



UNIVERSITY of MARYLAND  
EASTERN SHORE

SCHOOL of PHARMACY AND HEALTH PROFESSIONS  
Department of Rehabilitation

## Course Syllabus RECN 640: Psychological Assessment and Measurements

### General Information

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Program	:	Master of Science Rehabilitation Counseling
Academic Term	:	
Course Codification	:	RECN 640
Course Title	:	Psychological Assessment and Measurements
Credit Hours	:	3 (45 contact hours)
Learning Modality	:	
Class Time	:	
Class Location	:	
Instructor	:	
Email	:	
Phone	:	
Office Location	:	
Office Hours	:	
Program Assistant	:	
Email	:	
Phone	:	

### Course Description

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This course will provide the students with basic statistical concepts, a working knowledge of test selections, administration, interpretation of test results and communication of findings in a comprehensive evaluation report. A major emphasis will be on the application of the procedures and utilization of the tools of vocational evaluation including interviews, work related behavioral observations, individual evaluation plans, vocational counseling, standardized tests, work samples, situational assessment, and the interpretation of assessment results. OPTIONAL: Visitations to local evaluation centers may also be utilized to enhance student understanding of the evaluation process.

### Add/Drop

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Process	Last day
Add/drop period ends	February 6, 2023 (5:00 pm)
Withdrawal period ends (W)	April 14, 2023 (5:00 pm)
Withdrawal (All classes)	May 12, 2022 (5:00 pm)

See Academic Calendar Spring [2023](#) for further important dates and deadlines.

### University Support Services

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The University recognizes that students could need some help outside of class and offers academic assistance through several offices. In addition to talking with your instructor and advisor, we recommend you contact the Center for Access and Academic Success (CAAS) for help with your academic studies.

### Course Objectives and Key Performance Indicators

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**KPI7:** Graduates will understand the assessment process(es) and how to apply it in the counseling process.

**KPI-11:** Graduates will be able to understand and apply professional and ethical behaviors to work collaboratively with individuals with disabilities, their support systems, and their environment, promoting goals achievements in personal, social, psychological, and vocational areas.

Course Objectives	CACREP Standard	Assessment
1. Describe historical perspectives concerning the nature and meaning of assessment and testing in counseling.	2F-7a	Chapters review Exam
2. Recognize methods of effectively preparing for and conducting initial assessment meetings.	2F-7b	Core elements on planning an assessment process  Exam
3. Apply procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.	2F-7c	Suicide risk assessment video
4. Recognize procedures for identifying trauma and abuse and for reporting abuse.	2F-7d	Reporting abuse case note
5. Integrate use of assessments for diagnostic and intervention planning purposes.	2F-7e	Exam
6. Understand basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments.	2F-7f	Psychometric concepts list  Exam
7. Understand statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.	2F-7g	Psychometric concepts list  Exam

<b>Course Objectives</b>	<b>CACREP Standard</b>	<b>Assessment</b>
8. Understand reliability and validity in the use of assessments.	2F-7h	Psychometric concepts list  Exam
9. Integrate use of assessments relevant to academic/educational, career, personal, and social development.	2F-7i	Assessment report  Exam  Application assignment
10. Integrate use of environmental assessments and systematic behavioral observations.	2F-7j	Assessment report  Exam  Application assignment
11. Integrate use of symptom checklists, and personality and psychological testing	2F-7k	Assessment report  Exam  Application assignment
12. Integrate use of assessment results to diagnose developmental, behavioral, and mental disorders.	2F-7l	Assessment report  Exam  Application assignment
13. Distinguish ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results.	2F-7m	Chapter summary  Exam
14. Identify screening and assessment instruments that are reliable and valid for individuals with disabilities.	5D-1g	Exam
15. Apply diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs.	5D-3a	Assessment report  Exam

Course Objectives	CACREP Standard	Assessment
16. Understand methods of assessment for individuals with disabilities, including testing instruments, individual accommodations, environmental modification, and interpretation of results	5H-1g	Exam  Chapter summary
17. Recognize informal and formal assessment of the needs and adaptive, functional, and transferable skills of individuals with disabilities	5H-3b	Exam  Chapter summary

## Resources

<b>Required textbook</b>	Strauser, D., Tansey, T., & Chan F. (2020). <i>Assessment in rehabilitation and mental health counseling</i> . Springer Publishing.
<b>Complimentary texts</b>	Sadek, J. (2019). <i>A clinician’s guide to suicide risk assessment and management</i> . Springer.  Sheperis, C., Drummond, R., & Jones, K. D. (2020). <i>Assessment procedures for counselors and helping professionals</i> (9th ed.). Pearson.
<b>Recommended References and Resources</b>	American Psychological Association. (2020). <i>Publication Manual of the American Psychological Association</i> . (7th ed.). The Author.

## Evaluation strategies

### 1. Examinations (200 pints) – 100 points each

There will be 2 exams in this course. The exams are scheduled at designated points in the semester. Each examination is worth 1000 points and will contain multiple choice questions, matching and fill in the blanks. The exams are based on materials in previously covered topics or modules.

**Due dates: March 18, 2022 (Midterm exam) / May 13, 2022 (Final Exam)**

### 2. Intake and psychosocial history form (25 points)

Students will design their own intake format and a psychosocial history format. Examples are available on the internet.

**Due date: February 25, 2022**

### 3. Suicide risk assessment intervention video (50 points)

Students must videotape a counseling session in which has to apply a technique for suicides and risk assessment.

**Due date: April 1, 2022**

**4. Assessment report (100 points)**

Students are required to submit a comprehensive vocational evaluation report. The report should integrate information obtained through the assessment of another classmate. For this project, one of the required tests is the MBTI. Students are responsible to take the test in the following webpage (<https://www.mbtionline.com/en-US/Products/For-you>). **This test requires a fee payment.** More details will be provided in Canvas.

**Due date: April 29, 2022**

**5. Weekly application activities (100 points)**

Each week, the students will apply the acquired knowledge in a diversity of activities (i.e. personal statement, informed consent, case note).

**Due date: See the calendar**

**6. Attendance (50 points)**

The course requires 5 in-person meetings (see the above tentative dates). For each meeting, students will need to sign the attendance sheet to earn 10 points. It will be students' responsibility to sign the attendance sheet. Missing signatures will result in 10 points penalty for each signature.

- February 18, 2022 (10:00 am to 1:00 pm)
- March 11, 2022 (10:00 am to 1:00 pm)
- April 1, 2022 (10:00 am to 1:00 pm)
- April 15, 2022 (10:00 am to 1:00 pm)
- April 29, 2022 (10:00 am to 1:00 pm)

**NOTE:** Evaluation criteria or due dates might be changed by the professor based on the academic semester or administrative challenges. Any changes will be communicated to students in the Announcement section on CANVAS.

**Grading scale: The academic achievement of a student for this course is rated as follows:**

Letter Grade	Points	Average	Performance Level
A	473-525	90-100	Exceed expectations
B	420-472	80-89	Meet expectations
C	368-419	70-79	Need a remediation plan
D	315-367	60-69	Does not meet the
F	0-314	below 60	expectations

**Late submissions:** Students must submit all assignments, quizzes, exams, and evaluation criteria on the designated date. If for any reason the student submits his/her work late, **15 points (15%)**

**will be discounted during the first week.** From two to four late weeks, **20 points (20%) will be discounted.** **Thirty (30) points (30%)** will be discounted for works turned late for five weeks or above. Late submissions will be allowed until two weeks before final exams.

### **Policies and Norms**

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- A. Instructional methods:** The University reserves the right to provide instruction through alternative delivery methods, including remote delivery. It also reserves the right to change the delivery method before or during an academic term in the event of a health or safety emergency or other circumstance when it determines that such change is necessary or in the best interests of the campus community. Tuition will not be reduced or refunded if the University changes the instruction method for any or all academic sessions.
- B. Course communication and instructor response time:** Student and instructor will utilize UMES email as the primary source of communication for this course. Faculty will generally respond to all student communication within 48 hours unless a weekend; any email messages received on Friday, Saturday, or Sunday will be addressed on the next business day.

Additionally, students are expected to:

- Log on at least three times a week – on different days to complete weekly assignments, assessments, discussions and/or other weekly deliverables as directed by the instructor and outlined in the syllabus
- Participate in threaded discussions as requested, this means that, in addition to posting a response to the thread topic presented, students are expected to respond to each other and address questions from the instructor and/or other students. Please, see Discussion Board Guidelines.

If you find that you cannot meet the class minimum discussion requirements due to such a circumstance, please contact your instructor as soon as possible. Be aware of the late submission policy

Students will not be marked present for the course in a particular week if they have not posted on the discussion forum and/or submit an assignment/essay or complete assessment (exam or quiz) if administered in that week.

University policy excuses the absence of students for illness (self or dependent), participation in university activities at the request of university authorities, and compelling circumstances beyond the student's control. Students must submit any request to be absent (preferable in advance) or any explanation for an absence in writing and supply appropriate documentation, i.e., medical documentation. Students with written, excused absences are entitled to a makeup exam at a time mutually convenient for the instructor and student. All students will follow the rules as stated in the UMES

Graduate Catalog which involves class attendance. Due to the sensitive nature of the material covered in class, students should be in class at the designated time.

- C. Statement for Accessibility for On-Campus Courses:** If you have a disability for which you may require academic accommodations for this class, please register with the Office of Student Accessibility Services (SAS), located in the Office of Institutional Equity and Compliance ( <https://wwwcp.umes.edu/oie/> ), as soon as possible. Students who have an accommodation letter from SAS are encouraged to meet privately with course faculty to discuss the provisions of those accommodations as early in the semester as possible. Faculty receive digital copies of accommodation approval letters.

To qualify for accommodation assistance, students must first register to use accessibility resources in SAS located in the Early Childhood Research Center Suite 1129 ( <https://wwwcp.umes.edu/oie/about-the-office/> ). Contact via phone at 410-651-6135 or through email at ADA@umes.edu. *Students are encouraged to meet with course faculty at least 7 days prior to the actual need for the accommodation* to help ensure accommodations will be available when needed. However, if you will be in an internship, field clinical, student teaching, or another off-campus setting this semester, please note that approved academic accommodations may not apply. Due to the nature of the online learning environment, be mindful that some accommodations approved for on-campus may not necessarily apply. Please contact the Office of Student Accessibility Services as soon as possible to discuss accommodations needed for access while in this setting (in-class or online).

- D. Religious Observances:** UMES respects the right of its students to observe religious holidays that may necessitate their absence from class or other required university-sponsored activities. Students who wish to observe such holidays should not be penalized for their absence. However, in academic courses, they are responsible for making up missed work. Please visit <http://catalog.umes.edu/content.php?catoid=15&navoid=464#class-attendance>

- E. UMES Sexual Misconduct Policy:** The University of Maryland Eastern Shore (UMES) and its faculty are committed to creating a safe learning environment for all students. In compliance with Title IX, any form of sex discrimination (including sexual harassment, sexual assault, dating or domestic violence, or stalking) is prohibited. Retaliation for asserting claims of sex discrimination is also prohibited under UMES policies and Title IX. If you experience discrimination, you are encouraged to report the incident to the UMES Office of Institutional Equity and Compliance (OIE). You can do so by calling 410-651-6135, emailing [titleIX@umes.edu](mailto:titleIX@umes.edu), or visiting the Early Childhood Research Center, Suite 1129. The OIE offers Supportive Measures to students who have experienced sexual misconduct regardless of whether or not an individual chooses to disclose their experience. Supportive Measures could include assistance to students with academics, housing, or other resources.

Please be aware that faculty members are "Responsible Employees" and required to report information about suspected or alleged sex discrimination to the Office of Institutional Equity and Compliance. If OIE receives information about an incident, they will reach out to offer information about resources, rights, and options. If you or another student you know would like to speak to a confidential resource who is not required to report, please contact the Counseling Center at 410-651-6449. Visit <https://www.umes.edu/Student/Pages/Sexual-Misconduct-Policy---Procedures/>

- F. Attendance:** The University expects all students to take full individual responsibility for their academic work and progress. All students must meet the qualitative and quantitative requirements of each course in their curricula to progress satisfactorily. They are expected to attend classes regularly because consistent attendance offers the most effective opportunity for students to gain command of the concepts and materials of their courses of study. If you are sick, please be certain to let your instructor know so that learning accommodations can be made for you to continue work off campus, if possible. For further information, please visit <http://catalog.umes.edu/content.php?catoid=15&navoid=464#class-attendance>
- G. Incomplete grades:** The grade of "I" (incomplete) is to be given only to students whose work in a course has been qualitatively satisfactory, when because of illness, or other circumstances beyond their control, they have been unable to complete the requirements for the course. In no case will the grade of "I" be recorded for a student who has not completed satisfactorily the major portion of the course work (**for this class will be at least 80% of the work for the midterm grade**). In cases in which this grade is given, the student may not re-register for the course until the "I" is removed by completing work assigned by the instructor. Work must be completed by the date indicated on the Incomplete Grade Contract and the terminal grade must be submitted no later than end of the next term in which the student is registered. Otherwise, the "I" defaults to the Default Grade on the Incomplete Grade Contract. <http://catalog.umes.edu/content.php?catoid=15&navoid=464#incomplete-grades>
- H. Electronic Distractions:** Exams and quizzes will be completed via Canvas and the professor may use any available lockdown software. All cell phones and other electronic media must be turned off before assessments, quizzes, or online/in-person meetings begin. It is not permissible to answer a call or page during an online assessment, quiz, or online/in-person meeting. If you have an emergency, please feel free to talk to the professor. Please, see the Disruptive behavior policy at <http://catalog.umes.edu/content.php?catoid=15&navoid=464#disruptive-behavior-in-academic-and-social-settings>
- I. Inclement Weather:** If weather conditions preclude meeting with students for a normally scheduled class, official closures and delays are announced on the campus e-mail as well as local radio and TV stations (WESM, WBOC, and WMDT).

- A. **Academic Honesty:** Academic dishonesty of any type is strictly prohibited. All assignments will be submitted to a similarity check through Turn it In. **For this course, similarities of above 5% will be considered in not compliance with academic honesty and will not be graded by the professor.** The student is allowed to resubmit assignments the next day after receiving a message/comment by the professor in Canvas, indicating the percentage of similarity. **If the student fails to resubmit, the final grade will be 0.**

Acts of falsification, cheating, plagiarism, and other forms of academic dishonesty are grounds for failure of a course. The University reserves the right to impose more severe penalties for any of these forms of academic dishonesty. The penalties may include but are not limited to suspension from the University, probation, community service, expulsion from the University, or other disciplinary action the University believes to be appropriate. **It is your responsibility to be aware of this policy.** You can access the policy at

<http://catalog.umes.edu/content.php?catoid=15&navoid=464#academic-honesty-policy-for-graduate-and-undergraduate-studies>

### Technical Disclaimer

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This course component and contents (e.g., quizzes, papers, syllabus, and articles) will be available online and should be accessed, completed, and submitted via Canvas. To be successful in this course, it is necessary that you fully participate in course. **The professor will not accept any classwork through email.**

Thus, you will be required to access electronic files. This will require that you have access to a computer with the capability of accessing Microsoft Word, and Adobe Acrobat files. You should also have a basic working knowledge of each of the mentioned programs and be able to successfully navigate Microsoft Internet Explorer (or an alternative browser, such as Firefox or Safari). You will also need access to a web browser capable of accessing Canvas including all the available ads for the UMES system, and sites such as YouTube.

If you run into technical difficulties while using Canvas and are not able to resolve them on your own, please contact the IT Student Help Desk immediately. They are available Monday-Friday from 8 am- 4:30 pm, by calling 410-651-8488 or

<https://help.umes.edu/helpdesk/WebObjects/Helpdesk.woa>

### COURSE CALENDAR

DATE	TOPIC	READINGS	ASSIGNMENTS DUE	Alignment with course objectives and CACREP
Module 1	<ul style="list-style-type: none"> <li>Introduction to the course</li> <li>Introduction to assessment in rehabilitation</li> </ul>	Strauser et al. (2020) - Chapter 1  Sheperis et al. (2020) – Chapter 1	Chapters review	2F-7a
Module 2	<ul style="list-style-type: none"> <li>International Classification of Functioning, Disability and Health</li> </ul>	Strauser et al. (2020) - Chapter 2	ICF-Model integration with assessment	5H-3b
Module 3	<ul style="list-style-type: none"> <li>Basic psychometric concepts</li> <li>Planning the assessment process</li> </ul>	Strauser et al. (2020) - Chapters 3 and 4  Sheperis et al. (2020) – Chapter 9	Psychometric concepts list  Core elements on planning an assessment process	2F-7b, 2F-7e, 2F-7f, 2F-7g, 2F-7h
Module 4	<ul style="list-style-type: none"> <li>Tests of ability</li> <li>Achievements tests</li> <li>Personality assessment</li> </ul>	Strauser et al. (2020) - Chapters 5 and 6  Sheperis et al. (2020) – Chapter 11	Application assignment  Intake and psychosocial history form	2F-7i, 2F-7j, 2F-7k, 2F-7l
Module 5	<ul style="list-style-type: none"> <li>Assessment of psychopathology</li> <li>Clinical assessment</li> </ul>	Strauser et al. (2020) - Chapter 7  Sheperis et al. (2020) – Chapter 15	Application assignment	2F-7c, 2F-7k, 2F-7l, 5D-3a
Module 6	<ul style="list-style-type: none"> <li>Career assessment</li> </ul>	Strauser et al. (2020) - Chapter 8	Application assignment	2F-7i, 2F-7j, 2F-7k, 2F-7l

DATE	TOPIC	READINGS	ASSIGNMENTS DUE	Alignment with course objectives and CACREP
Module 7	<ul style="list-style-type: none"> <li>● Midterm exam</li> </ul>			
Module 8	<ul style="list-style-type: none"> <li>● Adaptive behavior assessment</li> <li>● Assessment of substance use</li> </ul>	Strauser et al. (2020) - Chapters 9 and 10	Application assignment	2F-7i, 2F-7j, 2F-7k, 2F-7l
Module 9	<ul style="list-style-type: none"> <li>● Assessment interviewing</li> <li>● Mental status examination</li> </ul>	Strauser et al. (2020) - Chapter 11	Suicide risk assessment video	2F-7c, 5D-3a
Module 10	<ul style="list-style-type: none"> <li>● Vocational assessment</li> </ul>	Strauser et al. (2020) - Chapter 12	Chapter summary	2F-7c, 2F-7k, 2F-7l, 2F-7m, 5D-3a
Module 11	<ul style="list-style-type: none"> <li>● Assessment in transition</li> <li>● Assessment in private sector</li> </ul>	Strauser et al. (2020) - Chapters 13 and 14	Chapters summary	2F-7c, 2F-7k, 2F-7l, 2F-7m, 5D-3a
Module 12	<ul style="list-style-type: none"> <li>● Testing accommodation</li> </ul>	Strauser et al. (2020) - Chapters 15	Test accommodation laws Test accommodation lists	5D-1g, 5H-1g
Module 13	<ul style="list-style-type: none"> <li>● Test score bias</li> <li>● Assessment in diverse populations</li> </ul>	Strauser et al. (2020) - Chapter 16  Sheperis et al. (2020) – Chapter 3	Assessment report	5D-1g, 5H-1g
Module 14	<ul style="list-style-type: none"> <li>● Ethics in assessment</li> <li>● Identifying and reporting trauma and abuse</li> </ul>	Strauser et al. (2020) - Chapter 17	Reporting abuse case note	2F, 7d, 2F-7m
Module 15	<ul style="list-style-type: none"> <li>● Communicating assessments results</li> </ul>	Sheperis et al. (2020) – Chapter 17	Chapter summary	2F-7m
Module 16	<ul style="list-style-type: none"> <li>● <b>Final exam</b></li> </ul>			

NOTE: Professor can add a class day to makeup class material, if needed. The specific date will be announced in CANVAS, at least 2 weeks prior to the date.