

**Southern University and A & M College**  
**College of Nursing and Allied Health**  
**Department of Rehabilitation and Disability Studies**  
**Clinical Rehabilitation Counseling Program (CRCP)**

**I. Description Information**

- a. **Course Number:** REHB 564-01 / REHB 564-02
- b. **Course Title:** Assessment and Testing
- c. **Credit Hours:** 3.0
- d. **CIP CODE:** 512310
- e. **Intended Audience:** This course is intended for Master's level candidates in the Clinical Rehabilitation Counseling and other human services fields whom have been approved for this course by their respective advisors.
- f. **Method of Delivery:** This course will be delivered face-to-face for students in Baton Rouge and simultaneously for students living elsewhere online via Zoom. The method of delivery will employ a variety of methods of instruction including lecture, class discussion, small group interaction, role play and learning experiences.

**II. Catalog Description:**

This course covers basic principles and theories underlying psychological tests, including reliability and validity. It focuses on a variety of assessment procedures including both observational methods and more traditional tests. Instruction in the administration, scoring, and interpretation of intelligence, personality, and interest inventories are provided. Emphasis is on special considerations necessary for using traditional tests with persons with disabilities and on specific tests developed for use with this population.

**III. CACREP Content Areas:**

The Graduate Program in Clinical Rehabilitation Counseling adheres to standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

This is a required Course.

**Throughout this syllabus, this course addresses professional counseling requirements for CACREP including standards section 2.F.7. which states:**

- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
- b. methods of effectively preparing for and conducting initial assessment meetings
- c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- d. procedures for identifying trauma and abuse and for reporting abuse
- e. use of assessments for diagnostic and intervention planning purposes

- f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- h. reliability and validity in the use of assessments
- i. use of assessments relevant to academic/educational, career, personal, and social development
- j. use of environmental assessments and systematic behavioral observations
- k. use of symptom checklists, and personality and psychological testing
- l. use of assessment results to diagnose developmental, behavioral, and mental disorders
- m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.

## **CACREP standards section 5.D. Clinical Rehabilitation Counselor**

### **1: FOUNDATIONS**

- a. history and development of rehabilitation counseling
- g. screening and assessment instruments that are reliable and valid for individuals with disabilities

### **2: CONTEXTUAL DIMENSIONS**

- f. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the International Classification of Diseases (ICD)
- n. transferable skills, functional assessments, and work-related supports for achieving and maintaining meaningful employment for people with disabilities
- w. legal and ethical considerations specific to clinical rehabilitation counseling

### **3: PRACTICE**

- a. diagnostic interview, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs
- b. career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening

## **Key Concepts**

The following topics will be covered during the course, although not necessarily in the order listed:

1. Legal and ethical considerations in appraisal
2. Sources of appraisal information
3. Basic statistics for psychometric purposes
4. Validity and Reliability
5. Appraisal of intelligence
6. Appraisal of aptitudes
7. Appraisal of achievement/performance
8. Appraisal of vocational interests and skills

9. Appraisal of personality
10. Non-test appraisal methods
11. Selecting and evaluating appraisal techniques / instruments

## **V. Required Texts and or Readings**

Whiston, S., C. (2016). *Principles and applications of assessment in counseling, 5<sup>th</sup> Ed.* Boston, MA: Cengage Learning. ISBN 1305271483

## **VI. CACREP Faculty:**

Randall Boen, Ph.D., CRC, LCPC (IL)

Assistant Professor

Department of Rehabilitation and Disability Studies Clinical Rehabilitation Counseling Program (CRCP)

Room: Blanks Hall, Southern University, Baton Rouge, LA 70813

Telephone: 225-771- 2558, Fax: 225-771-2293

Email: randall\_boen@subr.edu

Class Room: 303 Blanks Hall

Class Hours: Wednesday, 5:00 – 7:50 PM

Office Hours: Wednesdays – 1:00pm - 5:00pm or by appointment

## **VII. Method of Instruction:**

The diversity of professional interests of the students in the class affords you the opportunity to become familiar with the wide variety of professional situations where appraisal knowledge and skills may be applied. This course will provide students with an opportunity to practice application through cooperative learning exercises. It should be noted that students in the course have varying degrees of pertinent expertise when this course begins. Thus, you are encouraged to ask questions as desired or necessary.

### **Overview of class projects and assignments**

The following three projects will be due over the course of the semester. Instructions will be given during the semester and the due dates have been provided.

#### **1. Test Review and Analysis.**

Each student will be assigned a specific test or assessment tool by the Instructor. You will be asked to conduct your own research on the test you are assigned. More details on the required information will be given in class. Each student will be asked to give a brief presentation (5 – 6 minutes), to the class. A rubric for grading will be posted to LiveText. Each student must have secured a LiveText account prior to this assignment.

a. Project will be assigned by: **1/23/2019**

b. Project is due by: **2/20/2019**

2. **Behavioral observation exercise.** Each student will be given a scenario that identifies an inappropriate behavior (e.g., nail biting). Each student will prepare a behavioral observation description and assessment strategy based on the assigned scenario. Student assessments will also include expected parameters for the evaluation phase. Each student

will be asked to give a brief presentation (5 – 6 minutes), to the class. A rubric for grading will be posted to LiveText. Rubric for grading will be posted to LiveText.

a. Project will be assigned by: **2/20/2019**

b. Project is due by: **3/27/2019**

3. **DSM Assessment and Interpretative Session.** Each student will be given a brief of Mental Health Status Assessment for depression. Each student will submit a video recorded session showing themselves proctoring and reviewing results with a hypothetical client. The Rubric for grading this assignment will be posted to LiveText. A written copy of the results of the assessment will be required.

a. Project will be assigned by: **3/27/2019**

b. Project is due by: **5/1/2019**

**Participation.** All students are encouraged to be active members of the class. Prior to scheduled class periods each student should post notes and observations on the Moodle Discussion Board (DB) regarding the assigned readings. Study questions and Key Concepts will frequently be provided which correspond directly to topics for each week.

### **VIII. Student Performance Evaluation Criteria**

1. Class Participation and Attendance. (Grade Points = 20)
2. Three Exams (30 points each), see Course Schedule. (Grade Points = 90)
3. Presentation on Test Review and Analysis. (Grade Points = 30)
4. Behavioral observation plan. (Grade Points = 30)
5. Conduct a DSM Assessment and Interpretative Session (video recording). (Grade Points = 30)
6. Extra credit (Max= 10)

### **Method of Evaluation/Grading**

Please note that each of these measurements are stated in the CACREP Knowledge and Skills requirements section of this syllabus.

Grading Scale: 180 – 200 points = A; 160 – 179 points = B; 140 – 159 points = C; 120 – 139 points = D; Below 59 = F.

### **Administrative Requirements**

1. Class attendance is mandatory. Missing class without an appropriate excuse will result in a reduction in the student's final grade.

2. Any student caught cheating on a quiz, exam, or class related assignment will receive a grade of F in the course and a record will be placed in the student's academic folder.
3. There will be no make-up quizzes, tests, or acceptance of late assignments without an appropriate medical excuse to be verified by the instructor
4. All assignments must be submitted in class by the required due date, no exceptions. Late assignments will lose 2 points for each day in which they are late.
5. **Plagiarism:** There is "zero-tolerance" for plagiarism in this class. Plagiarism, here, is defined as representing another's work as one's own, including any instance of singly or combining any of the following without acknowledging the original source: paraphrasing or directly quoting another's work (either word-for-word, or paraphrase by word substitution or order modification); or using another's written or spoken theories, hypotheses, ideas, opinion or statistics when they are not "common knowledge"; or using another's tables or graphics. In all instances of using another's work, acknowledgment must be in a manner consistent with APA-6<sup>th</sup> edition. Violations will result in consequences consistent with the extent of the plagiarism and whether the instance was the "first or latest" offense, including loss of credit on the assignment, loss of letter grade in class, and failure of class. They will always result in a notation in the student's file.

## **IX. Livetext Subscription**

Southern University and A&M College-Baton Rouge has entered into partnership with LiveText, Inc. to provide online academic resources for student collaboration and learning outcomes assessment. Therefore, all students enrolled in this course are required to purchase a subscription from LiveText, Inc. through the Southern University Bookstore. LiveText, Inc. provides students with the electronic tools and services needed to serve them in their courses and in their career or academic pursuits beyond graduation. LiveText is a dynamic tool that will enable you to:

- Create Electronic Portfolios for storing and displaying coursework for use anytime and anyplace;
- Share your résumés, professional portfolios and virtually any projects that can be photographed, video recorded, and uploaded to prospective employers and others who need or want to know about your accomplishments;
- Engage in discussion boards with other students, exchange feedback, and create study groups and other types of social networks.
- Complete assignments in key/required courses where LiveText has been embedded (without LiveText, you will not be able to complete these assignments).
- Create a complete record of your academic career that is malleable and easily accessible.
- Engage in developing a results driven culture of assessment at Southern University.
- Participate in a process that will allow for data-driven curricular improvements that foster improved student learning and performance.

## **X. Disability Accommodations Policies and Procedures**

If a student needs academic accommodations please identify those needs. It is the responsibility of the student to seek available assistance at the University and to request reasonable accommodations. Students with disabilities are encouraged to contact the instructor to discuss their individual needs for accommodations at the beginning of the course. It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Check with Mrs. Patricia Hebert, as soon as possible, in the Office for Student Services – Blanks Hall 2nd Floor for verification of need for accommodations to receive those accommodations in class-related matters. The Office of Disability Services is located in Room 246 Blanks Hall. Please contact Professor Patricia Hebert, ODS Director, for accommodations requests. Phone: 225-771-3950; Fax: 225-771-5652 and email: [patricia\\_hebert@subr.edu](mailto:patricia_hebert@subr.edu) or [ods@subr.edu](mailto:ods@subr.edu). For additional information, please visit <http://web.subr.edu/index.php?id=806> you may also access the below website for assistance with developing educational accommodations:

<http://www.jan.wvu.edu/portals/ed.htm>.

## **XI. Expectations of Confidentiality During Classroom Activities**

*A) The process of learning to be a counselor often involves sharing personal anecdotes. In general, the content of our classroom lectures, individual/ triadic supervision, email correspondence, and phone/ Zoom conversations are confidential. Confidentiality within the classroom setting is a shared responsibility of all students and instructors. Confidentiality within the classroom setting is based on mutual trust and respect. All students agree not to disclose to anyone outside of the classroom any personal information that is learned as the result of participation in the classroom activities. Students agree not to disclose any information that may identify another student.*

*B) Limits to confidentiality include, but are not limited to, treatment of a client that violates the legal or ethical standards set forth by government agencies and the Code of Professional Ethics for Rehabilitation Counselors (included in your Practicum Manual) as well as any information that may be pertinent to student's capacity to be a rehabilitation counselor.*

## **XII. CLASS SCHEDULE (Weekly course content meets CACREP requirements)**

Changes to the course syllabus may occur at any time and will be deemed effective when the Syllabus is posted to the Moodle course website.

\*Schedule is tentative, if there are any changes, any changes will be announced in class

Tentative Course Outline (*Outline may be changed at the instructor's discretion.*) \*Supplemental readings uploaded Moodle

Date	Topic	Assigned Reading	CACREP Standards	Assignment Due/Important Dates
1/16	Course overview and review of course syllabus. Lecture: Assessment in Counseling: Initial concepts		2.F.7.a	
1/23	Assessment in Counseling: Initial concepts, Types of Assessment, & History of Assessment, 1900 – Present. Basic Assessment principles: normed-referenced vs. criterion referenced, etc.	Chapter 1	2.F.7.a 2.F.7.f 5.D.1.a	Moodle Discussion Board notes on chapter 1 due  <b>Review of Test Review project- Each student will be assigned a specific test by the Instructor.</b>
1/30	Topics relating reliability and validity in testing. Item analysis	Chapters 2-3	2.F.7.h	Moodle Discussion Board notes on chapters 2 and 3 due
2/6	Statistical Principles and Concepts of Assessment Measures. Review of Statistical Principles in Testing.  Review for Exam 1 covering Chapters 1 – 4.	Chapters 3-4	2.F.7.g	Moodle Discussion Board notes on chapters 3 and 4 due
2/13	(After exam 1, other class activities will begin at 6:20 PM, CT).  Ethical and legal issues in assessment	Chapter 5	2.F.7.m 5.D.2.w	<b>Exam 1.</b> Covering topics from Chapters 1 – 4 (30 pts.). Exam will be conducted online via Zoom / in class from 5:00pm to 6:00 pm CT.
2/20	Procedures for Conducting a Behavioral Assessment	Chapter 13	2.F.7.j	Moodle Discussion Board notes on chapter 13 due <b>Behavioral observation project - Each</b>

	<b>Student presentations assignment 1</b>			<i>student will be assigned a specific test by the Instructor</i>
2/27	Assessment with diverse populations	Chapter 6 *Balcazar, et al. (2010) Chapter 4	2.F.7.m 5.D.1.g	Moodle Discussion Board notes on chapters 7 and 8 due
3/6	Strategies for conducting standardized assessments.	Chapters 7 and 8	2.F.7.b 2.F.7.c	Moodle Discussion Board notes on chapter 9 due
3/13	Intelligence and general ability testing Review session for Exam 2. Chapters 5 - 10.	Chapter 9	2.F.7.i 5.D.3.b	Moodle Discussion Board notes on chapter 10 due
3/20	(After exam 2 other class activities will begin at 6:20 PM, CT.) Lecture: Appraisal of Ability & Intelligence, Aptitude and Achievement	Chapter 10	2.F.7.k 5.D.2.n	<b>Exam 2.</b> Covering topics from Chapters 5 – 9, 13 (30 pts.). Exam will be conducted online via Zoom in in class from 5:00pm to 6:00 pm CT.
3/27	Lecture: Appraisal of Personality. <u>Class presentations on a behavioral observation plans.</u>	Chapters 10 and 12	2.F.7.k	Moodle Discussion Board notes on chapters 12 and 13 due <b>TBD DSM Assessment Report and Recorded Interpretive Session- assignments are given by instructor</b>
4/3	Lecture: Assessment and Diagnosis. Using the DSM 5 / ICD-10-CM for assessment and diagnosis.	Chapter 15 *DSM 5 (2013) Assessment measures	2.F.7.1 2.F.7.e 5.D.2.f 5.D.3.a	Moodle Discussion Board notes on chapter 15 due
4/10	Monitoring and Evaluating Counseling, Marriage and family counseling	Chapters 14 and 16	2.F.7.b	Moodle Discussion Board notes on chapters 14 and 16 due
4/17	Spring break			
4/24	Review for the final exam			
5/1				<b>Final exam - TBD DSM Assessment Report and Recorded Interpretive Session are Due on Sunday, May 1<sup>st</sup> at 8:00pm CT</b>



**XIII.**