Welcome to UNT!
As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT’s full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

Required Text

Course Description
RHAB 5740. 3 hours-This course is an orientation to the process and practice of assessing adults with disabling conditions for rehabilitation plan development and decision-making. Test selection, administration and interpretation and reporting, through synthesis, integration and evaluation of assessment data are covered along with the use of the DSM V, Ecological and Assistive Technology assessment. Course instruction will be provided via lectures and demonstration in class and by modules presented on Canvas.

Course Prerequisites
None. Most students are second year Master’s students when taking this course.

Course Objectives:
This course includes orientation to the process and practice of assessing adults with disabling conditions for rehabilitation plan development and decision making. It also includes test selection, administration, interpretation and reporting through synthesis, integration and evaluation of assessment data as covered along with the use of the DSM V, Ecological and Assistive Technology assessment.

Upon completion of this course, students will be able to achieve the following course objectives:

- Describe processes, issues, and factors concerning the general scope and role of assessment in the rehabilitation process
• Understand the basic measurement and assessment principles of rehabilitation plan development.
• Recognize the impact of gender, racial and ethnic background, and disability on the assessment process.
• Compare assessment tools and procedures commonly used in rehabilitation settings.
• Evaluate the selection, administration, scoring, and interpretation of results from assessment, instruments, and procedures, and be aware of their limitation.
• Recognize ethical concerns in assessment.
• Analyze comprehensive assessments in rehabilitation that include the following four parts: a) Formulation of assessment questions, b) Selection of assessment instruments and procedures, c) Administration and scoring of assessment instruments and interpretation of results, and d) Communication of results of assessment to consumers and professionals.

CACREP Educational Outcomes: 2.F.7 ASSESSMENT AND TESTING.

This course will cover:

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

<table>
<thead>
<tr>
<th>Rehabilitation Counseling (RC) Outcomes</th>
<th>CACREP Standards</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding theories of individual and family development across the lifespan</td>
<td>2.F.3a</td>
<td>Midterm Exam, Final Exam, Quizzes, Participation/Discussions Posts</td>
</tr>
<tr>
<td>Understand theories of learning</td>
<td>2.F.3.b</td>
<td>Midterm Exam, Final Exam, Quizzes, Participation/Discussions Posts</td>
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<tr>
<td>Understand theories of normal and abnormal personality development</td>
<td>2.F.3.c</td>
<td>Midterm Exam, Final Exam, Quizzes, Participation/Discussions Posts, Test Critique</td>
</tr>
<tr>
<td>Understand biological, neurological, and physiological factors that affect human development, functioning, and behavior</td>
<td>2.F.3.e</td>
<td>Midterm Exam, Final Exam, Quizzes, Participation/Discussions Posts, Test Critique Assignment</td>
</tr>
<tr>
<td>Understand systematic and environmental factors that affect human development, functioning, and behavior</td>
<td>2.F.3.f</td>
<td>Midterm Exam, Final Exam, Quizzes, Participation/Discussions Posts</td>
</tr>
<tr>
<td>Understand effects of crisis, disasters, and trauma on diverse individuals across the lifespan</td>
<td>2.F.3.g</td>
<td>Midterm Exam, Final Exam, Quizzes, Participation/Discussions Posts, Clinical Evaluation Assignment, Observational Skills</td>
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<tr>
<td>Understand ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan</td>
<td>2.F.3.i</td>
<td>Midterm Exam, Final Exam, Quizzes, Participation/Discussions Posts, Test Critique Assignment</td>
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**Teaching Philosophy**

I believe that effective learning is reflected via two essential related elements: knowledge of the content and ability to communicate it. I will do my part to maximize your learning by organizing each class well, using a presentation style that maximizes your interest, and incorporating a variety of teaching methods to present the material to you. On your end as a student, I expect you to:

- Complete your weekly reading consistently.
- Complete assignments on time and submit via Canvas only. Late assignments will automatically get a zero. Please note that I do not accept late assignments without proper documentation. As this is a serious issue, it will be judged on a case-by-case basis.
- Check Canvas for course information regularly. I will frequently use Course Announcements to convey important course related information to you.
- Use your UNT email for communicating with me. Use proper email etiquette. I request that you provide me with at least 48 hours to respond to your emails. Usually, I respond with 24 hours. However, if you do not hear from me within this time frame, please send me a reminder email.

**Course Organization**

Log on to the Canvas course page and access weekly folders. These folders will contain PowerPoints, assignment submission links, course activities, and other relevant course information. Most assignments will open on Mondays and due by 11:59 pm on Sundays of the next week. Prior to the opening of each module on, read the chapter(s) listed for that week. The PowerPoint will be made available to you to accompany your textbook chapter readings. You
will also find a Quiz included in each weekly module to enhance your learning. Quizzes will promptly close on Sundays at 11:59 pm and I will not make any exceptions regarding quiz availability. However, in the event that you miss a quiz, or perform poorly on it, two lowest quiz grades will be dropped at the end of the semester.

Course Requirements

1. The student will be responsive, polite and interactive. Respectful to the professor and other students.
2. The student will access and follow all course instructions found in the weekly content area of the Canvas course.
3. The student will complete the assigned ‘online’ exams/quizzes by accessing the item in the weekly folder in the Canvas course.
4. The student will complete and submit assignments electronically using the Canvas assignment drop box tool/tab.
5. The student will complete an on-going semester project in accordance with the instructions given in this syllabus and in class.

Communications

All course related communication should be emailed to me at Kaiqi.Zhou@unt.edu through your UNT student email. Please allow a minimum of 48 hours for me to respond to your email. IF you do not hear from me within this period, please send me a reminder email. Additionally, when sending me emails, please take some time to think about any other questions you may have: I would prefer to see one slightly longer email with several questions instead of several emails with brief questions all sent relatively close to each other. Please employ proper email etiquette when contacting me. Consider reading this document to familiarize yourself with email etiquette http://ceoa.s.oregonstate.edu/resources/undergraduate/files/email-etiquette.pdf

Assessments and Grading

Assessments
This course is made up of a series of assignments and assessments to assist you in achieving the course learning objectives/outcomes. Each week you will work on various combinations of assignments, activities, discussions, readings, research, etc.

Weekly Quizzes: 100 points
Each week, each student will take a brief quiz about the information presented in the weekly module. This quiz will be an individual attempt; Students will not be able to use any notes or texts when taking this quiz. A total of 12 Quizzes worth 10 points each will be administered throughout the semester. Two lowest quiz grades will be dropped at the end of the semester. Make-up quizzes will not be provided. If you miss a quiz for any other reason and are unable to take the quiz, your quiz grade for that week (zero) will be used as the allowed dropped quiz grade. All quizzes will be available at the start of the related week and will remain open till Sundays 11.59 pm.

The quizzes are assigned as a means of assessing your learning of the fundamentals of the coursework after each lecture. By taking these quizzes and doing well on them, you will demonstrate your ability to synthesize learning of the key elements for the day/week.
**Assessment Method:** Quizzes are online, and grades automatically are entered into Canvas.

**Midterm and Final Exam: 50 points each for a total of 100 points**

Two exams will be administered during this semester. Exams will be administered entirely online via Canvas. You will find the link to each Exam in the corresponding weekly module. The exam will be timed, and grade made available following the submission of the exam. If you lose Internet connectivity during the exam, log back in immediately and continue with the exam. Save your answers often (every 5-10 minutes). If you experience any issues while taking the exam, you must contact the Canvas Helpdesk immediately so that your issue is documented with a helpdesk ticket number. Considerations regarding exam issues will be made by the instructor on an individual basis based on the documentation.

Midterm exam will contain information presented in Chapters 1-7  
Final exam will contain information presented in Chapters 8-15

**Assessment Method:** Exam will contain multiple choice, True/False, Matching, and short answer questions.

**Test Evaluation and Critique: 100 points**

The Test Evaluation and Critique assignment represents an opportunity for students to apply skills acquired in the course regarding test evaluation, selection, and critique. Selecting, evaluating, and adopting tests and measurements is a critical component of effective counseling practice. The Test Evaluation and Critique requires students to identify and select 1 psychological test or vocational aptitude assessment, evaluate its psychometric properties, and then provide a written evaluation of the test. A template for the assignment has been developed for you to follow. Your paper should be 4-5-pages in length, double spaced, 12-inch font; 1 inch margin, Times New Roman font. All papers must cite a minimum of 4 peer-reviewed journal articles and follow APA format. Remember, cover page and reference page do not count as part of the page limit.

**Assessment and Treatment Best Discussion Board (2) 50 point each: 100 points**

Students will be assigned to a group to watch a video. While watching the video, find a particular character of interest in the video to assume as your client. Upon completion of the video, using the DSM-V, you will 1) provide a diagnosis for the selected character, 2) recommend an empirically supported assessment tool for testing the client and provide a rationale; and 3) propose a recommended treatment for the disorder. Each discussion post should consist of one (1) discussion thread that responds to the prompt and at least two (2) responses to classmates' discussion threads. Your responses should address your view of the classmates’ client and the diagnosis and treatment selected. An example could be Borderline Personality Disorder (BPD) and providing an analysis of the Minnesota Multiphasic Personality Inventory-2 (MMPI-2). The purpose of this assignment is to promote an open, curious, and honest attitude toward learning from others that will facilitate development for all participants.

**Vocational Assessment Project: 100 points**

The final assignment for the course, and representing a culmination of student acquisition of course material, is a comprehensive vocational evaluation of a client. You will be assigned with a classmate to complete this project. Please maintain anonymity (create a pseudonym name) and do not provide any personally identifiable information. A fillable template of a Basic Vocational
Assessment Report and a Psychosocial Assessment Questionnaire have been provided for you. This is your opportunity to be creative with your client and explore various disorders and forms of assessments. The Psychosocial Assessment Questionnaire will address any psychosocial issues your client may have, while the Basic Vocational Assessment Report will address the vocational issues. You will use information from the Psychosocial Assessment to fill in any gaps in your Vocational Assessment Report. You will administer tests that are relevant to the needs of your client based on the Psychosocial Assessment Questionnaire. You will utilize assessments that are located in Canvas as well as internet resources (Dictionary of Occupational Titles) to complete your project.

Your project should include the following:
1. Initial Interview (including 3 referral questions)
2. Clinical diagnostic test (BDI-II, BAI, BHS, any PTSD checklist administered)
3. Personality inventory (MBTI)
4. Substance Use inventory (CAGE, MAST, DAST)
5. Suicide Assessment screens (CSSRC or SBQ-R)
6. Vocational and interest test (SII and 1 work values inventory)
7. DSM diagnosis (include 2-3 diagnoses that you think might apply to the client. Include reasons why you chose these for a differential diagnosis).
8. Recommendations

Grading
Grading will be done by **points**:

<table>
<thead>
<tr>
<th>Total Points Possible for Semester = 500</th>
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<tbody>
<tr>
<td>460-500 = A</td>
</tr>
<tr>
<td>420-459 = B</td>
</tr>
<tr>
<td>380-419 = C</td>
</tr>
<tr>
<td>340-379 = D</td>
</tr>
<tr>
<td>300-0 = F</td>
</tr>
</tbody>
</table>

Accessing Grades
Grades will be available in the Canvas course page.

Course Evaluation
All students are encouraged to complete course evaluations before the end of the semester. Additionally, if you have feedback regarding the course that you feel comfortable discussing with me directly, I invite you to do so at any time during the semester.

Scholarly Expectations
All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.
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.

UNT POLICIES

Student Conduct and Discipline: Student Handbook.
Please refer to the UNT Faculty Handbook or your department regarding the Student Code of Conduct Policy.

Academic Honesty Policy
You are encouraged to become familiar with the University's Policy of Academic dishonesty found in the Student Handbook. The content of the Handbook applies to this course. Additionally, the following specific requirements will be expected in this class: all work submitted should be your own. All assessments must be administered, scored, and evaluated by the student. If you are in doubt regarding the requirements, please consult with me before you complete any requirements of the course.

ADA Policy
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://disability.unt.edu/. You may also contact them by phone at 940.565.4323.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation
To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at http://ecfr.gpoaccess.gov. The specific portion concerning distance education courses is located at “Title 8 CFR 214.2 Paragraph (f)(6)(i)(G)” and can be found buried within this document: http://frwebgate.access.gpo.gov/cgi-bin/get-cfr.cgi?TITLE=8&PART=214&SECTION=2&TYPETEXT

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.

**Add/Drop Policy**

*Please refer to the UNT Faculty Handbook or your department regarding the Add/Drop Policy.*

**TECHNICAL REQUIREMENTS / ASSISTANCE**

**Minimum Technical Skills Needed:**

- Using the learning management system (Canvas)
- Using email with attachments
- Creating and submitting files in commonly used word processing program formats (MS Word and Adobe)
- Copying and pasting
- Downloading and installing software
- Scanning Documents

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](http://www.unt.edu/helpdesk/index.htm)
Hardware and software necessary to use Bb Learn: [http://www.unt.edu/helpdesk/bblearn/](http://www.unt.edu/helpdesk/bblearn/)
Canvas Technical Requirements: [https://it.unt.edu/help-desk-resources-students](https://it.unt.edu/help-desk-resources-students)
Internet Access with compatible web browser Word Processor
Student Resources

As a student, you will have access to:

- Student Orientation via Canvas Learn. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.

- Canvas’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 Canvas, you will have access to the “UNT Helpdesk“ tab which provides student resources and Help Desk Information.

RESOURCES

Links to Academic Support Services, such as Office of Disability Accommodation, Counseling and Testing Services, UNT Libraries, Online Tutoring, UNT Writing Lab and Math Tutor Lab can be located within Canvas Learn on the “Academic Support” tab.

- UNT Portal: http://my.unt.edu

- UNT Canvas Learn Student Resources: Technical Support: http://www.unt.edu/helpdesk/

- UNT Library Information for Off-Campus Users: http://www.library.unt.edu/services/facilities-and-systems/campus-access

- UNT Computing and Information Technology Center: http://citc.unt.edu/services-solutions/students

- UNT Academic Resources for Students: http://www.unt.edu/academics.htm

- Computer Labs: [provide information if departmental labs are available for use to students]. General access computer lab information (including locations and hours of operation) can be located at: http://www.gacl.unt.edu/

Student Technical Support

The University of North Texas provides student technical support in the use of Canvas 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.

Student Support Services

Also known on at the University of North Texas campus as SSS. All activities and services provided by SSS are intended to help students progress through their degree to an on-time graduation. Please refer to the website (https://trio.unt.edu/sss) for detailed list of services.