COURSE SYLLABUS

DIVISION: Theoretical and Behavioral Foundations

PROGRAM AREA: Rehabilitation Counseling Program

COURSE NUMBER: CED/RCI 7120

CALL NUMBER: CED 13769 / RCI 13311

COURSE TITLE: Assessment for Counselors and Rehabilitation Professionals

TERM/YEAR: Fall, 2016

DAY: Tuesday

TIME: 5:00 - 7:45 PM.

COURSE LOCATION: 200 Education

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

OFFICE HOURS:
Monday: 4:00 - 5:00 PM
Wednesday: 4:00 - 6:00 PM
Or by Appointment

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.

LEARNING OBJECTIVES:
CACREP/ CORE

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 settings, 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. Identifying procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.

6. Understanding procedures for identifying trauma and abuse and for reporting abuse

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

8. 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.

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

10. Report writing, as well as communicating assessment results to clients and other professionals.
11. Ethical issues involved in the assessment process, including selection, administration, and dissemination of assessment results.

12. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.

REQUIRED TEXTS:


REQUIRED MATERIALS:

Consumable Testing Materials

The Consumable testing materials can be picked up after the second night of classes. Students will need to show proof of ID. 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 Tuesday through Thursday from 3:00 to 7:00 PM. 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 (5%):

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

2. Assessments & Reports (40%):

You will be required to conduct a clinical/diagnostic interview with a volunteer client and then write an assessment report. Your report should include a thorough psychosocial history, mini-mental status exam information, suicide/homicide assessment, multi-axial diagnostic impressions, treatment/counseling recommendations/plan, and any appropriate assessment data. You should use all of the data to formulate your diagnostic impressions based on your hypotheses. Your treatment recommendations should help
address the presenting problem of the client and should be based on all of the information gathered during the interview, as well as any assessment data. Make sure you provide a thorough rationale for each treatment recommendation/goal. As part of your recommendations, make sure you provide concrete treatment objectives for each recommendation/goal. Please note: Your report is based on fictitious information and should not include any identifying client information. The finished product of this report is expected to be at the quality closely representative of a professional report.

Due Date: Ongoing during semester and as assigned by instructor

3. Group Paper and Presentation on Assigned Topic (20%)

Students will form groups of three (3) and you will be required to select an assessment tool or a topic related to psychological/educational/vocational assessment and present it to the class (counseling and psychological journals are excellent sources to find assessment tools). Your presentation should be approximately 15 minutes in length and should briefly include the following: purpose of the test or how it can be used as a counseling tool; standardization, administration/setting; theoretical background; scales/description; scoring procedures; psychometric properties (reliability & validity); and other relevant additional information (e.g. where the instrument can be obtained, test user qualifications). Please note that a majority of your presentation should demonstrate the application of the assessment. Please see the outline for “Evaluating Psychological Tests” listed at the end of the syllabus; your presentation and handout should closely follow this outline. All topics/tests must receive prior approval by the instructor. You will also be expected to provide the entire class with an outline/handout and a reference list in APA format. Your grade will be determined by ratings from your classmates and the instructor. All group members are expected to present equally during the presentation.

Date Due: As Schedule in Syllabus

4. Final Examination (35%)
   Online
   December 13, 2016

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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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>4.00</td>
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</table>
A - 90-94 3.67
B + 85-89 3.33
B  80-84 3.00
B - 76-79 2.67
C + 70-75 2.33
C  65-69 2.00

Below 75 is a failing grade

CLASS SCHEDULE:

09/06/16  Course Introduction
Review Syllabus
Introduction to Assessment
Methods and Sources of Assessment Information
  • Interviewing
  • Observation

09/13/16  PROFCAST LECTURE/ BLACKBOARD /ONLINE
Calculating Chronological Age
Understanding Achievement and Abilities Assessments
  Chapter 9

09/20/16  Assessment of Achievement
WRAT-4
  Administer WRAT-4
    • (Blue Form, Green Form and Combined form)
Assessment of Aptitude
Career Ability Placement Survey (CAPS)
  Administer and Score CAPS

09/27/16  PROFCAST LECTURE/ BLACKBOARD /ONLINE
Understanding Assessment Scores
  Chapters 4, 5, 6, 7
Ethical Behavior in Assessment
Measurement Principles
  • Reliability
  • Validity
Selecting, Administering, Scoring, and Interpreting Assessment Results

10/04/16  PROFCAST LECTURE / BLACKBOARD /ONLINE
Assessment on Personality
  Chapter 12

10/11/16  Practice Personality Assessment
  • 16 Personality Factors Questionnaire
Administer Beck Scales
- Beck Depression Inventory – II
- Beck Anxiety Inventory

**Administer the State-Trait Anxiety Inventory (STAI)**

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<th>Date</th>
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| 10/18/16 | **PROFCAST LECTURE/ BLACKBOARD/ ONLINE**  
Assessment of Substance Abuse  
- SASSI Adult /Adolescent     |
| 10/25/16 | **SASSI Assessment and Other Substance Abuse Assessment Practice**  
Assessment of Intelligence  
- Intelligence Test Assessment  
- Review other types of Intelligence Test     |
| 11/01/16 | **PROFCAST LECTURE / BLACKBOARD/ ONLINE**  
Writing a Psychological/Educational Report Continuation of Assessments- Practice     |
| 11/08/16 | **Clinical Assessment & Diagnosis**  
Assessment in Education  
Practice Assessment     |
| 11/15/16 | **PROFCAST LECTURE/ BLACKBOARD ONLINE**  
Assessment Protocols  
Communicating Assessment Results  
Assessment Issues with Diverse Populations     |
| 11/22/16 | **PROFCAST LECTURE BLACKBOARD ONLINE**  
Continuation of Assessments – Practice / Lab 306  
HAPPY THANKSGIVING WEEK     |
| 11/29/16 | **Vocational Assessments Review and Practice**  
Handouts     |
| 12/06/16 | **Additional Information / Questions**  
Examination Review  
Summary of Course  
Complete Course Evaluation     |
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 in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (Videophone use 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.

Students who are registered with Student Disability Services and who are eligible for alternate testing accommodations such as extended test time and/or a distraction-reduced environment should present the required test permit to the professor at least one week in advance of the exam. Federal law requires that a student registered with SDS is entitled to the reasonable accommodations specified in the student’s accommodation letter, which might include allowing the student to take the final exam on a different day than the rest of the class.

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.
NOTE:

As an undergraduate or graduate student enrolled in classes this semester, we want to alert you to a new University policy on the verification of course participation. This is mandatory for all students and it is required that all instructors assist in this process within the first two weeks of the semester.

Verification of course participation is a federal requirement that the University must enact in order for Wayne State to continue to distribute federal financial aid. The faculty must confirm your participation within two weeks or an automatic administrative withdrawal (forced drop) will occur for the courses in which you are registered but for which the instructor has no indication of your participation in the first two weeks.

The positive aspect of this new policy is that it provides us with an opportunity to respond early to any student problems that we can assist in resolving. We will make every effort to initiate contact by the faculty member, or other advisor, to see if some assistance is needed or to see if there is anything we can do to keep you in the courses/programs.

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:

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)

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 mutually agreeable alternative arrangements 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.
Evaluation of Psychological Tests

***NOTE: This is a sample outline only; more/less information may be needed depending on the test

Author and Date Published: _______________ Length: _______________
Publisher: _____________________________ Qualifications: Level ___

I. **Purpose** – What was it designed to measure and how can it be used? Describe the practical application of the instrument.
   a. Treatment planning–
   b. Intervention –
   c. Outcome measure–

II. **Standardization**
   a. Norm Group –
   b. Population/Age – What is the age range?
   c. Multicultural Norms–
   d. Additional Norms Established

III. **Administration/Setting**
   a. What type of setting is it used in?
   b. How long does it take to administer?
   c. Is it a self-administered questionnaire?
   d. Can it be adapted for use in interview studies?
   e. Is it administered individually and/or in a group?
   f. Can it be computer administered?
   g. Can it be completed on-line via the internet?
   h. Qualification Level:

IV. **Theoretical Background** – what are the theoretical constructs being measured?

V. **Scales/Description** –
   a. How many items are there?
   b. How many factors/subscales are there?
   c. What do the subscales measure?
VI. Scoring
   a. How is it scored (hand scored or computer scored)?
   b. Range of Scores - What do the scores mean?

VII. Reliability – list all types of reliability tested (e.g. test-retest, Cronbach’s Alpha…). If applicable, include reliability estimates for each subscale and total scale

VIII. Validity – list types of validity that were tested (e.g. Content, Criterion, Construct…)

IX. Strengths

X. Weaknesses

XI. Additional Information
   a. Alternate forms – Are there other versions or forms available (e.g. short-forms)?
   b. Cost – What is included in the cost (e.g. manual, scoring forms/software)?
   c. Publisher – how to obtain the instrument d. Journal – list the reference if published in a journal