

**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** COUN 8110

**Course Title:**  Counseling Assessment Across the Lifespan

**Credit Hours:**  3 Semester hours

**Prerequisites:** Ph.D. program admission

**Co-requisites:** None

**Meeting Place**: Haley Center 2384

**2. Instructor:** Joseph A. Buckhalt, Ph.D.

 2010/2012 Haley Center

 334-844-2875 buckhja@auburn.edu

**3.** **Text** :

Handbook of Psychological Assessment (2009; 5th Edition)

Author: Gary Groth-Marnat

 Publisher: Wiley ISBN: 978-0-470-08358-1

**4. Course Description:**

Development, administration, scoring and interpretation of personality, interest, aptitude, achievement, and psychological tests across the lifespan with counseling implications.

**5. Student Learning Outcomes:**

* Understands the models and methods of assessment and use of data\*;
* Knowledge of social, cultural, gender and other variables that influence the selection of assessment tools and the process of assessment\*;
* Demonstrates the application of theory and skills of assessment in counseling\*;
* Demonstrates knowledge of assessment tools and processes in relation to developmental factors\*;
* Demonstrates ability to use appropriate methods in the assessment process
* Knowledge of application of assessment in diagnosis, treatment planning and evaluation of counseling outcomes\*;
* Awareness of legal, ethical and multicultural variables in selecting assessment tools and the process of assessment\*.

 \*refers to CACREP 2009 standards

**6. Course Content and Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Class Focus/Content** | **Readings (for the following week)** | **Assignments Due** |
| **Week 1 Aug 18** | Introductions and Class Overview  | Chapters1-2  |  |
| **Week 2 Aug 25** | Review of Basic Testing Principles Diagnostic ExamTesting resources –APA/ETS | Chapter 3Material from SattlerOn Interviewing | Reading Questions 1,2 |
| **Week 3 Sept 1** | Interviewing: Mental Status ExaminationReport 1 formatNews Item? | Chapter 4BASC & CBCL manuals/readingsMaterial from Sattler on Observation | Reading Questions 3 |
| **Week 4 Sept 8** | Behavioral ObservationBASC/CBCLMini-Topic- Elizabeth | ADOS? – Rating Scales | Reading Questions 4Report 1 – Interview and MSE (Observation?) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Class Focus/Content** | **Readings (for the following week)** | **Assignments Due** |
| **Week 5 Sept 15** | Rating Scales BASC/CBCLMargaret Flores - ADOSMini-Topic - Todd | Chapters 5, 15 (502-604) – Sample Reports | Reading Questions -TBA |
| **Week 6 Sept 22** | Cognitive Assessment I – Theory & WJ3Mini-Topic - Lacey | Chapters 6 & 12 | Reading Questions 5 |
| **Week 7 Sept 29** | Cognitive Assessment IIWJ3/ WISC3/ K-BITMini-Topic- Starrah | None | Reading Questions 6, 12 |
| **Week 8 Oct 6** | Presentation and Discussion of Reports  | TBA – Personality ReadingChapter 13 | Report 2 – Behavior & Cognitive |
| **Week 9 Oct 13** | Personality & Psychopathology I Five Factor Theory – NEO-PI-RFFPI-CMini-Topic- Tonia | Chapters 7, 8, 9 | Reading Questions –13, TBA –Personality Reading |
| **Week 10 Oct 20** | Personality & Psychopathology II MMPIDepression and AnxietyMini-Topic- Sarah | Chapters 10,11, & TBA Reading | Reading Questions 7, 8, 9 |
| **Week 11 Oct 27**  | No Class | None |  |
| **Week 12 Nov 3** | Presentations and Discussions of Reports | Chapters 11,12, TBAReading | Reading Questions 10,11, TBA ReadingReport 3 - Personality |
| **Week 13 Nov 10** | Projective TechniquesMin-Topic - Ryan | TBA Reading– Family; Sleep | Reading Questions 11,12, TBA Reading |
| **Week 14 Nov 17**  | Other Assessment – Family,Sleep, Others | Chapters 14, 15 (559-582) | TBA Reading- Family/Sleep |
| **Week 15 Nov 24** | No Class |  |  |
| **Week 16 Dec 1** | Presentations and Discussions of Reports |  | Reading Questions Chapters 14, 15 (559-582)Report 4 – Comprehensive &Integrative |
|  |  |  |  |

**7. Assignments/Projects:**

1. **Diagnostic Exam:** This will be over material in Chapters 1 & 2. The format will be a combination of multiple choice, short answer, and essay. You will be able to work toward a criterion of mastery.
2. **Report 1:** A written report based on interview and mental status examination (and possibly observation) and a brief presentation of findings to the class
3. **Report 2:** A written report based on behavioral and cognitive assessment and a brief presentation of findings to the class
4. **Report 3:** A written report base on personality and psychopathology assessment and a brief presentation of findings to the class
5. **Report 4:** A comprehensive, integrative report based on multiple methods and a brief presentation of findings to the class
6. **Reading Questions & Participation:** For each reading assignment, students will receive one or more questions to guide their reading. Brief responses to these questions must be turned in at the next class meeting when the readings are discussed. In some cases, students will be given responsibility for leading the discussion of one or more topics related to the readings. All students are expected to participate in discussions and show evidence of having read the assignments. This requirement will be grades at approximately one point per class meeting when readings are discussed.
7. **Mini-Topic:** You will choose onetopic and make a brief presentation (15 min) to the class followed by questions and discussion. The topic is of your own choosing and must be related to the course. Submit your idea for a topic via e-mail to instructor by Monday of the week of the class you present.
8. **News Item:** Find a current (last 3 yrs) news item about something related to the course. Examples: controversies about testing – cheating – fairness; assessment of competence to stand trial. You will do three of these at different times during the term. Let the instructor know by Monday if you want to present your item. This should be a 5 min description of the item.

**8. Rubric and Grading Scale:**

Students in this course are required to complete the specified course requirements. Student’s final evaluation is based on these components.

 Diagnostic Exam 10 points

 Report 1 10 points

Report 2 15 points

Report 3 20 points

 Report 4 25 points

 Reading Questions & Participation 10 points

 Mini-Topic 7 points

 News Items (3@ 1pt each) 3 points

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total = 100 points

 The following scale will be used:

 90-100 points = A

 80-89 points = B

 70-70 points = C

 60-69 points = D

 Below 60 = F

**9. Class Policy Statements:**

1. Attendance: Students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.
3. Late Assignments and Make-Up Policy: Arrangements to make up a missed or late assignment due to properly authorized excused absences must be limited and must be initiated by the student as soon as possible within one week of assignment’s due date . Late assignments may be subject to reductions in grade.
4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
5. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes. The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. These forms are available in the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).
6. Course contingency: The instructor reserves the right to make modifications in the assignments and requirements of the course and students will make those changes on their copies of the syllabus.Any changes made will be made with sufficient advance notice. If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials. 7.
7. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
	1. Engage in responsible and ethical professional practices
	2. Contribute to collaborative learning communities
	3. Demonstrate a commitment to diversity
	4. Model and nurture intellectual vitality

**10. Justification for Graduate Credit:**

This course includes advanced content on pedagogical methods in counselor education. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2009). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.