

**SOUTHEAST MISSOURI STATE UNIVERSITY**  
**DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING**  
**COURSE SYLLABUS**

Title of Course: **Assessment in Counseling (3 cr)**

Course No. **CP 617**

*Revised Fall 2013*

Semester: Fall 2019

Instructor: Travis Smith, Ph.D., LPC

Office: SC409F

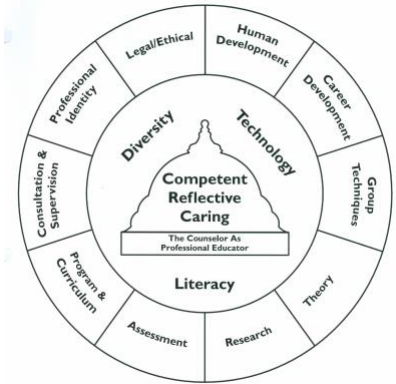
Phone: (573) 651-2414

E-mail: tsmith1@semo.edu

Office Hours: Monday 1 – 3 p.m., Friday 11 - 12 p.m.

Class Times: Online

Website: Access through Moodle



*Note: The Instructor will add the above information each semester.*

**I. Catalog Description and Credit Hours of Course:**

Application of psychometric assessment techniques to increase understanding of the student/client and develop an individualized plan of assistance. (3)

**II. Prerequisite(s):**

Graduate Standing and Permission of the Instructor.

**III. Course Integrated in to the Program Requirements**

M.A. Career Counseling	M.A. School Counseling	M.A. Mental Health Counseling	Ed.S. Counseling Education	Psychological Examiner Certificate
Required	Required	Required	Required Prereq.	

**IV. Student Learning Outcomes**

A. The student will demonstrate a knowledge of the historical perspectives concerning the nature and meaning of assessment. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).

B. The student will demonstrate a knowledge of the basic concepts of standardized and non-standardized 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, behavioral observations. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).

C. The student will demonstrate a knowledge of the statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of

distributions, and correlations. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).

**V. Course as Relates to External Requirements**

<b>CACREP Requirements (2016)</b>	<b>IDESE Requirements (2011)</b>	<b>LPC Requirements</b>	<b>NBCC Requirements</b>
7. Assessment	Comp. 5) Assessment materials and techniques;	Appraisal	Appraisal (Tests and Measurements for Individuals and Groups)

**VI. Course as Relates to External Standards**

<b>CACREP Standards (2016)</b>
<p>Section II.F.7. ASSESSMENT &amp; TESTING</p> <ul style="list-style-type: none"> <li>a. historical perspectives concerning the nature and meaning of assessment and testing in counseling,</li> <li>b. methods of effectively preparing for and conducting initial assessment meetings</li> <li>c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide,</li> <li>d. procedures for identifying trauma and abuse and for reporting abuse,</li> <li>e. use of assessments for diagnostic and intervention planning purposes,</li> <li>f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments</li> <li>g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations</li> <li>h. reliability and validity in the use of assessments</li> <li>i. use of assessments relevant to academic/educational, career, personal, and social development</li> <li>j. use of environmental assessments and systematic behavioral observations</li> <li>k. use of symptom checklists, and personality and psychological testing</li> <li>l. use of assessment results to diagnose developmental, behavioral, and mental disorders</li> <li>m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results</li> </ul> <p>Clinical Mental Health Counseling Section 5.C.1. Foundations</p> <ul style="list-style-type: none"> <li>e. psychological tests and assessments specific to clinical mental health counseling</li> </ul> <p>Section 5.C.3. Practice</p> <ul style="list-style-type: none"> <li>a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</li> </ul> <p>School Counseling Section 5.G.1. Foundations</p> <ul style="list-style-type: none"> <li>1. Understands the influence of multiple factors (e.g. abuse, violence, eating disorders, attention deficit hyperactivity disorder, and childhood depression) that may affect the personal, social, and academic functioning of students.</li> <li>2. Knows the characteristics of children and adolescents who may use alcohol or other drugs or who may reside in a</li> </ul>

home where substance abuse occurs.

3. Identifies various forms of needs assessments for academic, career and personal/social development.

### **DESE Standards (2011)**

(MoSTEP 1.4.1.3.a; CACREP CC 7a,b) theoretical and historical bases for assessment techniques, including 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.

(MoSTEP 1.4.1.3.b; CACREP CC 7d, e) concepts of reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information), validity (i.e., evidence of validity, types of validity), and the relationship between reliability and validity.

(MoSTEP 1.4.1.3.c; CACREP CC 7g) selecting, administering, and interpreting qualitative and quantitative assessments typically used in comprehensive guidance programs to assess the academic, career, and personal/social development of all students.

(MoSTEP 1.4.1.3.d; CACREP CC 7c) statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.

(MoSTEP 1.4.1.3.e; CACREP CC 7f) social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations.

(MoSTEP 1.4.1.3.f; CACREP CC 7.g) ethical principles in assessment.

### **VII. Purposes or Objectives of the Course:**

- A. The student will become familiar with the historical perspectives concerning the nature and meaning of assessment.
- B. The student will become familiar with the basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessments, environmental assessments, performance assessments, individual and group test and inventory methods, behavioral observations and computer-managed and computer-assisted methods.
- C. The student will become familiar with statistical concepts including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations.
- D. The student will become familiar with reliability, theory of measurement error, models of reliability and the use of reliability information.
- E. The student will become familiar with validity, evidence of validity, types of validity, and the relationship between reliability and validity.
- F. The student will become familiar with factors that relate to assessment and evaluation of individuals, groups, and specific populations as they relate to age, gender, sexual orientation, ethnicity, language, disability, culture, and spirituality.
- G. The student will learn strategies for selecting, administering, and interpreting assessment and evaluation instruments.

- H. The student will develop and understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status.
- I. The student will understand and be able to apply the appropriate ethical and legal considerations in the use of standardized assessment instruments.
- J. The student will be introduced to a variety of assessment instruments in use by educators and mental health clinicians.

<b>VIII. Course Content or Outline:</b>	<b>Class Hours</b>
A. Assessment of the Individual	10
1. Assessment in all facets of counseling services	
2. Definition	
3. Basic tenets including ethics	
4. Case study approach for client and student learning issues	
B. Psychometric Assessment Techniques	10
1. Standardized tests and rating scales	
2. Curriculum based assessment	
3. Record review	
4. Observation techniques	
5. Diagnostic interviewing techniques	
6. Psychometric techniques	
7. Client participation techniques	
8. Environmental assessment (i.e., school, classroom)	
C. Introduction of Instruments	10
1. Wechsler Intelligence Scale	
2. Stanford Binet	
3. MMPI	
4. Millon	
5. TAT	
6. Projective Drawings	
7. Career Assessments	
8. Others as appropriate	
D. Application of Assessment Data	15
1. Synthesizing and analyzing information	
2. Development of recommendations	
3. Report writing	
4. Collaboration with team to develop appropriate interventions	
5. Sharing assessment results in a conference	
6. Follow-up activities	

**IX. Textbook(s):**

Drummond, R. J. (8<sup>th</sup> ed). *Appraisal Procedures for Counselors and Helping Professionals*. Upper Saddle River, N.J.: Prentice-Hall, Inc.

**X. Expectations of Students:**

- A. The student is expected to actively participate in class.
- B. The student will be expected to complete the required readings and assignments.
- C. Satisfactory performance on examinations.
- D. The student will be expected to respond to a variety of skill assessment techniques.
- E. The student will be expected to know about and use a variety of technological strategies to enhance learning.
- F. The student will review case studies, choosing a variety of assessment techniques, and generate recommendations to address the presenting concerns.
- G. The student will be expected to know about legal issues and ethical standards in counseling.

**XI. Basis for Student Evaluation**

- A. Written examinations (20%)
- B. Written critiques of professional articles (20%)
- C. Written evaluation of Case Studies (20%)
- D. Presentation of assessment (20%)
- E. Graduate quality research paper (20%)

***Final letter grade:***

- 91% to 100% -- A
- 81% to 90% -- B
- 71% to 80% -- C
- 0% to 70% -- F

*Note: The section “Basis for Student Evaluation” is given as a general guideline. Course assignments and the exact final letter grade are at the discretion of the instructor. Each instructor will include assignment information and grading procedure in this section in the specific course syllabus handed out at the beginning of each semester.*

**Assignments:**

**Test & Assessment Critique (100 points):** Each student will choose two assessment/testing instruments to present. Students will describe the historical context of the test, its primary uses, the type of test (personality, achievement, etc), and limitations of the test. Students will also use scholarly literature to supplement presentation. Students are responsible for identifying two research articles that used the test or assessment. Students will demonstrate how the assessment/test was used in research and determine if the use of test was done adequately. You are required to compile your information in an APA formatted paper and submit through Dropbox.

**Case Studies (10 points each):**

There are a series of 10 case studies that you will be required to complete for this class. Each individual case provide you the opportunity to score and interpret the results of a variety of tests that you will learn about in this course. Full details of each case study are available on the “Course Content” section of the course website.

**Tests (50 points each):** A midterm and final will be required for this class and will be taken through UTest.

**Forum Topics (10 points each):** There will be topics related to the course material posted throughout the four weeks of this course that you will be required to respond to. See ‘Course Information’ section of the website for a rubric of requirements for Forum posts.

**Class Reflection Paper: (25 points):** Each student is required to write and submit a 2 – 4 page reflection paper on what you learned from this class. This paper can include descriptions of assignments that were particularly meaningful to you, key takeaways, and other points of interest. This assignment also satisfies a requirement of the Professional Counseling Portfolio. In addition to uploading the assignment to the Moodle website, you are required to submit the reflection to your Chalk & Wire account.

**XII. Methods of instruction**

A combination of:

- Classroom lectures and discussions
- Classroom experiential exercises
- Web-assisted instructions and tests/exams

**XIII. Academic Honesty:**

Southeast Missouri State University expects all students, faculty and staff to operate in an honest and ethical manner. Academic dishonesty is a very serious offense because it undermines the value of your education and the education of others. Students who engage in academic dishonesty face significant penalties. Forms of academic dishonesty include, but are not limited to, plagiarism, cheating, contract cheating, misrepresentation, and other actions you take. Some of these are defined below:

- Plagiarism means passing off someone else’s work as your own, whether it is intentional or unintentional.
- Cheating includes copying from another person or source of information to meet the requirements of a task.
- Contract cheating is paying someone else or a company to do your work.
- Misrepresentation means you are posing as someone else or someone else is posing as you to complete a task.

- Collusion means working with one or more people to cheat. If you help someone cheat or plagiarize you will face the same penalties.

For more information, visit the Responsible Redhawks Code of Conduct <http://www.semo.edu/responsiblerehawks/code-of-conduct.html> or the Faculty Handbook Section (D) on Academic Honesty <http://www.semo.edu/facultysenate/handbook/5d.html>

#### **XIV. Accessibility:**

Southeast Missouri State University and Disability Services are committed to making every reasonable educational accommodation for students who identify as people with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various disabilities. Students are responsible for contacting Disability Services to register and access accommodations.

**[Accommodations are implemented on a case by case basis. For more information, visit http://www.semo.edu/ds/](http://www.semo.edu/ds/)** or contact Disability Services at 573-651-5927.

#### **XV. Civility:**

Your university experience is purposely designed to introduce you to new ideas, help you think effectively, develop good communication skills, evaluate information successfully, distinguish among values and make sound judgements. Doing this well requires respectful and courteous discussion among and between students and the instructor. Together, we must create a space where we acknowledge and respect others have different experiences, perspectives and points of view. Disagreements are likely. Mutual respect for one another and a willingness to listen are important. Remember, you are responsible for your behavior and actions. There is a no tolerance policy on bullying or harassment of any kind. Additional information on student conduct may be found at: <http://www.semo.edu/pdf/stuconduct-code-conduct.pdf?ver=1.0> and [http://www.semo.edu/pdf/Conduct\\_Faculty\\_Resource\\_Guide.pdf](http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf)

Further, it is to be expected that the instructor will treat all students with dignity and respect – it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked the following: 1) before class turn off all pagers and cell phones; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g. popping gum, noisy eating, and clipping fingernails); 4) minimize side conversations; and, 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.

#### **XVI. Counselor Dispositions**

Counselor Dispositions, as assessed within Counselor Education are guided by the central core of the Counseling Conceptual Framework. The beliefs and attitudes related to the

areas of *competence, reflection and caring*, are the guiding influence with the eight foundational counselor dispositions assessed throughout the program. These are: 1) Genuineness, 2) Congruence, 3) Non-judgmental Respect, 4) Emotional Awareness, 5) Ethical Understanding, 6) Concreteness, 7) Empathy, and 8) Professional Commitment. See <https://semo.edu/psychology-counseling/accreditation.html> where the current student handbook can be accessed.

### **XVII. Mandatory Reporting:**

I will keep information you share with me confidential to the best of my ability, but as a professor I am legally required to share information about sexual misconduct and crimes I learn about to make our campus and community safe for everyone.

### **XVIII. Student Success:**

This course uses SupportNET, Southeast's student success network, to improve communication between students, faculty and staff on campus. You'll get emails through SupportNET with information about resources or concerns. Please read these emails—they are sent to help you succeed! You can access SupportNET through your portal, Moodle or directly at [supportnet.semo.edu](http://supportnet.semo.edu) to see any academic alerts, ask for help and to access resources to support your success at Southeast.

### **XIX. Course Schedule**

*Note: Course Schedule is accessible through the course website.*

Questions, comments or requests regarding this course or program should be taken to your instructor.

Unanswered questions or unresolved issues involving this class may be taken to Dr. Melissa Odegard-Koester, Chair of the Department of Psychology & Counseling.