

**AUBURN UNIVERSITY**

**SYLLABUS**

**Fall 2014**

**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 2011

**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

AERA (2014). **Standards for Educational and Psychological Testing.** Washington, DC**:** AERA (Not Required)

**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 21** | Introductions and Class Overview Testing resources –APA/ETS/Buros/FairtestStandards for Educational and Psychological Testing |  |  |
| **Week 2 Aug 28** | Review of Basic Assessment Principles Review Take-Home Exam on Whitson 1,2,3,4Give Reading questions from WJ3 Manual | Whitson 1, 2,3,4  | Take Home Exam on Whitson 1,2,3, & 4 |
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| **Date****Week 3 Sept 4** | **Class Focus/Content**Assessment of Cognitive Functions - Buckhalt presentation & Q&AK-BIT 2News Items Assign Chapters 1, 5, 6 Reading Questions | **Readings** Whitson 7WJ3 Manual | **Assignments Due**Reading Questions on Whitson 7 Answer questions from WJ3 manual:Theory; Standardization, Reliability; Validity(email to Buckhalt)News Items  (email to Buckhalt) |
| **Week 4 Sept 11** | Dr. Margaret Flores – Autism Assessment - ADOSReport 1 Format (Whitson 95-99) – show sample reports Initial Assessment – Interviewing & MSE –News Items Assign Wright 8 – A Recovering Alcoholic |  | Reading Questions on Chapters 1,5,6News Items  |

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| **Week 5 Sept 18** | Behavioral ObservationsP.97 in Whitson)News Items Assign Wright 1, 2,3 Reading Questions & BASC | Wright 8 – A recovering AlcoholicBASC reading | Report 1 due – WJ3 and MSEReading Questions Wright 8News Items  |
| **Week 6 Sept 25** | Rating Scales – BASC and others – BASC SOSNews Items Assign Wright 4,5, Whitson 10 Reading Questions | Wright 1, 2, 3 BASC Reading | Reading Questions on Wright 1, 2,3& BASCNews Items  |
| **Week 7 Oct 2** | Discussion of Wright 4 & 5- Conceptualizations and ReportsPersonality Five Factor Theory – NEO-PI-RFFPI-C – Personality DisordersNews Items Assign Wright Case Study – An Underachieving Woman | Wright 4, 5 & Whitson 10 (Personality)(can skip pages 210-221 on MMPI)Report 2 due October 10  | No Reading Questions on Wright 4 & 5 Reading Questions on Whitson 10News Items  |
| **Week 8 Oct 9** | Assessment of Health, Sleep, and Social ClassDiscussion of Wright Case – An Underachieving WomanNews Items  | Readings on Health, Sleep, and SESWright 7 (An Underachieving Woman) | Report 2 due – BASC, PersonalityReading Questions on Health, Sleep, and Social ClassReading Questions on Wright 7News Items  |
| **Week 9 Oct 23****No Class Oct 16****Fall Break** | Dr. Melani Iarussi –Assessment of Alcohol use and Addiction – SUD (SOCRATES) and SASSINews Items Assign Whitson 12 (DSM) and MMPI Readings | Readings to be Determined | Reading Questions to be determinedNews Items  |
| **Week 10 Oct 30** | Personality & Psychopathology II MMPI, Depression and AnxietyDr Annette Kluck – MMPI and Eating Disorders AssessmentBeck Depression Inventory & Beck Anxiety Inventory –News Items Assign Readings Whitson, Chapter 9 - Career | Whitson 12 (DSM)Pages 210-221 in Whitson Chapter 10Readings on MMPI and other psychopathology assessment | Reading Questions on Whitson 12 & MMPINews Items  |
| **Week 11 Nov 6** | Career and Vocational AssessmentPresentation and Discussion of Report 3Strong Interest Inventory –Holland Self-Directed SearchNews ItemsAssign Reading Questions on Wright 9, 10, 11, or 12 | Whitson Chapter 9Nauta 2010 | Report 3 due – Personality, Psychopathology, Substance UseReading Questions on Whitson 9 - CareerNews Items |
| **Week 12 Nov 13** | Assessment of Interpersonal Relationships; Marriage and FamilyDiscussion of Wright Case Study (Choose One from Chapters 9,10,11,12)News Items 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 12News Items  |
| **Week 13 Nov 20** | Discussion of Wright Case Study (Choose One from Chapters 9,10,11,12)News Items Assign readings on Ethical Standards and Fair testing | Wright Case Studies Chapters 9, 10, 11, or 12 | Reading Questions on Wright Case 9,10, 11, or 12News Items  |
| **Week 14 Dec 4****No Class Nov 27****Thanksgiving**  | Ethical Standards, Standards for Fair TestingPresentation and Discussion of 4th and Final Comprehensive ReportNews Items  | Readings on Ethical Standards and Fair Testing  | Reading Questions on Ethical Standards and Fair testingNews Items Final written comprehensive report due (Report 4) |

**7. Assignments/Projects:**

1. **Psychometrics Exam:** This will be over material in Chapters 1, 2, 3, & 4. 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 K-BIT and Mental Status examination and a brief presentation of findings to the class
3. **Report 2:** A written report based on the BASC or other rating scales and a personality measure and a brief presentation of findings to the class
4. **Report 3:** A written report base on psychopathology assessment and substance use and a brief presentation of findings to the class
5. **Report 4:** A comprehensive, integrative report based on multiple methods of your choosing ( at least four areas and one or two that have not been used in previous reports) 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 graded at approximately one point per class meeting when readings are discussed.
7. **Topical Discussion:** You will choose or be assigned onetopic and make a brief presentation (15 min) to the class followed by questions and discussion.
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 two of these at different times during the term.

**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.

 Psychometrics Exam 7 points

 Report 1 10 points

Report 2 15 points

Report 3 20 points

 Report 4 25 points

 Reading Questions & Participation 10 points

 Topical Discussion 10 points

 News Items (2 @ 1.5 pt 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 AU Student Policy E-Handbook <http://www.auburn.edu/student_info/student_policies/> 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 found in the AU Student Policy E-Handbook <http://www.auburn.edu/student_info/student_policies/> 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.