

Plagiarism

Plagiarism is using others’ ideas and words without clearly acknowledging the source of that information. Whenever you incorporate other people ideas or writings into your own writing, it is extremely important to give credit to those individuals by referencing their names.

How can students avoid plagiarism?

To avoid plagiarism, you must give credit whenever you use

- another person’s idea, opinion, or theory;
- any facts, statistics, graphs, drawings—any pieces of information—that are not common knowledge;
- quotation of another person’s actual spoken or written words;
- or paraphrase of another person’s spoken or written words.

Strategies for Avoiding Plagiarism

1. Put in quotations everything that comes directly from the text especially when taking notes.
2. Paraphrase, but be sure you are not just rearranging or replacing a few words.
3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

(The section on plagiarism is produced by the Writing Tutorial Services, Indiana University, Bloomington, IN)

The College of Education’s grade appeal policy is available at:

http://coe.wayne.edu/current/grade-appeal.php
RELIGIOUS OBSERVANCES POLICY

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

NOTE: The National Rehabilitation Association provides guidelines to use when writing or speaking about persons with disabilities. Please try to incorporate these suggestions into your written and spoken communication.

1) Avoid using adjectives as nouns, such as in: "the disabled", "the deaf", "the blind", the "handicapped", etc. It is more acceptable to say, "People who are deaf", or "persons with disabilities".
2) Where possible emphasize the importance of the individual rather than the disability by saying "person" or "individual" before describing the disability. For example, say, "Persons with disabilities" or "people with learning disabilities", rather than "learning disabled people".

3) Avoid using descriptors such as "unfortunate", "pitiful", "poor", and other such value laden words. When possible, use descriptors, which emphasize person ability, such as: "uses a wheelchair or braces" rather than "confined to a wheelchair", since wheelchair enables mobility; without it, the person is confined to bed.

4) Do not sensationalize the onset or effects of a disability with phrases such as: "afflicted with" or "suffering from". It is more acceptable, and accurate to say, "the person has or had____________", "the person has experienced____________", or a person with__________.

5) Avoid implying sickness when discussing disabling conditions. To the general public, "disease" has connotations of being unsightly and contagious. A disability itself is not a disease, nor is the person with the disability necessarily chronically ill.