

FLEXIBLE SYLLABUS

Texas A&M-Commerce College of Education and Human Services Department of Psychology, Counseling & Special education

Course: COUN 317 Intro to Assessment

Class Meeting: Monday & Wednesday 11:00am-12:15pm; EDN 121

Instructor: Felicia Ward, MA, LPC-Intern, LCDC-Intern

Email: fward2@leo.tamuc.edu
(Be sure to include "COUN 317" in the subject line)

Office Hours: Monday & Wednesday by appointment
Virtual Office (ecollege) by appointment as needed

Required Texts:

Hood, A. B., & Johnson, R. W. (2002). *Assessment in Counseling: A Guide to the Use of Psychological Assessment Procedures* (4th ed.), Alexandria, VA: American Counseling Association.

Suggested Text:

American Psychological Association, (2013). *Diagnostic and statistical manual of mental disorders* (5th ed). Arlington, VA: American Psychiatric Publishing.

Course Description

The intent is to make this course informative, challenging, and worthwhile. A variety of learning activities have been structured to provide you with opportunities which will encourage your growth as a counselor. The degree to which you perceive this experience as enhancing to your personal and professional growth will largely be a function of your own goals for this experience and the responsibility and initiative you assume in achieving those goals.

Course Objectives

Upon completion of this course, students should have:

- Knowledge of measurement concepts including historical perspectives concerning the nature and meaning of assessment, and prior and current research-based assessment trends.
- Knowledge regarding the design and purpose of various instruments including standardized and non-standardized testing and other assessment techniques. These include but are not limited to the study of:
 - objective, projective, and behavioral measures of personality
 - intelligence, aptitude and achievement instruments
 - interests, work values and career development assessments
 - person-environment interaction and human development assessment.
- Ability to apply statistical concepts, including scales of measurement, measures of central tendency, indices of variability, distributions of scores, and correlations.
- Knowledge in theory of measurement, including measurement error, validity and reliability.

- An understanding of cultural and social factors that influence assessment, such as: age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, social status, etc.
- Application of strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.
- Knowledge regarding the appropriate application of case conceptualization and mental and emotional diagnostic criteria including the DSM V.
- Knowledge about current trends and issues in appraisal including ethical and legal considerations.

Participation

This class depends heavily on discussion, exercise, activities, role-playing to ensure students reach the course objectives. It is essential that students be willing to participate in a free, open, and mutually supportive manner to help one another develop the competencies that are a part of the goals of the course. Students can learn more from each other and from their own thinking/processing than they do strictly from a textbook or the instructor in a course like this. This can only happen if the students are active participants in the course. Participation entails conscientious preparation for class meetings by completing readings and other assignments on schedule. Participation is further demonstrated through comments and expressed opinions that convey your perspective on a topic under discussion. Participation involves a willingness to ask questions in class to make sure you obtain clarification for material that you do not completely understand. You will be appreciated by almost everyone else in the class if you speak up and get clarification for material that is in the least bit confusing to you. All professionals must be committed to their work and to expanding the constantly changing knowledge, skills, and attitudes that are part of a career area. A student's level of involvement in a course like this is a better gauge of his/her level of interest and commitment to a future profession than are traditional exams and term papers. In short, an instructor can tell as much about you, how well you are learning this type of material by involvement in class as by reading the scores on your exams and term papers. Finally, it is impossible to participate if you don't attend class. Attendance is particularly important when practice exercises are taking place with assigned partners. Any absence will affect how you are evaluated in terms of class participation. Make up work will be assigned at the discretion of the Instructor.

EXPECTATIONS:

Students are expected to read all assigned materials and come to class prepared to participate in class discussion/activities. Pop quizzes may be on the agenda if there is not sufficient **class discussion or participation. YOU HAVE BEEN WARNED!!!** Students are expected to demonstrate their grasp and understanding of the class materials through **discussion and participation.**

Students are expected to be respectful to one another during class meetings and class discussions/activities. **I WILL NOT TOLERATE DISRESPECT FOR OR TOWARD FELLOW STUDENTS.** Misbehavior or mistreating of other students may result in a daily grade of 0, dismissal from the classroom and/or other disciplinary action as deemed appropriate to the situation.

Electronic Devices: It is disrespectful to myself and fellow students to text, check email, or go online during class time, unless I ask you to look up something specific online.

Course Assignments & Grades

1. *Exams*: There will be three course examinations covering materials discussed in class (from textbook, lecture materials, special assignments, and student presentations). Each exam will be composed of an in class portion (60 pts) and a take home, short answer portion (40 pts). The class portion of exams may consist of true/false, multiple choice, and/or matching sections and will closely resemble the quizzes.
2. *Review of a Testing Instrument*: (Assignment 1, p.6). Each student will prepare a written report on a testing instrument. Students will choose an assessment instrument and give a 3-5 page detailed description of the instrument (list will be provided by instructor).
3. *Presentation*: Students will present their testing instrument(s) to the class either individual or in groups of 2-3 (student choice). Presentations should be approximately 15 min per student and take the class through the information in the paper portion of the assignment. The testing instrument presentation must be supported by handouts (must include a reference page) and visual aids. Creativity is encouraged. Evaluation will be based on information content and student knowledge of the assessment. Students will follow the template for Assignment 1 (see page 6).
4. *Intake Interview*: (Assignment 2, p.7) In teams of two students, each student will conduct an intake interview and turn in the report with an intake session note. The interviewee will assume a fake identity provided by the professor. This assignment will require use of the therapeutic skill of role-playing (acting the part of somebody else) as both a client and a therapist. Each Intake Interview should take approximately 30 min.
5. *My Plan & Career Counseling*: (Assignment 3, p.8) Each student will be required to complete the My Plan career assessment through the TAMUC career development center and attend a career counseling session to go over the results. Students will be required to attach results of the my plan assessment with a name and signature from a career counselor to their paper for submission. This paper will review your experience taking the My Plan and attending career counseling, your thoughts of the results and the applicability and short falls of this process for assisting clients in career counseling.
6. *Quizzes*: Some classes will begin or end with a short, daily quiz, over the assigned study topic. Quizzes may not be announced so students should be prepared for them daily.
7. *Attendance/Class Participation*: Active attendance is defined as arriving to class on time, prepared for the day's lesson, participating in in-class activities, and remaining for the entire class period. Absences will be excused for those specific reasons stated in the Student's Guidebook (pg. 36-37) with written documentation. Students will be permitted to make up missed activities, tests, etc. within a week for un-foreseen excused absences. For any predetermined absences or unexcused absences (oversleeping, work conflicts, taking care of a sick child, etc.) students must submit assignments on or before the assigned due date.

Student Evaluation/Grades: Student grades will be based on the instructor's assessment in the following areas:

- Attendance & Participation 60 points (10%)
- Quizzes 60 points (10%)

- My plan & Career Counseling 60 points (10%)
- Intake Interview 60 points (10%)
- Presentation 60 points (10%)
- Test Instrument Review 60 points (10%)
- (3) Exams (80 points each) 240 points (13.3% each; 40% total)

600 - 540 A

539 - 480 B

479 - 420 C

419- 360 D

Below 360 F

Tentative Schedule

Week 1 Introductions; Overview of Syllabus; Student/Instructor Expectations

Ch. 1 Use of Assessment Procedures in Counseling

Week 2 **No School**

Ch. 2 Nature of Psychological Assessment in Counseling

Week 3 Ch. 3 Measurement Concepts and Test Interpretation

Week 4 Ch. 4 Initial and Outcome Assessments in Counseling (online/ecollege)

Intake Interviews

Week 5 Ch. 5 Assessment of Intelligence

Ch. 6 Academic Aptitude and Achievement;

Week 6 **Review and Expansion**

Exam # 1

Week 7 Ch. 7 Measures of Career Choice and Development

Ch. 7 & 8 Measures of Work and Personal Values; **Instrument Presentations**

Week 8 Ch. 8 Measures of Work and Personal Values; **Instrument Presentations**

Work on My Plan

Week 9 **Spring Break!**

Week 10 Ch. 10 Comprehensive Assessment Programs for Career and Life Planning

Ch. 11 Personality Inventories and Measures

Week 11 Ch. 9 Assessment of Interests; **Instrument Presentations**

Ch. 12 self-report instruments; **Instrument Presentations**

Week 12 Ch. 13 Assessment of Interpersonal Relationships

Review and Expansion

Week 13 **Exam #2**

Ch. 14 Mental Health Assessment: Interview Procedures; **Instrument**

Presentation

Week 14 Ch. 13 Assessment of Interpersonal Relationships

Week 14 Ch. 15 Mental Health Assessment: Standardized Inventories

Ch. 16 Assessment of Minority and Special Populations; **Instrument**

Presentation s

Week 15 Ch. 18 Ethical and Social Issues in Testing

Ch. 17 Communication of Test Results

Week 16 Final Review & course reflection

Final

Professor reserves the right to make changes to the syllabus.

Diversity Policy

You are encouraged to contribute your perspective and insights to class discussions. However, offensive language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses cannot be tolerated. Common courtesy and respect will be extended to all. Students abusive to this policy may be asked to leave the classroom and will lose points. Problems in adhering to this policy may result in being dropped or failing this course.

Conduct and Academic Honesty

"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Polices and Procedures, Conduct) "Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work." (See Section A13.12, Academic Honesty, A&M-Commerce Procedures.)

Note: You have been informed that your test will closely resemble your quizzes. Therefore, IF at any time you are permitted to use resources on an exam and ANY type of quiz materials are discovered, it will result in a grade of 0 on the test and your academic dishonesty will be reported to the department.

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

University Closing Due to Weather

Check <http://www.tamu-commerce.edu/> regarding class cancellations. Also, KETR radio on 88.9 FM and television channels 4, 5, and 8 (channel 7 for Tyler & Longview Area).

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Assignment 1

Template for Review of Testing Instrument

1. Review of Testing Instrument (3-5 pages)
 - a. General Information
 1. Title of test and author
 2. Original date of publication; newest date of revision
 3. Cost (if easy to find – check website)
 - b. Brief description of purpose and nature of test
 1. Type of test (intelligence, etc)
 2. Purpose of test
 3. Structure of test questions: true/false, open-ended questions, etc.
 4. Complexity of test: short, subtests, etc.
 - c. Administering the Test
 1. Time needed to administer and, if information is available, time to score
 2. Clarity of manual instructions for administrator to use and score (manual may not be available)
2. Scoring procedures: complex, simple, etc.
3. Qualifications needed by administrator to give the test.
 - a. Technical evaluation
 1. Information on norms and standardization sample.
 2. Reliability coefficient (test-retest, parallel-form, split-half, Kuder-Richardson or coefficient alpha) including size and nature of sample.
4. Validity coefficient for test (content, criterion, and construct)
 - a. Critique of instrument in applied situations
 1. Identification of 3-5 research studies in which this instrument was used and a brief summary of effectiveness of test as either a research tool or an evaluation instrument.
Example: Wechsler intelligence tests have been used to identify mental retardation, learning disabilities, and other issues among special needs audience. In a nutshell, did the test do what the author hypothesized that it would do!
5. Brief paragraph summarizing strengths and weaknesses of this test based on reviews that are available through *Mental Measurement Yearbooks*, other books and/or other professional resources (ex: peer reviewed journal articles, government or university websites) on testing. MMY is available at TAMU library.

Assignment 2 Template for Intake Interview Report

Please follow this template to complete your Intake Interview Report.

- 1. Title (centered): Confidential Test Report**
- 2. Demographic information on CL:**
 - Name: _____ Date of Report: _____
 - Age: _____
 - Date of Birth: _____
 - Gender: _____
 - Other information that is relevant to this report such as: marital status, number of children, religious preference, medical events, etc.
- 3. Name and title of examiner (YOU!)**
- 4. Name and title of person receiving the report**
- 5. Referral question (typically a paragraph with a final sentence stating the referral)**
- 6. Background Information**
 - Family History (might include work history)
 - Medical history
 - Alcohol, drugs and/or legal history
 - Current psychological history (might include friends, support system)
- 7. Behavioral observation:** Observations of CL's behavior during interview.

Assignment 3

My Plan and Career Counseling

My plan instructions:

www.myplan.com

-click "account" tab

-Under new user click "create free account"

License Cod:

KM3DYHUF

-Submit

TAKE ALL 4 ASSESSMENTS

Print 3RD page for each assessment (career match) to attach to the back of your paper

Career Counseling

Schedule a meeting/counseling session with the career development center to go over your My Plan results. Attend the session to write about your experience in your paper. Be sure to have the counselor write their name and provide a signature on your my plan results to provide verification of your attending the session.

My Plan Career Paper:

Reflect on your experience of taking the My Plan assessment and attending the career counseling. Write on your perspective of these results and usefulness of the assessment and counseling you received in providing career counseling to clients.