COUN 6314 Syllabus

Assessment in Counseling and Development

INSTRUCTOR NAME: JAMES IKONOMOPOULOS PH.D., LPC-S
TERM: FALL 2016
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EMAIL: james.ikonomopoulos@utrgv.edu
MEETING TIMES AND LOCATION: WEDNESDAYS 7:20PM-9:50PM SABAL HALL 1.108
OFFICE LOCATION: MAIN 2.200G
OFFICE HOURS:
  TUESDAYS 3:00PM – 6:00PM
  WEDNESDAYS 3:00PM – 6:00PM
  THURSDAYS 2:00PM – 4:00PM WWW

*Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call, connect session, or a meeting.

Response Time:
Generally, I will respond to emails within 24 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support.
I will update the online grades each time a grading session has been complete—typically seven days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

Textbook and/or Resource Material

Required Texts:

Additional Recommended Study Aids for the CPCE:


**Recommended Textbooks for Counselor Preparation Comprehensive Examination CPCE:**

**Passing the CPCE is graduation requirement**, and may initially be attempted during COUN 6365 Practicum I. In Edinburg, the CPCE is scheduled for the **third Saturday in September** and the **first Saturday in February**. In Brownsville, the CPCE is scheduled for the **second Saturday in November** and the **second Saturday in April**. The CPCE is scheduled at both campuses the **third Saturday in July**. Students **must** take the CPCE at their home campus, unless graduation is dependent on the third and final attempt. **Make plans accordingly.**


Course Description and Prerequisites

This course explores the theory and techniques of administering, scoring, and interpreting educational and psychological tests. Includes test selection, administration, and the dynamics of test interpretation to enable the counselor to synthesize, integrate, and evaluate appraisal data for use in guidance and counseling. In the last segment of the course, students will practice taking, administering, and interpreting a variety of educational and psychological tests.

Prerequisite: COUN 6301 Intro to Research Methods in Counseling

Learning Objectives/Outcomes for the Course

Student Learning Outcomes
1. STUDENTS WILL LEARN ABOUT THE HISTORY OF ASSESSMENT, AND ROLE OF ASSESSMENT IN COUNSELING
2. STUDENTS WILL LEARN ABOUT THE DIFFERENT TYPES OF MEASUREMENT SCALES
3. STUDENTS WILL LEARN ABOUT NORM REFERENCED, AND CRITERION REFERENCED MEASURES
4. STUDENTS WILL LEARN THE MEASURES OF CENTRAL TENDENCY, MEASURES OF VARIABILITY, NORMAL DISTRIBUTION, STANDARD SCORES, AND CORRELATION COEFFICIENTS
5. STUDENTS WILL LEARN ABOUT RELIABILITY AND VALIDITY
6. STUDENTS WILL LEARN THE PROCESS OF SELECTING, ADMINISTERING, AND SCORING ASSESSMENT RESULTS
7. STUDENTS WILL LEARN THE PROCESS OF INITIAL ASSESSMENT IN COUNSELING
8. STUDENTS WILL LEARN ABOUT DIAGNOSIS AND TREATMENT PLANNING
9. STUDENTS WILL LEARN ABOUT INTELLIGENCE AND ABILITY TESTING, AS WELL AS ACHIEVEMENT AND APTITUDE
10. STUDENTS WILL LEARN ABOUT CAREER AND PERSONALITY TESTING
11. STUDENTS WILL LEARN THE PROCESS OF PROGRAM EVALUATION
12. STUDENTS WILL LEARN AND UNDERSTAND ETHICS FOR USING ASSESSMENT IN COUNSELING

Alignment of Course Objectives to National and State Standards

STUDENT ACADEMIC OBJECTIVES

CACREP Common Core (F) – This course is designed to meet the 2016 CACREP standards and enable students to demonstrate knowledge of the following:

CACREP STANDARDS 2016 Assessment and Testing
2.F.7.a: historical perspectives concerning the nature and meaning of assessment and testing in counseling
2.F.7.b: methods of effectively preparing for and conducting initial assessment meetings
2.F.7.c: procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
2.F.7.d: procedures for identifying trauma and abuse and for reporting abuse
2.F.7.e: use of assessments for diagnostic and intervention planning purposes
2.F.7.f: basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments

2.F.7.g: statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations

2.F.7.h: reliability and validity in the use of assessments

2.F.7.i: use of assessments relevant to academic/educational, career, personal, and social development

2.F.7.j: use of environmental assessments and systematic behavioral observations

2.F.7.k: use of symptom checklists, and personality and psychological testing

2.F.7.l: use of assessment results to diagnose developmental, behavioral, and mental disorders

2.F.7.m: ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

C. CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

FOUNDATIONS

5.C.1.a: history and development of clinical mental health counseling

5.C.1.c: principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

5.C.1.e: psychological tests and assessments specific to clinical mental health counseling

CONTEXTUAL DIMENSIONS

5.C.2.a: roles and settings of clinical mental health counselors

5.C.2.b: etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders

5.C.2.c: mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
5.C.2.d: diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)

5.C.2.e: potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders

5.C.2.f: impact of crisis and trauma on individuals with mental health diagnoses

5.C.2.g: impact of biological and neurological mechanisms on mental health

5.C.2.i: legislation and government policy relevant to clinical mental health counseling

5.C.2.j: cultural factors relevant to clinical mental health counseling

5.C.2.k: professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling

5.C.2.l: legal and ethical considerations specific to clinical mental health counseling

5.C.2.m: record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

PRACTICE

5.C.3.a: intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

5.C.3.b: techniques and interventions for prevention and treatment of a broad range of mental health issues

5.C.3.c: strategies for interfacing with the legal system regarding court-referred clients

5.C.3.d: strategies for interfacing with integrated behavioral health care professionals

5.C.3.e: strategies to advocate for persons with mental health issues

G. SCHOOL COUNSELING

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.

FOUNDATIONS

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
5.G.1.e: assessments specific to P-12 education

CONTEXTUAL DIMENSIONS

5.G.2.a: school counselor roles as leaders, advocates, and systems change agents in P-12 schools

5.G.2.b: school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies

5.G.2.c: school counselor roles in relation to college and career readiness

5.G.2.d: school counselor roles in school leadership and multidisciplinary teams

5.G.2.e: school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma

5.G.2.g: characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders

5.G.2.i: signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs

5.G.2.l: professional organizations, preparation standards, and credentials relevant to the practice of school counseling

5.G.2.m: legislation and government policy relevant to school counseling

5.G.2.n: legal and ethical considerations specific to school counseling

PRACTICE

5.G.3.b: design and evaluation of school counseling programs

5.G.3.d: interventions to promote academic development

5.G.3.e: use of developmentally appropriate career counseling interventions and assessments

5.G.3.h: skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement

5.G.3.i: approaches to increase promotion and graduation rates

5.G.3.k: strategies to promote equity in student achievement and college access

5.G.3.m: strategies for implementing and coordinating peer intervention programs

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
5.G.3.n: use of accountability data to inform decision making

5.G.3.o: use of data to advocate for programs and students

TExES Competencies

Competencies covered throughout this program:

Competency 001 (Human Development)

The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.

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 004 (Program Management)

The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services that promotes all students’ success.

Competency 005 (Developmental Guidance Program)

The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students’ personal growth and development.

Competency 006 (Counseling)

The school counselor understands how to provide effective counseling services to individuals and small groups.

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 008 (Collaboration with Families)
The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community)

The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010 (Professionalism)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

Texas Education Agency (TEA) Standards—This course is designed to meet the following TEA Standards:

TExES Competencies (State Adopted Proficiencies for Teachers and Administrators/Counselors)

Learner Centered Knowledge

(4) Counseling students will know assessment principles and procedures, including the appropriate use of tests and test results.

(7) Counseling students will know how to assist learners’ developmental characteristics and needs, and their relevance to educational and career choices.

(8) Counseling students will know legal and ethical standards, practices, and issues.

(13) Counseling students will understand counseling-related research techniques and practices.

Learner Centered Skills

(7) Counseling students will participate in the selection, use, and interpretation of assessments and assessment results.

(8) Counseling students will use varied sources of information about students for assessment purposes.

(9) Counseling students will learn how to use counseling-related research techniques and practices to address student needs.

Learner Centered Process

(2) Counseling students will learn how to facilitate learner’s ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information.
(5) Counseling students will learn how to act as a consultant and/or coordinator to help learners achieve success inside and outside of school.

Learner-Centered Communications

(1) Counseling students demonstrate effective communication through oral, written, and nonverbal expressions.

Learner-Centered Professional Development

(3) Counseling students strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards.

(4) Counseling students will learn how to apply research-based practice to improve the school guidance and counseling program.

Alignment of Course Objectives to National and State Standards

*The table below should include alignment to standards relevant to the program. The columns below are used as examples. *Please keep in mind that candidates in initial programs must demonstrate competence in the 4 categories of the InTASC standards.

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>PROGRAM SLOs</th>
<th>TEA STANDARDS</th>
<th>CACREP STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn about the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.</td>
<td>Counseling graduate students will demonstrate understanding and knowledge of quantitative and/or qualitative research methods.</td>
<td>Learner Centered Knowledge</td>
<td>F8A</td>
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<tr>
<td></td>
<td></td>
<td>(13) Counseling students will understand counseling-related research techniques and practices.</td>
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<tr>
<td>Students will learn about the Identification of evidence-based counseling practices.</td>
<td>Counseling graduate students will demonstrate proficiency in the Counseling for Accreditation of Counseling and Related Educational Programs (CACREP)</td>
<td>Learner Centered Skills</td>
<td>F8B</td>
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<tr>
<td></td>
<td></td>
<td>(9) Counseling students will learn how to use counseling-related research techniques and practices to</td>
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<tr>
<td>core counseling areas, including Theories, Career, Ethics, Group Counseling, Practice, and Research.</td>
<td>address student needs.</td>
<td>Learner-Centered Professional Development</td>
<td>F8C</td>
</tr>
<tr>
<td>Students will learn about needs assessment.</td>
<td>Counseling graduate students will demonstrate understanding and knowledge of quantitative and/or qualitative research methods.</td>
<td>Learner Centered Skills</td>
<td>F8D</td>
</tr>
<tr>
<td>Students will learn about development of outcome measures for counseling programs.</td>
<td>Counseling graduate students will demonstrate understanding and knowledge of quantitative and/or qualitative research methods.</td>
<td>Learner Centered Skills</td>
<td>F8E</td>
</tr>
<tr>
<td>Students will learn about evaluation of counseling interventions and programs.</td>
<td>Learner Centered Skills</td>
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</table>

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<tr>
<td>Students will learn about quantitative, qualitative, and mixed methods</td>
<td>Counseling graduate students will demonstrate understanding and knowledge of quantitative and/or qualitative research methods.</td>
<td>Learner-Centered Professional Development</td>
<td>F8F</td>
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<td>(3) Counseling students strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards.</td>
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<td>(4) Counseling students will learn how to apply research-based practice to improve the school guidance and counseling program.</td>
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<tr>
<td>Students will learn about designs used in research and program evaluation.</td>
<td>Counseling graduate students will demonstrate knowledge and proficiency in assessment and testing to inform treatment planning with diverse clients.</td>
<td>Learner-Centered Professional Development</td>
<td>F8G</td>
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<td>Students will learn about designs used in research and program evaluation.</td>
<td>Counseling graduate students will demonstrate understanding and knowledge of quantitative and/or qualitative research methods.</td>
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<td>F8H</td>
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<td>(9) Counseling students will learn how to use counseling-related research techniques and practices to address student needs.</td>
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<tr>
<td>Students will learn about statistical methods used in conducting research and program evaluation.</td>
<td>Counseling graduate students will demonstrate understanding and knowledge of quantitative and/or qualitative research methods.</td>
<td>Learner Centered Skills</td>
<td>F8I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(9) Counseling students will learn how to use counseling-related research techniques and practices to address student needs.</td>
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</tr>
<tr>
<td>Students will learn about analysis and use of data in counseling.</td>
<td>Counseling graduate students will demonstrate knowledge and proficiency in assessment and testing to inform treatment planning with diverse clients.</td>
<td>Learner-Centered Professional Development</td>
<td>F8J</td>
</tr>
<tr>
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<td>(3) Counseling students strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards.</td>
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</tbody>
</table>
### Course Objectives

(4) Counseling students will learn how to apply research-based practice to improve the school guidance and counseling program.

Students will learn about ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation.

Learner-Centered Professional Development

(3) Counseling students strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards.

### assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>CACREP</th>
<th>CAEP</th>
<th>TEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrument Review 20%</td>
<td>I-F-7-a,b,c,d,e,f,g,h,i,j,k,l,m V-C-1-a,c,e-2-a,b,c,d,e,f,g,i,j,k,l,m-3-a,b,c,d,e, V-G-1-e-2-a,b,c,d,e,g,i,l,m-n-3-b,d,e,h,l,k,m,n,o</td>
<td>Interrelatedness; Inquiry</td>
<td>Learner Centered Communication (1,4,7); Learner Centered Skills (7,8,9)</td>
</tr>
<tr>
<td>Assessment Administrations 20% (10% each)</td>
<td>I-F-7-a,b,c,d,e,f,g,h,i,j,k,l,m V-C-1-a,c,e-2-a,b,c,d,e,f,g,i,j,k,l,m-3-a,b,c,d,e, V-G-1-e-2-a,b,c,d,e,g,i,l,m-n-3-b,d,e,h,l,k,m,n,o</td>
<td>Interrelatedness; Inquiry</td>
<td>Learner Centered Communication (1,4,7); Learner Centered Skills (7,8,9)</td>
</tr>
<tr>
<td>In Class Topic</td>
<td>Presentations</td>
<td>Interrelatedness; Inquiry</td>
<td>Learner Centered Skills (7,8,9)</td>
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<tr>
<td>Presentations 10%</td>
<td>Il-F-7-a,b,c,d,e,f,g,h,i,j,k,l,m V-C-1-a,c,e-2-a,b,c,d,e,f,g,i,j,k,l,m-3-a,b,c,d,e, V-G-1-e-2-a,b,c,d,e,g,i,l,m,n-3-b,d,e,h,l,k,m,n,o</td>
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<td></td>
</tr>
<tr>
<td>Mid-Term Examination 25%</td>
<td>Il-F-7-a,e,f,g,h, V-C-1-c,e,-2-b,d,-3-h,n,o</td>
<td>Inquiry</td>
<td>Learner Centered Communication (1,4,7) Learner Centered-Knowledge (4,7,13); Learner Centered Process (2,5)</td>
</tr>
<tr>
<td>Final Examination 25%</td>
<td>Il-F-7-a,b,c,d,e,f,g,h,i,j,k,l,m V-C-1-a,c,e-2-a,b,c,d,e,f,g,i,j,k,l,m-3-a,b,c,d,e, V-G-1-e-2-a,b,c,d,e,g,i,l,m,n-3-b,d,e,h,l,k,m,n,o</td>
<td>Inquiry</td>
<td>Learner Centered Communication (1), (4), (7); Learner Centered Knowledge (8), (13); Learner Centered Process (5) Learner Centered Skills (7,8,9)</td>
</tr>
</tbody>
</table>

**Course Technology**

**Computer Hardware**
To participate in this online course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to Supported Browsers, Plugins & Operating Systems for Blackboard Learn from Blackboards resource page.

**Technical Knowledge Requirements**
You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.
System Requirements/Software

- Mozilla's Firefox (latest version; Macintosh or Windows)
- Google Chrome (latest version; Macintosh or Windows)
- Adobe’s Flash Player & Reader plug-in (latest version).
- Apple’s QuickTime plug-in (latest version). A free download is available at
- Virus protection UTRGV Software link
- Microsoft Office UTRGV Software link

List other tools, resources, and materials needed by the student for success in the course.

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

- Visit the Blackboard Student Help Site
- Submit a Blackboard Help Ticket
- Help Contact Information (UTRGV’s Blackboard Support):

<table>
<thead>
<tr>
<th>Brownsville Campus</th>
<th>Edinburg Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location: Rusteberg Hall Room 108</td>
<td>Location: Education Building Room 2.202</td>
</tr>
<tr>
<td>Phone: 956-882-6697 or 956-882-6792</td>
<td>Phone: 956-665-5327</td>
</tr>
<tr>
<td>Monday – Thursday 7:30AM – 7:00PM</td>
<td>Monday – Thursday 7:30AM – 7:00PM</td>
</tr>
<tr>
<td>Friday: 7:30 AM – 6:00PM</td>
<td>Friday: 7:30 AM – 6:00PM</td>
</tr>
</tbody>
</table>

Major Requirements, Demonstration of Mastery and Evaluation

Assignments and Assessments

Course Requirements

1. Standardized Instrument Review/Critique:

The purpose of this assignment is to give you experience in evaluating assessment instruments. Below is an outline to assist you with this project. If you go to http://aarc-counseling.org/test-reviews you will see many examples of this type of evaluation. By choosing an instrument not on the website, you have an opportunity to publish a test review for the Association for Assessment in Counseling and Education, a national division of the American Counseling Association. The following outline is provided

This syllabus subject to change in order to better meet course objectives per discretion of instructor. 15
I. General Information
   A. Title:
   B. Authors of the Instrument:
   C. History of the Instrument:
   D. Forms, groups to which applicable:
   E. Time Required for Administration:
   F. Cost:
   G. Publisher:

II. Practical Evaluation
   A. Features of Assessment Materials:
   B. Ease of Administration:
   C. Scoring Procedures:
   D. Qualifications for Administrators:
   E. Use in Counseling:

III. Technical Evaluation:
   A. Norms:
   B. Validity and Reliability:
   C. Generalizability:

IV. Application of Instrument
   A. Major Strengths and Limitations of the Assessment:
   B. Multicultural Considerations of Instrument:
   C. Recommendations for Use:

2. Assessment Administrations (2):
   Students will do this assignment twice during the semester. For each assignment, students will administer a biopsychosocial assessment and an instrument/test to a volunteer/classmate. Students will score it/summarize it, and interpret it. The administrations should include one semi-structured interview (BioPsychoSocial assessment) and one instrument (example OQ-45). The student will turn in a case study report with the following information:

   Identifying Information:
   Reason for Referral:
   Background Information and Presenting Problem:
   Behavioral Observations:
   Assessment Results and Interpretations:
   Summary:
   Signature:
   Recommendations:

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
A copy of the biopsychosocial assessment:
A copy of the instrument:

There is a rubric provided.

3. Tests:
Students will demonstrate understanding of course content through a midterm test and a final. Tests will consist of calculation, multiple choice, and essay questions.

4. In Class Presentations: Students are to work in groups of 2-3 and provide a 30 minute presentation on one of the following topics from chapters: 8, 9, 10, 11, 12 or 13. In addition, you will present on two peer-reviewed journal articles related to your topic. These presentations will be supplemental to the class lecture.

5. Class Attendance and Participation / In-class activities: All students are expected to complete the assigned readings prior to class discussion. Attendance at all class sessions is required. Students are expected to participate and engage during class. This includes, but is not limited to, participating in in-class assignments, role-plays, various experiential activities, class discussions, program required reading, & seminar attendance. Participation is also measured in attendance & punctuality to class. It should be noted that attendance and punctuality is expected and will be excused only under special circumstances as determined by the instructor. More than one absence will result in a lowering of a letter grade.

Evaluation and Grading
Grades will be determined according to the student’s performance on the requirements listed for this course.

The grading system will be based on the following weight distribution.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrument Review</td>
<td>20%</td>
</tr>
<tr>
<td>Two Assessment Administrations</td>
<td>20%</td>
</tr>
<tr>
<td>(Assessment report write-up, standardized instrument, and Bio-Psycho-Social Interview assessment)</td>
<td></td>
</tr>
<tr>
<td>Online/In Class Course Activities/Homework</td>
<td></td>
</tr>
<tr>
<td>2 Tests (Midterm and Final)</td>
<td>50%</td>
</tr>
<tr>
<td>In-class Presentations</td>
<td>10%</td>
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</tbody>
</table>

This syllabus subject to change in order to better meet course objectives per discretion of instructor.
COURSE ORGANIZATION & ONLINE TOOLS

Course Structure:
This course will be delivered entirely face to face with online available through the course management system Blackboard Learn. You will use your UTRGV account to login to the course from the My UTRGV site and under applications click on Blackboard Learn.

Learning Modules/Units/Weeks/Chapters
The course is organized into weeks of instruction, as outlined in the Course Schedule and Due Dates below. Each week is listed by its main topic and contains required readings, videos, mini lectures, discussion forum assignments, essay and framework assignments, and collaborative assignments that you complete working in teams.

Note: Most materials used in conjunction with the course are subject to copyright protection.

Discussion Forums
You will find the following discussion forums in the course Blackboard site:

- General Help: Post any questions or comments you may have about course mechanics or technical issues to this forum.
- Forums related to collaborative and discussion assignments, as described in Learning Module sections

Forums versus Email

If you have a question about course content or mechanics, I encourage you to post it to the General Help discussion forums. Doing so gives students in the course an opportunity to help one another and allows everyone to benefit from answers to your questions. Of course, don’t hesitate to email me directly if your concern is of a personal nature.

My role in discussion forums is that of a facilitator. I will occasionally correct misconceptions and/or redirect conversations that need redirecting. I may also post comments following the completion of discussion indicating my general impressions of the comments and conclusions.

Assignments
Unless indicated otherwise in Weekly materials, you will submit Assignments listed above as hard-copy and in person to its respective assignments area. The due dates in Assignments match the due dates in the schedule below.

Grading Policies
State the course grading policy. Include graded assignments, weighting, and how late work will be treated. All major graded assignments should be described, at least briefly. UTRGV’s grading policy is to use straight letter grades (A, B, C, D, or F).

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UTRGV University Policies

UTRGV Policy Statements

The UTRGV disability accommodation, mandatory course evaluation statement and sexual harassment statement are required on all syllabi. Additional policy statements are optional, such as those covering attendance, academic integrity, and course drop policies.

STUDENTS WITH DISABILITIES: Required on all syllabi. Do not modify.
If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD: Required on all syllabi. Do not modify.
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Online evaluations will be available Nov. 18 – Dec. 9, 2016. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available:

Oct 5 – Oct 12 for Module 1 courses
Dec 1 – Dec 7 for Module 2 courses
Nov 18 – Dec 8 for full fall semester courses

ATTENDANCE:
Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

SCHOLASTIC INTEGRITY:
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all
students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

**SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:**
In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at [www.utrgv.edu/equity](http://www.utrgv.edu/equity) including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

**COURSE DROPS:**
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

UTRGV uses a 4.0 system. The following grades are used to designate achievement in coursework. Their corresponding grade values and points are indicated.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Points per hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>Excellent</td>
<td>4 grade points per hour</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>Good</td>
<td>3 grade points per hour</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>Satisfactory</td>
<td>2 grade points per hour</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>Below Average</td>
<td>1 grade point per hour - may not be assigned in graduate classes</td>
</tr>
</tbody>
</table>
Course and Program Policies

Class Participation:
Students are expected to attend, participate and engage in ALL classes. This includes, but is not limited to, participating in in-class assignments, group discussions, peer observations, and group exercises. Attendance and assignments of the C & G Faculty Seminar Series and reading list will be included in the participation grade. It should be noted that attendance and punctuality is expected and will be excused only under special circumstances as determined by the instructor. Given that true learning takes place in discussion and interaction with others where students express and articulate their ideas, participation is a crucial aspect of this course.

Make-up Policy: To be determined by UTRGV professor

Written Assignments:
All written assignments must be done according to APA guidelines. The APA Publication Manual (6th ed.) is a recommended textbook for this class. All work must be typed. Work should be double-spaced, with a 12-point Times New Roman font. Graduate-level written expression is expected, and grammatical errors and misspellings are subject to a decrease in grade. If you struggle with your writing, I strongly encourage the use of the writing center on campus. (Grade will reflect writing style.)

Student Responsibility:

The student is ultimately responsible for becoming familiar with all graduate and program requirements and general information listed in the catalog for the M.Ed. Degree in Counseling & Guidance. The student is also responsible for becoming familiar with any certification and licensure requirements, application processes, and deadlines that apply to him/her.

Students’ Academic Responsibilities

Students are expected to be diligent in their studies and attend class regularly and on time. Students are responsible for all class work and assignments by reading assigned material before class and turn in required assignments on time. Students should give themselves plenty of time to study for exams beforehand; cramming the day of or the night before is not recommended.

Student Professionalism

Professionalism can best be described as the ability to manage your emotions and handle relationships. In other words, a professional is a socially skilled or emotionally intelligent person. Goleman (1995) best describes this concept: “emotional intelligence - abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one’s mood and keep distress from swamping the ability to think; to empathize and to hope” (p.34). Students are expected to exercise professionalism at all times.

Evaluation of your coursework may be affected by unprofessional behavior (e.g., cheating, plagiarism, breaking confidentiality, unwillingness to work with peers, consistently not being prepared for class, excessive tardies/absences, and/or other related behaviors). The consequences of these behaviors may range from (but not limited to) a simple reprimand to DF grade, a failing final grade, being dropped from the course, or my recommendation to be dropped from the Counseling and Guidance Program.

Satisfactory Academic Progress (SAP) To be determined by UTRGV

Confidentiality

Confidentiality will strictly be enforced. You will be expected to observe this ethical standard by not sharing any information of a personal nature shared in class with anyone outside of class. Breach of this ethical standard will constitute basis for dismissal from the Guidance and Counseling program with a
grade of F in the course.

Due to the nature of the course, absolutely no recording is allowed. All cell phones, iPads, tablets, etc., must be turned off during class. For emergency cases or other important situations, see your instructor before class begins. Use of laptops must be limited to class-related activities. Please do not use laptops for e-mail, to check social media, to complete assignments, etc. during class.

Methods of Instruction
The instruction in this course will be delivered via
- Lecture/PowrPoint
- Experiential Activities/Assessment Administration
- Small Group Discussion
- Large Group Discussion

Attendance Policy
Prompt and regular attendance is expected. The student may be asked to drop the class after two absences. More than 3 lapses in punctuality or early dismissal (15 minutes or more) will be equivalent to an absence. More than one absence will result in the lowering of one letter grade. An excused absence(s) is left to the discretion of the instructor.

Make-Up Policy
The student should, if possible, make arrangements in advance for make-up work. If advance notice is not possible, arrangements can be made with the instructor for make-up work, provided the absence is explained and legitimate, i.e. sickness, death in family, etc. Late submissions without legitimate excuses will not receive full credit; each assignment will drop 5 points for each day it is late.

Work Format
All work submitted must be typed. Work should be double-spaced, with a 12-point Times New Roman font. APA format is required. Graduate-level written expression is expected, and grammatical errors and misspellings are subject to a decrease in grade.

Americans with Disabilities Act (ADA)
Students with disabilities, including learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide documentation of his/her disability to the Disability Services counselor. For more information, visit Disability Services in the Lightner Center, call 956-882-7374 or e-mail steve.wilder@utrgv.edu.

Scholastic Dishonesty
Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student, or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. (Board of Regents Rules and Regulations) All scholastic dishonesty incidents will be reported to the Dean of Students. Do not allow your peers to pressure you to cheat. Your grade, academic standing and personal reputation are at stake.

Course assignments will be submitted for confirmation of originality using Blackboard’s SafeAssign tool. For more information on SafeAssign, please visit http://wiki.safeassign.com/display/SAFE/How+Does+SafeAssign+Work.

Students’ Academic Responsibilities
Students are expected to be diligent in their studies and attend class regularly and on time. Students are responsible for all class work and assignments. On recommendation of the instructor concerned and with the approval of the Dean, students may, at any time, be dropped from courses. This may result in a “W” or “F” on the student’s permanent record.

Build Rapport
If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Complete Assignments
All assignments for this course will be submitted in person unless otherwise instructed. Assignments and discussions must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.

Communication Skills
All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support their thesis and ideas in the paper.
Netiquette
Netiquette describes the code of conduct for an online environment. It ensures respect for others and prevents misunderstandings or unintentional offenses to others. The netiquette described here is amended to ensure your success in this course.

- When you are typing or submitting a response, do not use all capital letters (caps). Caps is equal to SHOUTING YOUR MESSAGE.
- Although it is customary to use acronyms (ex. ROFL - rolling on floor laughing, BTW - by the way, or FYI - for your information) when chatting online, try to avoid using these. There may be those in this course who are not as experienced as you and may miss out on understanding.
- Although you are encouraged to participate and ask questions, it is asked that you do not spam other users (SPAM refers to unwanted or excessive email). Before sending mass emails, consider using the discussion board to post general inquiries or requesting assistance from your instructor.

Time Commitment
Online courses are typically just as time intensive, and may be more rigorous than traditional courses. Many students claim that online courses require more time and commitment. As you begin this course, you would be wise to schedule 8 or more hours per week for studying materials and completing assignments.

Falling behind in this course is particularly problematic because the concepts we cover are cumulative. This means that not becoming proficient with information and objectives presented and assessed in a particular week can lead to low scores for that week as well as in subsequent weeks.

Attendance Policy
Please be on time for class. Please inform your instructor if you will be unable to attend class or will be attending class late.
Required Reading List for Graduate Students in Department of Counseling and Guidance

This is a reading list for graduate students in the Counseling & Guidance Program. This list contains works, which we consider classic readings in the profession and which provide a basic theoretical orientation to the field of psychotherapy and counseling. Familiarity with them will strengthen your own understanding of the graduate studies in which you are embarking and begin to form a basis for your own library of professional materials. We recommend that you read one or two books each semester, as they will help you to better prepare for the comprehensive program exams. These readings can also support your ability to successfully prepare a portfolio and to complete licensure examinations. You will be required to read 10 books out of this list. As you progress through your program of study, you may be required to read additional textbooks and other resource materials specific to the various classes in which you are enrolled such as Marriage & Family, Group Counseling, Substance Abuse, and Career Counseling to name a few. Enjoy your readings,
Counseling & Guidance Faculty


### Rubric for Standardized Instrument Review/Critique

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student demonstrates the philosophical underpinnings of assessment (5 points)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student identifies the role of assessment as an integral component of counseling and provides sufficient answers for each major section (I-IV).</td>
<td>10</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>APA Style: Well organized, follows a logical flow, and has evidence of original and critical thinking and synthesis of psychosocial interview and assessment results and from grammatical errors, includes appropriate references and</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Rubric for Assessment Administrations

Assessment Administrations
The assessment administrations for this class will consist of a biopsychosocial assessment, a standardized test of your choice (example: OQ-45, Brief Symptom Inventory, RAASI), and the assessment report which is comprised of the following:

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Student demonstrated understanding in each of the following areas:

Identifying Information: This section of the report provides some demographic information on the client. It is often done in outline format and includes the following information:

4 3 2 1

- Client’s name
- Date of Examination
- Date of Birth
- Chronological Age
- Date of Report
- Grade (If applicable)
- Examiner’s name
- Tests administered

Reason for Referral: This section typically addresses the reason for the referral for testing. Another label often used is “Reason for Counseling” in order to broaden the focus.

4 3 2 1

Background Information and Presenting Problem: This section provides the reader with an overview of relevant information regarding the client. Much of this information can come from the Bio psychosocial
assessment or from interviews. This section should include significant past events related to the assessment purpose.

**Behavioral Observations:** This is a section that informs the reader what was observed during the assessment process. This section gives a report of the client's behaviors while taking the instruments and during the interview process.

**Assessment Results and Interpretations:** This is the heart of the psychological report and is usually the longest section. Included in this section are the assessment findings, the meaning of the results, and the clinical and diagnostic impressions. The focus should be on the pertinent findings and interpreting rather than simply reporting the findings.

**Recommendations:** The recommendations section extends the material presented in the report into future actions that will be beneficial to the client. The recommendations should be realistic, with consideration to the client's resources and situation. There needs to be sufficient detail so that the recommendations can be easily implemented. This may require the clinician to have information about community resources.

**Summary:** This section is a succinct summarization of the entire report, with a focus on the results and interpretation. The summary is usually one or two paragraphs, but contains the major aspects of the report. Write the summary as if it will be the only thing anyone reads. The summary provides an opportunity to reiterate and emphasize important results.

**Signature:** This section includes the report writer's name, degree, and professional title. The signature sections should be typed at the end of the report. The writer then signs his or her name above the typewritten line.

**Copy of Biopsychosocial included:**

**Copy of Instrument included:**
## Calendar of Activities

### COUN 6314 Assessment of Counseling and Development

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Processes and Assignments</th>
<th>Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Syllabus; Introduction to Course and Major Assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Chapter 1 The Role of Assessment in Counseling</td>
<td>Chapter 2 Case Studies and Progress Notes</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Chapter 3 The Fundamentals of Assessment Results</td>
<td></td>
<td></td>
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<tr>
<td>Week 4</td>
<td>Chapter 4 Current Standards of Reliability</td>
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<tr>
<td>Week 5</td>
<td>Chapter 5 Current Standards for Validity</td>
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<tr>
<td>Week 6</td>
<td>Chapter 6 How to Choose an Assessment Instrument</td>
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<tr>
<td>Week 7</td>
<td>Chapter 7 and <strong>Midterm Review</strong></td>
<td>Conducting an Initial Interview</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td><strong>Midterm</strong></td>
<td><strong>Midterm</strong></td>
<td><strong>Midterm 1 (chapters 1, 2, 3, 4, 5, 6 and 7)</strong></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Week 9</th>
<th>Chapter 8</th>
<th>Multicultural and Special Populations</th>
<th>Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chapter 9</td>
<td>Fundamentals of Intelligence Assessment</td>
<td>Presentations</td>
</tr>
<tr>
<td>Week 10</td>
<td>Chapter 10</td>
<td>Fundamentals of Achievement and Aptitude</td>
<td>First Assessment Administration Due Presentations</td>
</tr>
<tr>
<td></td>
<td>Chapter 11</td>
<td>The DSM</td>
<td>Presentations</td>
</tr>
<tr>
<td>Week 11</td>
<td>Chapter 12</td>
<td>Fundamentals of Career Assessment</td>
<td>Presentations</td>
</tr>
<tr>
<td>Week 12</td>
<td>Chapter 13</td>
<td>Marriage, Substance Abuse, and Suicide Assessment</td>
<td>Test critique/instrument review due Presentations</td>
</tr>
<tr>
<td>Week 13</td>
<td>Chapter 14</td>
<td>Fundamentals of Interpretation in Assessment</td>
<td>Presentations</td>
</tr>
<tr>
<td>Week 14</td>
<td>Chapter 15</td>
<td>Accountability Issues in Counseling and Assessment Quiz review</td>
<td>Second Assessment Administration due</td>
</tr>
<tr>
<td></td>
<td><strong>Quiz Review</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td><strong>Final Exam</strong></td>
<td><strong>Final</strong></td>
<td>Final (chapters 8, 9, 10, 11, 12, 13, 14, and 15)</td>
</tr>
</tbody>
</table>

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