# COURSE SYLLABUS

<table>
<thead>
<tr>
<th>DIVISION:</th>
<th>Theoretical and Behavioral Foundations</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM AREA:</td>
<td>Rehabilitation Counseling Program</td>
</tr>
<tr>
<td>COURSE NUMBER:</td>
<td>CED/RCI 7120</td>
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<tr>
<td>CALL NUMBER:</td>
<td>CED 32404 / RCI 32421</td>
</tr>
<tr>
<td>COURSE TITLE:</td>
<td>Assessment for Counselors and Rehabilitation Professionals</td>
</tr>
<tr>
<td>TERM/YEAR:</td>
<td>Spring/Summer 2017</td>
</tr>
<tr>
<td>DAY:</td>
<td>Thursday</td>
</tr>
<tr>
<td>TIME:</td>
<td>6:00 - 9:00 PM.</td>
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<tr>
<td>COURSE LOCATION:</td>
<td>171 EDUC</td>
</tr>
<tr>
<td>INSTRUCTOR:</td>
<td>George Parris, Ph.D.</td>
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<tr>
<td></td>
<td>Coordinator and Assistant Professor</td>
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<tr>
<td></td>
<td>Rehabilitation Counseling Program</td>
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<td></td>
<td>311 College of Education</td>
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<tr>
<td></td>
<td>313-577-1619</td>
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<tr>
<td></td>
<td>E-mail: <a href="mailto:gparris@wayne.edu">gparris@wayne.edu</a></td>
</tr>
<tr>
<td>OFFICE HOURS:</td>
<td>Thursday: 4:00 - 5:30 PM</td>
</tr>
<tr>
<td>PROGRAM SECRETARY:</td>
<td>Lei Juan Stewart-Walker: (313) 577-1613</td>
</tr>
<tr>
<td>CATALOG DESCRIPTION:</td>
<td>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.</td>
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<td>COURSE OBJECTIVES:</td>
<td>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</td>
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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.

**LEARNING OUTCOMES:**

*CACREP/ CORE*

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

1. 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.

2. Basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations.

3. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.

4. Measurement and psychometric concepts reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information); validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);

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

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

7. 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.
11. Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and

12. Ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

These learning outcomes were designed to meet CACREP Standards: C.9, G.1, G.2, G.3, G.4, H.1, J.2, and J.3; and CORE Standards: C.7.1, C.7.2, C.7.3, C.7.4, C.7.5, and C.7.6.

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. The Manuals and all test kit materials are 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.

Online Learning

This course format will involve in class lectures and discussions; however, the many classes 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. To have access to ProfCast, your will need to access Blackboard to download the audio portion of the lectures, which will be located in the CONTENT section. In addition, you will need to download Quick Time Media Player to your computer to have access to the ProfCast lectures.

CLASS REQUIREMENTS:

This course format involves in class lectures and assessment practice, and 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. To access ProfCast, you will need to access Blackboard to download the audio portion of the lectures. You will need to download Quick Time Media Player to your computer to have access to the ProfCast lectures.
1. **Participation (10 points):**

   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. **NOTE:** I will be taking attendance. Missing one class without approval will result in the loss of the 5 points; missing two classes will result in the loss of 10 points of your grade; and missing three classes will result in failure of the course.

2. **Administration and Scoring of Tests and Final Report (70 points):**

   Each student will be required to administer, score, interpret various assessment tools throughout the semester. In addition, you will be provided with raw scores on the WRAT-IV, CAPS and the SASSI-IV. Your goal is to (a) score the protocol, (b) determine diagnostic impression (if any), and (c) write a brief narrative. This is a training exercise that allows you to start developing the competence required in scoring and interpreting results, and writing reports.

   **Point Distribution Across Assignments:**

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Points</th>
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<tbody>
<tr>
<td>WRAT-IV #1</td>
<td>10</td>
</tr>
<tr>
<td>WRAT-IV #2</td>
<td>20</td>
</tr>
<tr>
<td>CAPS</td>
<td>10</td>
</tr>
<tr>
<td>16-PF</td>
<td>10</td>
</tr>
<tr>
<td>BECK Scales</td>
<td>10</td>
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<tr>
<td>SASSI</td>
<td>10</td>
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   **Date Due:** throughout the semester as schedule by instructor

3. **Integrating Test Data and Report Writing Competencies (80 points)**

   Complete an assessment report in accordance with the recommendations provided in class. You will be provided with an incomplete report that includes the initial sections (referral issues, presenting problems and symptoms, psychosocial background information, and mental status exam). You will also be provided with various test protocols, including BECK Scales, 16-PF, WRAT-IV, and SASSI-IV. Your task is to complete the testing section, provide a diagnostic impression, write a summary, and provide a conceptual formulation that integrates all the information. Your report should also include treatment implications, prognosis, and some recommendations.

   **Date Due:** July 13, 2017

4. **Final Online Examination (40 points)**

   **August 3, 2017**

   **Total Points from All Assignments:** 200 points
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:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
<th>Honor Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>4.00</td>
</tr>
<tr>
<td>A -</td>
<td>90-94</td>
<td>3.67</td>
</tr>
<tr>
<td>B +</td>
<td>85-89</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>80-84</td>
<td>3.00</td>
</tr>
<tr>
<td>B -</td>
<td>76-79</td>
<td>2.67</td>
</tr>
<tr>
<td>C +</td>
<td>70-75</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>65-69</td>
<td>2.00</td>
</tr>
</tbody>
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Below B- is a failing grade

CLASS SCHEDULE:

05/11/17    Course Introduction
            Review Syllabus
            Introduction to Assessment
            Methods and Sources of Assessment Information
            • Interviewing
            • Observation

05/18/17    Ethical Behavior in Assessment
            Mental Status Exam

05/25/17    PROFCAST LECTURE/ BLACKBOARD /ONLINE
            Calculating Chronological Age
            Understanding Achievement and Abilities Assessments

06/01/17    PROFCAST LECTURE/ BLACKBOARD /ONLINE
            Understanding Assessment Scores
            Measurement Principles

06/08/17    Assessment of Achievement Practice
            WRAT-4
            Administer WRAT-4
Assessment of Aptitude Practice
Career Ability Placement Survey (CAPS)
Administer and Score CAPS

06/15/17
Continuation of WRAT-IV Assessment

06/22/17
PROFCAST LECTURE / BLACKBOARD / ONLINE
Handouts
Assessment on Personality
Chapter 12
- 16 Personality Factors Questionnaire
- Other types of Personality Assessment

Assessment of Substance Use
Chapter 16
- SASSI (Substance Abuse Subtle Screening Inventory Adult /Adolescent)
- Other Substance Abuse Screening Tools

06/29/17
Personality Assessment
Administer Beck Scales
Chapter 13
- Beck Depression Inventory – II
- Beck Anxiety Inventory
- Beck Suicidal Ideation Scale
Administer the State-Trait Anxiety Inventory (STAI)

Substance Abuse Assessment Practice
Review 16-PF results and Interpretation

07/06/17
PROFCAST LECTURE / BLACKBOARD/ ONLINE
Writing a Psychological/Educational Report
Continuation of Assessments-Practice

07/13/17
PROFCAST LECTURE / BLACKBOARD/ ONLINE
Chapters 13, 14, 15
Clinical Assessment
16 & 17
Assessment in Education
Assessment Issues with Diverse Populations
Communicating Assessment Results

07/20/17
Assessment of Intelligence
Chapter 8
- Intelligence Test Assessment
- Review other Intelligence Test

Exam Review
Summary of Course
Course Evaluation
08/02/17 Final Exam
ON LINE
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 always.
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:

http://www.doso.wayne.edu/codeofconduct.pdf

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 students’ 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)

**General Note on Grading:**

The College of Education strive to implement assessment measures that reflect a variety of strategies to evaluate a student’s performance in a course. “C” grades will be awarded for satisfactory work that satisfies all course requirements; “B” grades will be awarded for very good work and “A” grades will be reserved for outstanding performance. Please note, there is a distribution of grades from A-F within the College of Education and that plusses and minuses are recorded and distinguish distinct grade point averages.

**Class Policy:**

You must attend each class session and actively participate in group activities.

**Withdrawal Policy:**

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested.
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested.
- WN will be awarded if no materials have been submitted and/or never attended, so there is no basis for a grade.

Students must submit their withdrawal request on-line through pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the study day.

**Incomplete Grades:**

Incomplete grades are provided only under extreme circumstances and must be negotiated with the instructor. A signed contract, including a list of outstanding assignments and specific due dates will be required. **Work must be completed within one calendar year.** However, if in the instructor’s judgement, the student must attend subsequent sessions of the class regularly, then an ‘Incomplete’ will not be approved and the mark of Withdrawal (W) will be considered. The student will be required to register for the class for the term in which attendance is planned. Tuition and applicable fees will apply.

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

ELECTRONIC MAIL AND BLACKBOARD:

Throughout the semester, course documents will be posted on the Blackboard system. Students will be able to access this information 24/7 from locations outside of the regular classroom. You are responsible to check the Blackboard system and your email routinely to obtain class updates, schedule changes, and assignments changes. These are your vital links to the course. In-class announcements will be made to alert students to Blackboard postings.
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.