COURSE DESCRIPTION

Representing the advanced stage of the undergraduate program, this course is designed to provide students with exposure to assessments frequently conducted in appropriate rehabilitation settings. Emphasis is placed on the application of the concepts, principles, and skills required to assess clients in substance use, mental health, and other rehabilitation settings. An overview of different areas of assessment will enhance the diagnostic and treatment planning skills of students.

COURSE OBJECTIVES

Upon successful completion of the course, students will be able to:
1. Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to properly assess individuals for related behavior, substance use, and mental processes.
2. Demonstrate familiarity with common methods of assessments used in the rehabilitation field.
3. Understand and apply basic techniques of assessment in developing comprehensive reports about different aspects of an individual’s overall functioning.

REQUIREMENTS

1. Participation in discussions throughout the course.
2. Being proactive in accessing content in each week’s learning module.
3. Completion of brief standardized assessments as required.
4. Ability to properly synthesize information into comprehensive reports of overall functioning level.

READING AND RESOURCES

All materials are available on the Blackboard. Other articles/readings may be assigned and will be posted on the Blackboard.
CLASS ATTENDANCE AND PARTICIPATION

Weekly participation in the coursework is mandatory so that students may get the most out of their experience in this course. It is the student’s responsibility to log into the Blackboard course at least twice a week to access course materials and submit assignments. *Email submissions of assignments will not be accepted.*

PROTOCOL FOR WRITTEN ASSIGNMENTS

General Format
Because clear and understandable written communication is an essential skill of all helping professionals, all assignments submitted in this course must include the following components for general format. **5-point deduction will be applied if submitted assignments were not in line with this required format.**

- An APA style title page
  - See page 3 from the link below for sample title page - https://tsgs.unt.edu/sites/default/files/APA%20Format.pdf
- Double-spaced
- 1-inch margins
- 12-point *Times New Roman* font
- A reference page, if needed

Each paper should be thoroughly proofread by the student for clarity and organization of content, grammar, spelling, punctuation, etc. Poorly written papers will directly affect your grade. In addition, papers with extreme flaws will not be graded or may be returned for revision before being given a grade. Papers returned for such revision will be treated as **late works.**

Unless otherwise noted, all written assignments must be typed and follow the American Psychological Association Publication Manual (6th edition) format. If you do not own the APA manual, there are also online “style guides” available:

- https://owl.english.purdue.edu/owl/resource/560/01/

ASSIGNMENTS

The final course grade for RHAB 4500 will be based on scores for the following:

**Assessment interview (100 points):**

After reading the article (Jones, 2010) posted in this week's readings about components of an unstructured assessment interview, each student will write a brief (2 pages) paper addressing the following components:

- **(50 points)** - Develop a 1-page summary of the article.
- **(50 points)** - Provide your response (1 page) to the case study.
  - NOTE: The case scenario will be posted on the Blackboard in the scheduled week.
**Vocational assessment (100 points):**

Student will complete the Strong Interest Inventory (SII). Please refer to the Blackboard for further details about the access to the SII. After completing the SII, write a brief (2 pages) paper addressing the following components:

- **(10 points)** - Providing a brief description of the result.
- **(60 points)** - Your reaction to the process taking the assessment and the result of the assessment; such as,
  - Did the result give you a new perspective about yourself? Why or why not?
  - Did any contextual factors (i.e., personal characteristics and environmental factors) potentially influence your response to each item in the SII? If yes, how did those contextual factors influence your response?
- **(30 points)** - Anything that you would pay attention to when providing such an assessment to individuals with disabilities.

**Assessment of substance use disorders (100 points):**

Students will identify two assessments used to diagnose substance use disorders. In this paper (2 pages), the following components will be addressed:

- **(10 points)** - The names of the two assessments (5 points for each); references should be provided to indicate the source of information (5 points).
- **(5 points)** - The information you find regarding the validity or reliability of the assessments
- **(50 points)** - The strengths and limitations of each assessment
- **(35 points)** - Your opinion of each assessment.

**Assessment of personality characteristics (100 points):**

Students will complete the Myers Briggs Type Indicator (MBTI). After completing the MBTI, students will share results with classmates on the Discussion Board #2 (in Week 7) and compare and contrast their personality types with classmates. Each student will also write a brief (2 pages) reflection paper reflecting on his/her personality type. Students will earn 50 points for description of characteristics of personality type; 50 points for pros and cons of how this will benefit being a helping professional and liabilities this personality type might bring to the helping profession.

**Assessment of selfie disorder (100 points):**

Each student will create an assessment for a new mental-health disorder called *selfie disorder*. Students will come up with at least 7 different characteristics of selfie disorder. In doing so, get creative! Use criteria, such as, time-since-onset, quantity of selfies taken in a certain time period, emotional reactions to selfie, time spend editing selfies, etc.

After students have finalized the screening criteria, students will screen an individual (can be your friends, classmates, or family member, etc.) using the criteria to assess whether the individual is at risk of having a selfie disorder. Each student will write a brief (2 pages) paper addressing the following components:

- **(30 points)** - Description of the assessment criteria, such as:
  - How can the criteria be measured?
  - How many items in total are in your instrument?
■ To what extent will an assessment taker be considered at risk of having a selfie disorder?

- **(30 points)** - Justification behind choosing the criteria (why did you pick a specific criterion?)
- **(10 points)** - Brief description of the screening result, including what the assessment taker’s basic demographic information is and whether the assessment taker is at risk of having a selfie disorder.
- **(30 points)** - Your self-reflection on development of this assessment. You may, but not limit to, reflect on:
  - What you enjoyed the most in developing the assessment.
  - What you felt the most challenging in developing the assessment.
  - What questions this assignment did raise for you regarding development of an assessment.

**Neuropsychological assessment in rehabilitation (100 points):**

Students will identify two tests used to assess neurocognitive abilities, and then write a brief (2 pages) paper addressing the following components:

- **(5 points)** - The names of the two tests (1.5 points for each); references should be provided to indicate the source of information (2 points).
- **(10 points)** - What neurocognitive abilities does each test measure?
- **(5 points)** - The information you find regarding the validity or reliability of the tests
- **(40 points)** - The strengths and limitations of each test
- **(40 points)** - Your opinions about the applicability of each test to vocational rehabilitation (e.g., how can these tests be beneficial in vocational rehabilitation?)

**Assessment of functional living skills (100 points):**

Each student will select a celebrity (e.g., Beyonce, Lady Gaga, Brad Pitt, Barrack Obama, etc.) and then imagine that the celebrity is downgraded to the lifestyle of an "average" human being. This means that the celebrity has to scale his/her lifestyle down to a salary of $45,000 a year, find a job based on his/her skills, and learn how to live without the assistance of chauffeurs, butlers, chefs, maids, stylists etc. in a small town by the Bayou in a Cajun-French speaking part of Louisiana. Each student will then complete a functional skills assessment for the chosen celebrity as your client by listing:

- **(25 points)** - His/her strengths, limitations/barriers, skills, support system, etc. based on your client’s new lifestyle.
- **(25 points)** - What might be some things your client might struggle with during the transition and what are some recommendations you would make to assist your client with the transition?
- **(25 points)** - What kind of jobs might your client now be good at in his/her new location based on the skills this person already has?
- **(25 points)** - Will your client be able to manage a budget, take care of his/her home, take care of self, and integrate well into society by himself/herself? If not, what resources might you recommend for your client so he/she is able to live a wholesome life?
This assignment is 2 pages in length. In order to earn full points for each section, remember to provide adequate information including your rationales for providing the recommendations that you do.

**Behavioral assessment (100 points):**

Each student will write a 2-page paper for responding to two essay questions. One question is in regard to adaptive behavior, and the other question is in regard to work behavior. Your response to each question is up to one page in length and worth 50 points. These two questions will be posted on the Blackboard in the scheduled week.

**Discussion Board (25 points for 1 DB + 50 points for 3 DBs = 200 points):**

Students will submit four discussion board entries during the semester. Each entry will constitute a response to the question prompt, AND a response to the entries made by two of your peers on the same topic, spaced at least 24 hours apart. 5 points will be deducted if this policy was not followed. Each discussion board will open on Monday of the scheduled week, and close by 11:59 pm on Sunday of that same week. It is the student’s responsibility to check the course schedule and access the discussion board while it is open. For the discussion board in first week, students will earn 20 points for their post to the weekly prompt, and 2.5 points each for two entries made in response to their peers’ posts. For the rest of discussion boards, students will earn 40 points for their post to the weekly prompt, and 5 points each for two entries made in response to their peers’ posts.

**Quiz (25 points)**

There will be a quiz in the first week. This quiz is to help you gain a better understanding about relevant information in the syllabus.

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Possible points</th>
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<tbody>
<tr>
<td>Assessment Interview</td>
<td>100</td>
</tr>
<tr>
<td>Vocational Assessment</td>
<td>100</td>
</tr>
<tr>
<td>Assessment of Substance Use Disorder</td>
<td>100</td>
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<tr>
<td>Assessment of Personality Characteristics</td>
<td>100</td>
</tr>
<tr>
<td>Assessment of Selfie Disorder</td>
<td>100</td>
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<tr>
<td>Neuropsychological Assessment</td>
<td>100</td>
</tr>
<tr>
<td>Assessment of Functional Living Skills</td>
<td>100</td>
</tr>
<tr>
<td>Behavioral Assessment paper</td>
<td>100</td>
</tr>
<tr>
<td>Discussion Boards (25 points x 1 + 50 points x 3)</td>
<td>175</td>
</tr>
<tr>
<td>Quiz (25 points x1)</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td><strong>1000 points</strong></td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Possible Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
<td>900 - 1000 points</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89%</td>
<td>800 - 899 points</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
<td>700 - 799 points</td>
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<tr>
<td>D</td>
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<tr>
<td>F</td>
<td>0% - 59%</td>
<td>Less than 600 points</td>
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</table>
LATE WORK
Assignments are due on Sunday night by midnight (i.e., 11:59 pm). Any work submitted after that point will be considered late and have 15% of the available points deducted prior to grading. Late assignments must be submitted within **ONE WEEK** of the due date to be eligible for credit (except for the assignment due in the final week, which must be submitted no later than the scheduled due date). Any assignments not submitted within this timeline will receive zero points. **NOTE: Discussion Boards cannot be made up if missed.**

INCOMPLETES
Students are expected to complete the course within the session time frame. A grade of Incomplete will only be given (a) in very compelling special circumstances with appropriate documentation of those circumstances (e.g., doctor’s request), and (b) with the stipulation that the course requirements be fulfilled by the end of the following semester. According to UNT policy:

An Incomplete Grade ("I") is a non-punitive grade given only during the last one-fourth of a term/semester and only if a student (1) is passing the course and (2) has a justifiable and documented reason, beyond the control of the student (such as serious illness or military service), for not completing the work on schedule. The student must arrange with the instructor to finish the course at a later date by completing specific requirements. These requirements must be listed on a Request for Grade of Incomplete form signed by the instructor, student, and department chair; and also entered on the grade roster by the instructor. ([http://essc.unt.edu/registrar/incomplete.htm](http://essc.unt.edu/registrar/incomplete.htm), p. 1)

If you fail to complete the course requirements by the end of the current semester, and you have not obtained from me approval for an Incomplete, you will receive a grade of “F”. All graduate students must maintain a 3.0 grade point average to remain an active student in the graduate program. Receiving a grade less than 3.0 for any RHAB course results in the student having to repeat that course. Courses may only be repeated once.

ACCOMMODATIONS
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class.

Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student.
For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at (940) 565-4323.

ACADEMIC INTEGRITY

Students are expected to follow appropriate guidelines for academic performance by doing their own work and by crediting material from other authors and sources appropriately. Cheating or misrepresenting work of others as your own will result, at a minimum, in a failing grade for the course. You are encouraged to become familiar with the information posted by the University Center for Student Rights and Responsibilities in the Student Handbook (http://www.unt.edu/student/). The policies regarding student conduct and academic dishonesty posted at this location apply to this class.

ACCEPTABLE STUDENT BEHAVIOR

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu

COPYRIGHT NOTICE

Some or all of the materials on this course Web site may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies.

SYLLABUS CHANGE POLICY

Syllabus, course information, and due dates may be subject to change upon instructor’s discretion.

ADD/DROP POLICY

- Important schedule for dropping a course (See academic calendar below):
  - http://catalog.unt.edu/content.php?catoid=15&navoid=1228
- Please refer to the Office of the Registrar or your department regarding the add/drop policy
TECHNICAL REQUIREMENTS/ASSISTANCE

The following information has been provided to assist you in preparation for the technological aspect of the course.

UIT Help Desk: http://www.unt.edu/helpdesk/index.htm
Hardware and software necessary to use Bb Learn: http://www.unt.edu/helpdesk/bblearn/
Browser requirements: http://kb.blackboard.com/pages/viewpage.action?pageId=84639794
Computer and Internet Literacy: http://clt.odu.edu/oso/index.php?src=pe_comp_lit

Minimum Technical Skills Needed - Examples include:
   Using the learning management system
   Using email with attachments
   Creating and submitting files in commonly used word processing program formats
   Copying and pasting
   Downloading and installing software
   Using spreadsheet programs

ACCESS AND NAVIGATION

Access and Log in Information
This course was developed and will be facilitated utilizing the University of North Texas’ Learning Management System, Blackboard Learn. To get started with the course, please go to: https://learn.unt.edu
You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: http://ams.unt.edu.

STUDENT RESOURCES

As a student, you will have access to:
● Student Orientation via Blackboard Learn. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.
● Blackboard’s On Demand Learning Center for Students. It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.
● From within Blackboard, you will have access to the “UNT Helpdesk “ tab that provides student resources and Help Desk Information.

Student Technical Support
The University of North Texas provides student technical support in the use of Blackboard and supported resources. The student help desk may be reached at: Email: helpdesk@unt.edu
Phone: (940) 565-2324
In Person: Sage Hall, Room 130

Regular hours are maintained to provide support to students. Please refer to the website (http://www.unt.edu/helpdesk/hours.htm) for updated hours.
EVALUATION

The Student Perceptions of Teaching (SPOT) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you the opportunity to comment on the class.

IMPORTANT NOTICE FOR F-1 STUDENTS TAKING DISTANCE EDUCATION COURSES

Federal Regulation

The paragraph reads:

(G) For F–1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F–1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance
To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course. If such an on-campus activity is required, it is the student’s responsibility to do the following:
(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he
should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

SEXUAL DISCRIMINATION, HARRASSMENT, & ASSAULT

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.
# COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments / Activities</th>
</tr>
</thead>
</table>
| 1    | 1/17 - 1/22| Review course syllabus  
- Introduction to assessment in rehabilitation  
- Building Rapport | - Module Materials | - Discussion Board #1  
(1/22 due)  
- Quiz on syllabus  
(1/22 due) |
| 2    | 1/23 - 1/29| Assessment Interview                                              | - Module Materials| - Article summary and case study  
(1/29 due) |
| 3    | 1/30 - 2/5 | Fundamentals of Testing and Measurement                          | - Module Materials| |
| 4    | 2/6 - 2/12 | Vocational assessment                                           | - Module Materials| - SII: Self-reflection paper  
(2/12 due) |
| 5    | 2/13 - 2/19| Assessment of Substance Use Disorders and Recovery Capital (1)   | - Module Materials| |
| 6    | 2/20 - 2/26| Assessment of Substance Use Disorders and Recovery Capital (2)   | - N/A             | - Assessment of Substance Use Disorders  
(2/26 due) |
| 7    | 2/27 - 3/5 | Assessment of Personality Characteristics (1)                  | - Module Materials| - Discussion Board #2  
(3/5 due) |
| 8    | 3/6 - 3/12 | Assessment of Personality Characteristics (2)                  | - N/A             | - MBTI: Self-reflection paper  
(3/12 due) |
| 9    | 3/13 - 3/19| Happy Spring Break                                               |                  |                                                                                       |
| 10   | 3/20 - 3/26| Assessment of Mental Health                                      | - Module Materials| - Assessment of Selfie Disorder  
(3/26 due) |
(4/2 due) |
| 12   | 4/3 - 4/9  | Cultural considerations in assessment                            | - Module Materials| - Discussion Board #3  
(4/9 due) |
| 13   | 4/10 - 4/16| Assessment of functional skills                                  | - Module Materials| - Assessment of functional living skills  
(4/16 due) |
| 14   | 4/17 - 4/23| Assessment of special populations                                | - Module Materials| - Discussion Board #4  
(4/23 due) |
| 15   | 4/24 - 4/30| Behavioral assessment                                           | - Module Materials| |
| 16   | 5/1 - 5/11 | Wrap up  
(Final week)                                                 | - N/A             | - Behavioral assessment  
(5/6 due) |
ASSIGNMENT DUE DATES

All of the due dates are listed below. You may wish to print out this table or transfer these dates into your personal calendar, and also use the self-progress tracker to track your learning progress.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Open</th>
<th>Close/Due</th>
<th>Self-Progress Tracker</th>
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<td>Possible Points</td>
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<td>Points Earned</td>
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<tr>
<td>Discussion Board #1 Quiz on syllabus</td>
<td>Week 1 (1/17)</td>
<td>1/22</td>
<td>25</td>
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<tr>
<td>Article summary and case study</td>
<td>Week 2 (1/23)</td>
<td>1/29</td>
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<tr>
<td>SII: Self-reflection paper</td>
<td>Week 4 (2/6)</td>
<td>2/12</td>
<td>100</td>
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<tr>
<td>Assessment of Substance Use Disorders</td>
<td>Week 5 (2/13)</td>
<td>2/26</td>
<td>100</td>
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<tr>
<td>MBTI: Self-reflection paper</td>
<td>Week 7 (2/27)</td>
<td>3/5</td>
<td>50</td>
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<tr>
<td>Assessment of Selfie Disorder</td>
<td>Week 10 (3/20)</td>
<td>3/26</td>
<td>100</td>
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<tr>
<td>Neuropsychological assessment</td>
<td>Week 11 (3/27)</td>
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<td>Discussion Board #3</td>
<td>Week 12 (4/3)</td>
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<tr>
<td>Behavioral assessment</td>
<td>Week 15 (5/1)</td>
<td>5/7</td>
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*All assignments are due by **11:59 pm** on scheduled due day*