

**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 2012*

Semester:

Instructor:

Office:

Phone:

E-mail:

Office Hours:

Class Room:

Class Dates:

Class Times:

Website:

*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**

<b>M.A. Career Counseling</b>	<b>M.A. School Counseling</b>	<b>M.A. Mental Health Counseling</b>	<b>Ed.S. Counseling Education</b>	<b>Psychological Examiner Certificate</b>
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.

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.

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.

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

<b>CACREP Requirements (2009)</b>	<b>DESE Requirements (2008)</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 (2009)</b>
<p>Section II.G.7. ASSESSMENT - studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:</p> <ul style="list-style-type: none"> <li>a. historical perspectives concerning the nature and meaning of assessment,</li> <li>b. 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,</li> <li>c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations,</li> <li>d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information),</li> <li>e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity,</li> <li>f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations, and</li> <li>g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.</li> </ul> <p>CC. Assessment – G. Knowledge</p> <ul style="list-style-type: none"> <li>1. Understands assessment strategies for career development and career counseling programs.</li> <li>2. Understands how to choose appropriate career assessment tools and techniques.</li> <li>3. Understands bias in career assessment and interpretation (including cultural and linguistic characteristics of the client).</li> </ul> <p>SC. Assessment – G. Knowledge</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 home where substance abuse occurs.</li> <li>3. Identifies various forms of needs assessments for academic, career and personal/social development.</li> </ul> <p>CMHC. Assessment – G. Knowledge</p> <ul style="list-style-type: none"> <li>1. Knows 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.</li> <li>2. Understands various models and approaches to clinical evaluation, and their appropriate uses, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments.</li> <li>3. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.</li> <li>4. Identifies standard screening and assessment instruments for substance abuse and addiction.</li> </ul>

## **DESE Standards (2008)**

(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 Binate	
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. (Latest Edition). *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.*

**XII. Methods of instruction**

- A combination of:
  - Classroom lectures and discussions
  - Classroom experiential exercises
  - Web-assisted instructions and tests/exams

**XIII. Academic Policy Statement:**

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. It includes: academic misconduct, dishonesty, plagiarism and cheating or knowingly or actively assisting another person in doing the same. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Students are responsible for upholding the principles of academic honesty as they would any other professional and ethical standard. Refer to: <http://www6.semo.edu/judaffairs/code.html>

*Note: Faculty may add specific sanctions regarding academic dishonesty within the parameters outlined in the University Policy for Academic Honesty.*

#### **XIV. Students with Disabilities Statement:**

If a student has a special need addressed by the Americans with Disabilities Act (ADA) please notify the instructor at the beginning of the course. You must register as a student with a disability in the office of Learning Assistance Programs and Disability Support Services in University Center Room 302 or at 651-2273. It is the responsibility of the student to notify the instructor prior to requesting reasonable accommodation. Failure to do this may result in not receiving the requested accommodation. Refer to: <http://www.semo.edu/cs/services/disability.htm>

#### **XV. Civility, Respect and Classroom Etiquette:**

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, differentiate values, and make relevant judgments. To do this successfully, many times multiple perspectives will be presented; some of which may represent points of view on which everyone will not agree. A successful educational experience requires a shared sense of respect among and between the students, the instructor and various points of view.

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 pager 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 [Student Handbook](#).

**XVII. Knowledge Base References:**

An online Knowledge Base is maintained on the Program website. See <http://www4.semo.edu/counsel/Program/know-base.htm>

**XVIII. Course Schedule**

*Note: Course Schedule will be added each semester by the instructor.*

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. Ruth Ann Roberts, Interim Chair, Department of Educational Leadership and Counseling.