



COUN 317 Introduction to Assessment

Mon/Wed/Fri 3:00pm-3:50pm

BA 340 (Main campus)

COURSE SYLLABUS: Spring 2019

INSTRUCTOR INFORMATION

Instructor: Natalie M. Knox, M.A., LMFT-A, LPC-Intern, Doctoral Student

Office Location: N/A

Office Hours: Monday/Wednesday 1 PM- 1:40 PM; by appointment in Commerce

University Email Address: natalie.knox@tamuc.edu

Communication Response Time: Within 24-72 hours M-F

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook (s) Required

Drummond, R.J., Sheperis, C. J., & Jones, K. D. (2016). *Assessment procedures for counselors and helping professionals* (8th ed.). NY: Pearson Education, Inc.

American Psychological Association. (2011). *Publication manual of the American Psychological Association* (6th ed.). Washington, D. C.: American Psychological Association

American Counseling Association (2014). *2014 ACA Code of Ethics*. Alexandria, VA: Author.

Optional Texts and/or Materials

APA Style Publication Manual: <http://www.apastyle.org/pubmanual.html>

Special Topics Readings: additional readings are assigned throughout the semester for most classes and are posted to eCollege for the assigned week.

The syllabus/schedule are subject to change

Course Description

COUN 317. Introduction to Assessment

Three semester hours. The purpose of this course is to provide you with an introduction to the psychological and psychoeducation assessment process of Counseling. Since this an undergraduate course, you will acquire the basic working knowledge of assessment procedures in the counseling profession. Areas of emphasis will include the following: basic psychometric principles, test reliability and validity, clinical interviews, test selection, report writing, and make recommendations base upon assessment results. Students will be exposed to a variety of popular and frequently used child, adolescent, and adult test instruments.

Student Learning Outcomes

Students who complete COUN 317 should demonstrate the following competencies.

1. Know when to refer for psychological assessment.
2. Knowledge of measurement concepts including historical perspectives concerning the nature and meaning of assessment, and prior research-based assessment trends.
3. Have a basic knowledge of psychological testing instruments.
4. Knowledge regarding the design and purpose of various instruments including standardized and non-standardized testing and other assessment techniques. These include a. Objective, projective, and behavioral measures of personality b. Intelligence, aptitude, and achievement instruments c. Interests, work values, and career development assessments d. Person-environment interaction and human development assessments.
5. Ability to apply statistical concepts, including scales of measurement, measures of central tendency, indices of variability, distributions of scores, and correlations.
6. Knowledge in theory of measurement, including measurement error, validity, and reliability.
7. An understanding of cultural and social factors that influence assessment, such as: age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, social status, etc.
8. Application of strategies for selecting, administering, and interpreting assessment and evaluation of instruments and techniques in counseling.
9. Knowledge regarding the appropriate application of case conceptualization and mental and emotional diagnostic criteria including the DSM-V.
10. Knowledge about current trends and issues in appraisal including ethical and legal considerations.

American Counseling Association: ACA Code of Ethics, Section G Research & Publication

It is imperative that students who are enrolled in counseling take the appropriate steps to familiarize themselves with the ACA code of ethics regarding research and publication. Counseling students, counselor educators, and counselors who participate in research studies are encouraged to facilitate with the knowledge base of the profession and promote a clearer understanding of the conditions that lead to a healthy and functional society. Here is a direct link to the ACA website <https://www.counseling.org/knowledge-center/ethics>

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COURSE REQUIREMENTS

This course includes lecture, discussion, and experiential component. Furthermore, students will utilize the Learning Management System (LMS) which is known as e-college. Please note that students are required to log in regularly to monitor their assignments and grades. Students will also be using Microsoft Word and PowerPoint for group presentations.

Minimal Technical Skills Needed

Students will need to operate such technology as D2L and Microsoft Word.

Instructional Methods

Lecture, discussion, assignments, in-class activities, experiential activities, exams, and weekly online discussion board postings.

Student Responsibilities or Tips for Success in the Course

1. As a student in this course, you are responsible for completing all readings, including any supplemental readings posted to D2L (under lecture folder) before class.
2. Respectfully interact with the instructor and your peers.
3. Actively engage in critical thinking and dialogue (i.e., sharing your reactions, opinions, disagreements, and questions) in class.
4. Your open participation in class discussions and activities are essential to your learning and final grade.
5. For assignments, contact the instructor well in advance of due dates with any questions--do not expect last minute responses the day assignments are due--prepare ahead of time.
6. There will be a weekly online class discussion. You will post your initial response and respond to a minimum of one peer-respond. If you are late with your initial and subsequent postings, your online discussion score for that day will be a **zero**.
7. Also, use best practices of APA 6 writing style. Many online resources, such as the OWL at Purdue APA website exist to help you craft quality papers- **please use them**.

Attendance

University guidelines regarding attendance policy will be followed. Students are expected to attend EVERY class and arrive on time. More than two absences will result in a reduction of a letter grade for each following absences. Also, absences will result in an F for your final grade if further explanation is not given. It is imperative to let the instructor know in advance if you are unable to attend class. Further, attendance will be taken at the beginning of the class period. Nevertheless, students are expected to be in class before the start time. If a student is more than ten minutes late to class three times, that will count as an absence; and if a student leaves class early, that will also count as an absence.

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GRADING

Friday's Online Discussion Board	=	100	pts.
Mid-term Exam (50 questions)	=	100	pts.
Final Exam (50 questions)	=	100	pts.
Presentation	=	100	pts.
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Total Points	=	400	pts.

Grading Rubrics

Final grades will be based on the following scale and there will be no curves, concessions, or extra credit:

A	= 90% - 100%
B	= 80% - 89%
C	= 70% - 79%
D	= 60% - 69%
F	= 59% and Below

Scheduled work turned in late will be penalized 10 points per number of days late; papers will not be accepted more than two days late. There is no method for accruing extra credit in this class to compensate for required assignments in this class.

All written assignments must be uploaded to D2L by class time on the due date listed on course calendar, in the appropriate Assignment Folder, unless otherwise noted below

Overview of Assignments

1. **Friday's Online Discussion Board (50 points).** Note, there will be no face-to-face lecture for Friday classes. Friday classes will be held online. The instructor will assign a chapter from the text or peer-reviewed research article, and students will provide a reflection or thoughts on the matter. Additionally, although sharing of personal opinions are expected, students must provide their reflection based on the course material/chapters/research articles; and include APA style citations in their paragraphs. Further, both initial and subsequent responses will be a paragraph in length. I expect everyone to contribute, and for everyone to be respectful of others' contributions, even if opinions and values widely differ. Note, there will be a rubric to highlight grading criteria.
2. **Two Exams (50 questions = 100 points each):** There will be a midterm exam and a final exam. Note that these exams will not be comprehensive. Each exam will be on the chapters that were previously covered. There will be a total of fifty multiple choice questions. They will be taken in-class; during the class period.

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- 3. Presentation (100 points):** This course introduces students to the principles, concepts, and procedures of systematic assessment of clients' needs in hopes to alleviate or minimize their presenting problem (s). Some objectives of the course are to cover standard tests of general intelligence, special abilities, and achievement, including administrations coring and interpretation of these instruments. Due to the allotted time of the course, students will conduct a 15-minute presentation regarding the assessment of a movie character. Students will be given a list of movies to choose from. Students will choose a movie then choose a character and develop an assessment plan for that individual. In other words, outline an assessment procedure, including instruments one will use during the assignment. Further, the student must provide a rationale for the process. You will present your findings on a PowerPoint. Utilize headings and subheading for the organization (review APA); Follow the 6th edition, APA format. Note, more information will be provided at a later date during the semester.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

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Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive

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- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp) <http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

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ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all coursework in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue



System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

Interaction with Instructor Statement

The instructor cannot be reached by phone. All correspondents will either be via email or by appointments prior to the start of class. Please note email communication response time will be within 24-72 hours; Monday to Friday. Office hours is listed on the first page of this syllabus.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

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

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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 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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COURSE CALENDAR

Date	Topic	Readings	Assignments
1/14/2019	Introductions to the Course; Review of Syllabus		
1/16/2019	Introduction to Assessment	Chapter 1	Read Ch. 1 Class Discussion
1/18/2019 Friday, Class Online	To Be Announced	Chapter 1	Initial Post and a Peer-response
1/21/2019 NO CLASS Martin Luther King Jr. Day	NO CLASS	NO CLASS	NO CLASS Read Ch. 2
1/23/2019	Methods and Sources of Assessment Information	Chapter 2	Read Ch. 2 Class Discussion
1/25/2019 Friday, Class Online	To Be Announced	Chapter 2	Initial Post and a Peer-response
1/28/2019	Statistical Concepts	Chapter 3	Read Ch. 3 Class Discussion
1/30/2019	Statistical Concepts	Chapter 3 <i>Experiential Exercise</i>	Experiential Exercise
2/1/2019 Friday, Class Online	To Be Announced	Chapter 3	Initial Post and a Peer-response

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COURSE CALENDAR

Date	Topic	Readings	Assignments
2/4/2019	Understanding Assessment Scores	Chapter 4	Read Ch. 4 Class Discussion
2/6/2018	Understanding Assessment Scores	Chapter 4 <i>Experiential Exercise</i>	Experiential Exercise
2/8/2019 Friday, Class Online	To Be Announced	Chapter 4	Initial Post and a Peer-response
2/11/2019	Reliability/Precision	Chapter 5	Read Ch. 5 Class Discussion
2/13/2019	Reliability/Precision	Chapter 5 <i>Experiential Exercise</i>	Experiential Exercise
2/15/2019 Friday, Class Online	To Be Announced	Chapter 5	Initial Post and a Peer-response
2/18/2019	Validity	Chapter 6	Read Ch. 6 Class Discussion
2/20/2019	Validity	Chapter 6 <i>Experiential Exercise</i>	Experiential Exercise
2/22/2019 Friday, Class Online	To Be Announced	Chapter 6	Initial Post and a Peer-response

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COURSE CALENDAR

Date	Topic	Readings	Assignments
2/25/2019	Selecting, Administering, Scoring, and Interpreting Assessment results	Chapter 7	Read Ch. 7 Class Discussion
2/27/2019	Chapter 7	Chapter 7 <i>Experiential Exercise</i>	Experiential Exercise
3/1/2019 Friday, Class Online	To Be Announced	Chapter 7	Initial Post and a Peer-response
3/4/2019	Assessment of Intelligence & General Ability	Chapter 8	Read Ch. 8 Class Discussion
3/6/2019	Assessment of Intelligence & General Ability	Chapter 8 <i>Experiential Exercise</i>	Experiential Exercise
3/8/2019 Friday, Class Online	To Be Announced	Chapter 8	Initial Post and a Peer-response
3/11/2019	Assessment of Achievement & Aptitude	Chapters 9 & 10	Read Chs. 9 & 10 Class Discussion
3/13/2019 Midterm Exam	Midterm Exam	<i>In-Class Exam</i>	EXAM (Chs. 1-10)
3/15/2019 Friday, Class Online	To Be Announced	Chapter 9 & 10	Initial Post and a Peer-response
March 18-22 Spring Break	NO CLASSES Spring Break	NO CLASSES Spring Break	NO CLASSES Spring Break

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COURSE CALENDAR

Date	Topic	Readings	Assignments
3/25/2019	Career and Employment Assessment	Chapter 11	Read Ch. 10 Class Discussion
3/27/2019	Career and Employment Assessment	Chapter 11 <i>Experiential Exercise</i>	Experiential Exercise
3/29/2019 Friday, Class Online	To Be Announced	Chapter 11	Initial Post and a Peer-response
4/1/2019	Personality Assessment	Chapter 12	Read Ch. 12 Class Discussion
4/3/2019	Personality Assessment	Chapter 12 <i>Experiential Exercise</i>	Experiential Exercise
4/5/2019 Friday, Class Online	To Be Announced	Chapter 12	Initial Post and a Peer-response
4/8/2019	Clinical Assessment	Chapter 13	Read Ch. 12 Class Discussion
4/10/2019 <u>Presentations</u>	Clinical Assessment	Chapter 13 <i>Experiential Exercise</i>	Experiential Exercise
4/12/2019 Friday, Class Online	To Be Announced	Chapter 13	Initial Post and a Peer-response

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COURSE CALENDAR

Date	Topic	Readings	Assignments
4/15/2019	Assessment in Education	Chapter 14	Read Ch. 14 Class Discussion
4/17/2019 <u>Presentations</u>	Assessment in Education	Chapter 14 <i>Experiential Exercise</i>	Experiential Exercise
4/19/2019 Friday, Class Online	To Be Announced	Chapter 14	Initial Post and a Peer-response
4/22/2019	Assessment Issues w/ Diverse Populations	Chapter 15	Read Ch. 15 Class Discussion
4/24/2019 <u>Presentations</u>	Assessment Issues w/ Diverse Populations	Chapter 15 <i>Experiential Exercise</i>	Experiential Exercise
4/26/2019 Friday, Class Online	To Be Announced	Chapter 15	Initial Post and a Peer-response
4/29/2019	Communicating Assessment Results & Ethical/Legal Issues in Assessment	Chapters 16 & 17	Read Chs. 16 & 17 Class Discussion
5/1/2019	Communicating Assessment Results & Ethical/Legal Issues in Assessment	Chapters 16 & 17 <i>Experiential Exercise</i>	Experiential Exercise
5/3/2019 Friday, Class Online Study for Final Exam	To Be Announced	Chapter 16 & 17	Initial Post and a Peer-response Exam (Chs. 11-17)
May 6-10, 2019	Spring Finals Week EXAM 3	Spring Finals Week	Spring Finals Week EXAM 3

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