

**AUBURN UNIVERSITY**

**SYLLABUS**

**Fall 2013**

**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 2423

**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** | **Assignments Due** |
| **Week 1 Aug 22** | Introductions and Class  Overview  Testing resources –APA/ETS/Buros/Fairtest  In Class Diagnostic Exam |  |  |
| **Week 2 Aug 29** | Review of Basic Assessment Principles  Review Diagnostic Exam  Give Reading questions on 7 & 8 & WJ3 Manual  Get WJ# test kits from LRC | Whitson 2,3,4 |  |
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| **Date**  **Week 3 Sept 5** | **Class Focus/Content**  Cognitive Assessment  Theresa Chan will go over WJ3 subtest administration  (Mini Topic 1)  Assign practice administration of WJ3  News Items 1,2  (Lanier 1, Jones 1)  Assign Chapters 1, 5, 6 Reading Questions | **Readings**  Whitson 7 & 8  WJ3 Manual | **Assignments Due**  Reading Questions on Chapter 7 & 8  Answer questions from WJ3 manual  News Items 1,2  (Lanier 1, Jones 1) |
| **Week 4 Sept 12** | Assessment of Cognitive Functions - Buckhalt presentation & Q&A  Report 1 Format (Whitson 95-99) – show sample reports  Initial Assessment – Interviewing & MSE  Mini-Topic 2 (Student TBA)  News Items 4, 5,6  (Chan 1, Sandusky 1)  Assign Wright 1 & 2  BASC Reading Questions | Whitson 1, 5, 6 | WJ3 Practice Test Record Form  Reading Questions on Chapters 1, 5 & 6  News Items 4, 5,6  (Chan 1, Sandusky 1) |

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| **Week 5 Sept 19** | Behavioral Observations  P.97 in Whitson)  BASC SOS  Rating Scales - BASC/CBCL  News Items 7,8, 9  (Ramsay 1, Matsunaga 1)  Assign Wright 2,3 Whitson 9  Reading Questions | Wright 1,2  BASC reading | Report 1 due – MSE and WJ3  Reading Questions on BASC & CBCL and Wright 1 & 2  News Items 7,8, 9  (Ramsay 1, Matsunaga 1) |
| **Week 6 Sept 26** | Career Assessment  Marriage/Family Assessment  Mini-Topic 3 – Student TBA  News Items 10, 11, 12  (Hemmings 1, Willingham 1)  Assign Wright 4,5, Whitson 10 Reading Questions | Wright 2, 3  Whitson 9 (Career) | Reading Questions on  Wright 2,3, Whitson 9  News Items 10, 11, 12  (Hemmings 1, Willingham 1) |
| **Week 7 Oct 3** | Discussion of Wright 4 & 5- Conceptualizations and Reports  Personality Five Factor Theory – NEO-PI-R  FFPI-C – Personality Disorders  News Items 13,14, 15  (Lanier 2, Jones 2)  Assign Wright 7 Reading Questions | Wright 4, 5  Whitson 10 (Personality)  Report 2 due next week | Reading Questions on Wright 4 & 5  News Items 13,14, 15  (Lanier 2, Jones 2) |
| **Week 8 Oct 10** | Presentation and Discussion of First and Second Reports  Discussion of Wright Case – An Underachieving Woman  Mini-Topic 4 (Student TBA)  News Items 16,17,18  (Chan 2, Sandusky 2)  Assign Whitson 12 & MMPI paper Reading Questions | Wright 7  (An Underachieving Woman) | Report 2 due – Behavior, Observation, & Career or Family  Reading Questions on  Wright 7  News Items 16,17,18  (Chan 2, Sandusky 2) |
| **Week 9 Oct 17** | Personality & Psychopathology II  MMPI, Depression and Anxiety  News Items 19,20,21  (Ramsay 2, Matsunaga 2)  Assign Reading Questions on Wright Chapter 8 – A recovering Alcoholic | Whitson 12 (DSM)  Readings on MMPI and other Pychopathology Assessment | Reading Questions on Whitson 12 and MMPI paper  News Items 19,20,21  (Ramsay 2, Matsunaga 2) |
| **Week 10 Oct 24** | Substance Use & Abuse  Wright Case Study, A Recovering Alcoholic  Mini-Topic 5 (Student TBA)  News Items 22,23,24  (Hemmings 2, Willingham 2)  Assign Readings on Sleep, Health, & SES | Wright 8 – A recovering Alcoholic | Reading Questions on Wright Chapter 8 – A recovering Alcoholic  News Items 22,23,24  (Hemmings 2, Willingham 2) |
| **Week 11 Oct 31** | Other Assessment – Sleep, Health, SES and Others  Mini-Topic 6 (Student TBA)  News Items  (Lanier 3, Jones 3)  Assign Reading Questions on Wright 9, 10, 11, or 12 | Readings on Sleep, Health, & SES | Report 3 due – Personality, Psychopathology, Substance Use  Reading Questions on Sleep, Health, & SES  News Items  (Lanier 3, Jones 3) |
| **Week 12 Nov 7** | Discussion of Wright Case Study (Choose One from Chapters 9,10,11,12)  News Item (Chan 3, Sandusky 3)  Assign Reading Questions on  Wright Case 9,10, 11, or 12 | Wright Case Studies Chapters 9, 10, 11, or 12 | Reading Questions on  Wright Case 9,10, 11, or 12  News Item (Chan 3, Sandusky 3) |
| **Week 13 Nov 14** | Discussion of Wright Case Study (Choose One from Chapters 9,10,11,12)  Mini-Topic 7 (Student TBA)  News Items (Ramsay3, Matsunaga 3) | Wright Case Studies Chapters 9, 10, 11, or 12 | Reading Questions on  Wright Case 9,10, 11, or 12  News Items (Ramsay3, Matsunaga 3) |
| **Week 14 Nov 21** | Dr. Annette Kluck - MMPI  Mini-Topic 8 (Student TBA)  News Items  (Hemmings 3, Willingham 3) |  | News Items  (Hemmings 3, Willingham 3) |
| **Week 15 Nov 28** | No Class |  |  |
| **Week 16 Dec 5** | Brief Presentations (10 Min) and Discussions of Final Integrative Case Reports |  | Make presentation of Final Integrative Case Report  Final written comprehensive report due (Report 4) |
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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. 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.