



COUN 517: Assessment in Counseling COURSE SYLLABUS: Spring 2019

Instructor: **Chester R. Robinson, PhD, NCC, GCDFI**
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Preferred Form of Communication: **email**
Communication Response Time: **Typically 24 hours, except weekends**

COURSE INFORMATION

Texts

Watson, J. C. & Flamez, B. (2014). *Counseling assessment and evaluation: Fundamentals of applied practice*. Thousand Oaks, CA: Sage Publications.

Supplemental Materials

As copyright laws permit, supplemental materials may be made available via ECollege.

Course Description

As a core requirement in all master's-level programs in the department, this course provides students who work in a variety of settings with information regarding the proper selection and use of standardized and non-standardized assessment instruments and the integration of the assessment and counseling process. In addition, related professional issues such as the history of assessment, legal and ethical concerns related to assessment, and trends in the field will be included.

University Catalog Description

517. *Assessment in Counseling*. Three semester hours. Includes group and individual appraisal techniques to be used to support career, educational, and personal planning and development. Standardized and non-standardized data information gathering methods, validity, reliability, psychometric statistics, factors influencing appraisals, and use and interpretation of appraisal results with a variety of populations are explored.

Course Outline

- Meaning and purposes of assessment
- Sources of information about assessment instruments
- History of assessment
 - Ancient history
 - 20th Century
 - Current perspectives
- Assessment with Diverse Populations
- Ethical and legal considerations in assessment
- Non-standardized assessment techniques
- Basic statistical concepts

Syllabus/schedule subject to change

- The assessment process
- Technical Qualities of Measures
 - Reliability
 - Validity
 - Norm Groups – Reference Samples
- Types and interpretation of scores
- Measures for specific purposes
 - Intelligence and scholastic ability tests
 - Aptitude tests
 - Achievement tests
 - Career and employment assessment
 - Personality assessment
 - Clinical Assessment

Student Learning Outcomes (CACREP standard in parentheses)

Course Objectives

Students will demonstrate an understanding of:

- historical perspectives concerning the nature and meaning of assessment and testing in counseling (7a)
- Basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations. (7b)
- Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. (7c)
- Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information) and validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity) (7d; 7e)
- Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations (7f)
- Ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling (7g; 1j)
- Identifies various forms of needs assessments for academic, career, and persona/social development (SC G3)
- Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans (CMHC G1)
- Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments (CMHC G2)
- Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols (CMHC H1)

TEXES Competencies for School Counselors that relate to this course

- *Competency 002 (Student Diversity)*
 - The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.
- *Competency 003 (Factors affecting Students)*

- The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.
- *Competency 007 (Assessment)*
 - The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.
- *Competency 010 (Professionalism)*
 - The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

Methods of Instruction

Readings, lecture transcripts, threaded discussion, small group activities, and supervised applications.

COURSE REQUIREMENTS

Prerequisites

Admission to Graduate Studies at Texas A&M University-Commerce. In addition, students are expected to be able to: 1) Navigate the World Wide Web using a web browser (e.g., Safari, Explorer, Opera, Firefox, Chrome) and a search engine (e.g., Google); 2) Communicate electronically via email; 3) Send attachments via email; and, 4) Use a word processing computer program, preferably MS Word.

Tests

Five (5) tests will be completed during the term. Test items will be drawn from lectures, text, and assigned readings. Test items have been designed to address all levels of Bloom's (Anderson & Krathwohl, 2001; Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956) taxonomy. Thus, you will often encounter items for which responses are not readily found directly in the text or lessons. Instead, discerning the correct response will require you to have an in-depth understanding of the concepts upon which the item is based. There is no set schedule for completing tests. All tests must be completed by the last day of the semester. Final grade value: 30%

Assignments

Discussions - Students are expected to participate in 7 periodic discussions hosted asynchronously in the LMS. I will post a discussion prompt on designated days. You are expected to respond to that prompt typically within 48 hours and to respond to at least 3 classmates' contributions 48 hours after that. Twenty possible points can be earned for each weekly discussion, distributed as follows: Your initial contribution – 10 points; first response to a classmate's contribution – 5 points; second response to a classmate's contribution – 3 points; third response to a classmate's contribution – 2 points; having the last word – PRICELESS! Final grade value: 28%.

Assessment Instrument Completion and Reaction - I will identify 2 assessments available at no charge for on-line completion or for downloading, printing, and written completion. You are to complete these, then submit a 1-2 page reaction for each in which you discuss your expectations regarding the assessment, the complexity/simplicity of the items, the perceived relevance of the measure, your anticipated results versus your actual results, etc. An Assignment Folder will be designated which will include detailed assignment instructions and to which you will submit each review.

Final grade value: 22% (11% each)

Assessment Instrument Results/Interpretation Presentation– Students will be presented with results from an assessment battery. From these, students will prepare a written interpretation for stakeholders (e.g., client, parents of a minor, treating/diagnosing counselor). Additional assignment guidelines and requirements will be provided during the semester. Final grade value: 20%

Late Assignments - Occasionally, students require "extra" time in order to complete an assignment. One additional week may be "purchased" with 10% of the possible grade for an assignment. For example, Harry is unable to complete and submit his Internet Scavenger Hunt on time. The maximum grade Harry can receive now on his Hunt is 90%. Please note that extra time cannot be purchased for submitting your own resume for critique. Others cannot complete their assignments until your resume is uploaded into Doc Sharing. Extra time cannot be purchased for completing tests.

GRADING

Final grades in this course will be based on the following scale:

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

CACREP Standards Addressed in COUN 517

Core Standard	Learning Activity or Assignment	Assessment
2.G.7a. Historical perspectives concerning the nature and meaning of assessment	Transcribed lecture; asynchronous discussion; assigned text readings	Tests; asynchronous discussion
2.G.7b. Basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations	Transcribed lecture; asynchronous discussion; assigned text readings	Tests; asynchronous discussion
2.G.7c. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	Transcribed lecture; asynchronous discussion; assigned text readings	Tests; asynchronous discussion

2.G. 7d. Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information)	Transcribed lecture; asynchronous discussion; assigned text readings	Tests; asynchronous discussion
2.G. 7e. Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity)	Transcribed lecture; asynchronous discussion; assigned text readings	Tests; asynchronous discussion
2.G. 7f. Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations	Transcribed lecture; asynchronous discussion; assigned text readings	Tests; asynchronous discussion
2.G. 7g. Ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling	Transcribed lecture; asynchronous discussion; assigned text readings	Tests; asynchronous discussion; Instrument completion reviews
2.G. 2f. Counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination	Transcribed lecture; asynchronous discussion; assigned text readings	Tests; asynchronous discussion
2.G. 1j. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Transcribed lecture; asynchronous discussion; assigned text readings	Tests
School Standard	Learning Activity or Assignment	Assessment
G3. Identifies various forms of needs assessments for academic, career, and persona/social development	Transcribed lecture; asynchronous discussion; assigned text readings	Tests
CMHC Standard	Learning Activity or Assignment	Assessment

G1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans	Transcribed lecture; asynchronous discussion; assigned text readings	Tests; Battery interpretation project
G2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments	Transcribed lecture; asynchronous discussion; assigned text readings	Tests; Battery interpretation project
H1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols	Transcribed lecture; asynchronous discussion; assigned text readings	Tests; Instrument completion reviews; Asynchronous discussion

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.

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	<p>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.</p> <p>Chrome: Latest version for the iOS browser.</p>

Device	Operating System	Browser	Supported Browser Version(s)
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
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- 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.

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 course work 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 via email.



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

I prefer to interact via email (Chester.Robinson@tamuc.edu) or via text (903.366.2125). Typically, I will respond within 24 hours Sunday – Thursday. Emails/texts received on Friday or Saturday MAY NOT be answered until Monday morning. While I do have these capacities on my phone, I prefer to respond from my computer instead of “poking” a response on the phone’s virtual keyboard.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Late Assignments

Occasionally, students require "extra" time in order to complete an assignment. One additional week may be "purchased" with 10% of the possible grade for an assignment. For example, Harry is unable to complete and submit his Internet Scavenger Hunt on time. The maximum grade Harry can receive now on his Hunt is 90%. Please note that extra time cannot be purchased for submitting your own resume for critique. Others cannot complete their assignments until your resume is uploaded into Doc Sharing. Extra time cannot be purchased for completing tests.

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.

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)
<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 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.

