

**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/Fairtest  Standards for Educational and Psychological Testing |  |  |
| **Week 2 Aug 28** | Review of Basic Assessment Principles  Review Take-Home Exam on Whitson 1,2,3,4  Give 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&A  K-BIT 2  News Items  Assign Chapters 1, 5, 6 Reading Questions | **Readings**  Whitson 7  WJ3 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 - ADOS  Report 1 Format (Whitson 95-99) – show sample reports  Initial Assessment – Interviewing & MSE –  News Items  Assign Wright 8 – A Recovering Alcoholic |  | Reading Questions on Chapters 1,5,6  News Items |

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| **Week 5 Sept 18** | Behavioral Observations  P.97 in Whitson)  News Items  Assign Wright 1, 2,3 Reading Questions & BASC | Wright 8 – A recovering Alcoholic  BASC reading | Report 1 due – WJ3 and MSE  Reading Questions Wright 8  News Items |
| **Week 6 Sept 25** | Rating Scales – BASC and others – BASC SOS  News Items  Assign Wright 4,5, Whitson 10 Reading Questions | Wright 1, 2, 3  BASC Reading | Reading Questions on  Wright 1, 2,3  & BASC  News Items |
| **Week 7 Oct 2** | Discussion of Wright 4 & 5- Conceptualizations and Reports  Personality Five Factor Theory – NEO-PI-R  FFPI-C – Personality Disorders  News 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 10  News Items |
| **Week 8 Oct 9** | Assessment of Health, Sleep, and Social Class  Discussion of Wright Case – An Underachieving Woman  News Items | Readings on Health, Sleep, and SES  Wright 7  (An Underachieving Woman) | Report 2 due – BASC, Personality  Reading Questions on Health, Sleep, and Social Class  Reading Questions on  Wright 7  News Items |
| **Week 9 Oct 23**  **No Class Oct 16**  **Fall Break** | Dr. Melani Iarussi –Assessment of Alcohol use and Addiction – SUD (SOCRATES) and SASSI  News Items  Assign Whitson 12 (DSM) and MMPI Readings | Readings to be Determined | Reading Questions to be determined  News Items |
| **Week 10 Oct 30** | Personality & Psychopathology II  MMPI, Depression and Anxiety  Dr Annette Kluck – MMPI and Eating Disorders Assessment  Beck Depression Inventory & Beck Anxiety Inventory –  News Items  Assign Readings Whitson, Chapter 9 - Career | Whitson 12 (DSM)  Pages 210-221 in Whitson Chapter 10  Readings on MMPI and other psychopathology assessment | Reading Questions on Whitson 12 & MMPI  News Items |
| **Week 11 Nov 6** | Career and Vocational Assessment  Presentation and Discussion of Report 3  Strong Interest Inventory –Holland Self-Directed Search  News Items  Assign Reading Questions on Wright 9, 10, 11, or 12 | Whitson Chapter 9  Nauta 2010 | Report 3 due – Personality, Psychopathology, Substance Use  Reading Questions on Whitson 9 - Career  News Items |
| **Week 12 Nov 13** | Assessment of Interpersonal Relationships; Marriage and Family  Discussion 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 12  News 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 12  News Items |
| **Week 14 Dec 4**  **No Class Nov 27**  **Thanksgiving** | Ethical Standards, Standards for Fair Testing  Presentation and Discussion of 4th and Final Comprehensive Report  News Items | Readings on Ethical Standards and Fair Testing | Reading Questions on Ethical Standards and Fair testing  News 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.