

**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 Time/Place**: Thursdays, 4:00PM Haley Center 2438

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

2010/2012 Haley Center

334-844-2875 buckhja@auburn.edu

**3.** **Texts** :

Whitson, S.C. (2013). **Principles and Applications of Assessment in Counseling**.

Belmont, CA: Brooks/Cole Cengage. ISBN 13: 978-0-8400-2855-6

Wright, A.J. (2011). **Conducting Psychological Assessment: A Guide for Practitioners.** NY: Wiley. ISBN 978-0-470-53675-9

**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**

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| **Date** | **Class Focus/Content** | **Readings (for the following week)** | **Assignments Due** |
| **Week 1 Aug 18** | Introductions and Class Overview  Testing resources –APA/ETS | Whitson 1,2,3,4 (78pp) |  |
| **Week 2 Aug 25** | Review of Basic Assessment Principles  Diagnostic Exam | Whitson 5 & 6  Wright Intro & 1  Material from Sattler  On Interviewing | None – will take a diagnostic test on psychometric principles |

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| **Date**  **Week 3 Sept 1** | **Class Focus/Content**  Interviewing  Mental Status Examination  Give Report 1 format  News Item? (Each week) | **Readings (for the following week)**  Whitson 7 & 8 | **Assignments Due**  Reading Questions on Whitson 6 & Wright Intro and 1 |
| **Week 4 Sept 8** | Cognitive Assessment I – Theory and WJ3 cog & ach  Give WJ3 Manuals  Mini-Topic- (Student 1)  Report 1 presentations and discussion  News Item? (Each week) | Wright 2 & 3  BASC & CBCL manuals/readings  Material from Sattler on Observation | Report 1 – Interview and MSE (Observation?) |

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| **Week 5 Sept 15** | Behavioral Observation  Rating Scales - BASC/CBCL  Margaret Flores – ADOS?  Mini-Topic – (Student 2)  News Item? (Each week) | Whitson 9 & 11  Chapters– Sample Reports | Reading Questions on BASC & CBCL and Wright 2 & 3 |
| **Week 6 Sept 22** | Career Assessment  Marriage/Family Assessment  Mini-Topic – (Student 3)  News Item? (Each week) | Wright 4 & 5  Wright Case Studies  Chapters 7 & 8 | Reading Questions on Whitson 9 & 11 |
| **Week 7 Sept 29** | Discussion of Wright 4 - Conceptualizations  Discussion of Wright Case Studies 7 & 8  Mini-Topic- (Student 4)  News Item? (Each week) | Report 2 due next week | Reading Questions on Wright 4 & 5  Reading Questions on case studies |
| **Week 8 Oct 6** | Presentation and Discussion of Second Reports  Mini-Topic- (Student 5)  News Item? (Each week) | Whitson 10  Big 5 Reading | Report 2 – Behavior, Cognitive, & Career or Family |
| **Week 9 Oct 13** | Personality & Psychopathology I Five Factor Theory – NEO-PI-R  FFPI-C – Personality Disorders  News Item? (Each week) | Whitson 12 (DSM)  Readings from Sattler and/or other source on  Psychopathology Assessment | Reading Questions on Whitson 10 &  Big 5 Personality Reading |
| **Week 10 Oct 20** | Personality & Psychopathology II MMPI  Depression and Anxiety  Mini-Topic- (Student 6)  News Item? (Each week) | Report 3 due next week  Wright Case Studies Chapters 9 & 10 | Reading Questions on Whitson 12 |
| **Week 11 Oct 27** | Presentations and Discussions of Reports  Discussion of Wright Case Studies Chapters 9 & 10  News Item? (Each week) | Readings on Sleep, Health, & SES | Report 3 – Personality & Psychopathology due |
| **Week 12 Nov 3** | Other Assessment – Sleep, Health, SES and Others  News Item? (Each week) | Wright Case Studies Chapters 11 & 12 | Reading Questions on Sleep, health, and SES |
| **Week 13 Nov 10** | Mini-Topic – (Student 7)  Discussion of Wright Case Studies Chapters 11 & 12  News Item? (Each week) | Final Integrative Case presentation due |  |
| **Week 14 Nov 17** | Presentations and Discussions of Final Integrative Case Reports | None | Make presentation of Final Integrative Case Report |
| **Week 15 Nov 24** | No Class |  |  |
| **Week 16 Dec 1** | No Class – Written Comprehensive &  Integrative Report Due |  |  |
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**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

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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.