

**AUBURN UNIVERSITY**

**SYLLABUS**

**Fall 2015**

**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 2226

**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

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\*; CACREP 2.F.7.f; CACREP 2.F.7.g; CACREP 2.F.7.h
* Knowledge of social, cultural, gender and other variables that influence the selection of assessment tools and the process of assessment\*; CACREP 2.F.7.m
* Demonstrates the application of theory and skills of assessment in counseling\*; CACREP 2.F.7.a
* Demonstrates knowledge of assessment tools and processes in relation to developmental factors\*; CACREP 2.F.7.l
* Demonstrates ability to use appropriate methods in the assessment process CACREP 2.F.7.i
* Knowledge of application of assessment in diagnosis, treatment planning and evaluation of counseling outcomes\*; CACREP 2.F.7.e
* Awareness of legal, ethical and multicultural variables in selecting assessment tools and the process of assessment\*. CACREP 2.F.7.m

2015 Standards: Section 2 (Professional Counseling Identity); Part F (Common Core Areas)

   7. Assessment and Testing

* historical perspectives concerning the nature and meaning of assessment and testing in counseling
* use of assessments for diagnostic and intervention planning purposes
* basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
* statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
* reliability and validity in the use of assessments
* use of assessments relevant to academic/educational, career, personal, and social development
* use of assessment results to diagnose developmental, behavioral, and mental disorders
* ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

**6. Course Content and Schedule**

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| **Date** | **Class Focus/Content** | **Readings**  | **Assignments Due** |
| **Week 1 Aug 20** | Introductions and Class Overview Testing resources –APA/ETS/Buros/FairtestStandards for Educational and Psychological Testing |  |  |
| **Week 2 Aug 27** | Review of Basic Assessment Principles Review Exam on Whitson 2News ItemsAssign Tests Chapters 3 & 4 Assign K-BIT Test Manual | Whitson 1, 2  | Revised Exam on Whitson 2 |
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| **Date****Week 3 Sept 3** | **Class Focus/Content**Assessment of Cognitive Functions - Buckhalt presentation & Q&AAssessment across the lifespan – infancy to geriatricK-BIT 2 Get K-TEAs from LRCReport 1 Format (Whitson 95-99) – show sample reports News ItemsAssign Whitson Chapters 7 & 8  | **Readings** Whitson 3 & 4KBIT Manual | **Assignments Due**Tests on Chapters 3 & 4 Bring questions about KBIT  |
| **Week 4 Sept 10** | Overview of Stanford-Binet 4WAIS 4 WISC-4, WJ 3 (4)K-TEAAssign Ebrahim et al 2013Assign Whitson Chapter 12 Assessment and Diagnosis(263-265 are on substance use) | K-TEA manualWhitson Chapters 7 & 8  |  |

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| **Week 5 Sept 17** | Dr. Melani Iarussi –Assessment of Alcohol use and Addiction – SUD (SOCRATES) and SASSIAssign Chapter 6 Reading Questions | Ebrahim et al 2013Whitson Chapter 12 Assessment and Diagnosis(263-265 are on substance use) | Reading Questions on Chapter 12 & Ebrahim (e-mail to me by 9-17) |
| **Week 6 Sept 24** | Interviewing & Mental Status Exam Class Discussion of Intake InterviewingBehavioral ObservationsBASC SOSNews Items  | Whitson Chapter 6 Initial Assessment in CounselingPages 103-114(Initial Interviewing)Whitson Chapter 6 Pages 114-116(Behavior Rating)Whitson Chapter 6 pages 127-129(MSE)Whitson Chapter 5Page 97 (Behavioral Observations) |   |
| **Week 7 Oct 1** | Rating Scales – BASC 2 (3) and others – Assessment of Adaptive BehaviorNews Items Whitson 10 Reading Questions | BASC Reading(Dowdy 2011)Adaptive Behavior Reading (Tasse 2012) | **Report 1 due – Intake information, KBIT and MSE**No reading Questions on Dowdy 2011 and Tasse 2012News Items |
| **Week 8 Oct 8** | Personality AssessmentFive Factor Theory – NEO-PI-3 FFPI-C Personality DisordersNews Items  | Whitson 10 (Personality)(can skip pages 210-221 on MMPI)Report 2 due **October 30** | Reading Questions on Whitson 10News Items  |
| **Week 9 Oct 22****No Class Oct 15****Fall Break** | Score and go over NEOs and FFPICsAssessment of General Health – Rand News Items Assign Whitson 12 (DSM) and MMPI ReadingsButcher & Williams 2009 |  | No Reading Questions – administer NEO and/or FFPI-CNews Items Reading Questions to be determined |
| **Week 10 Oct 29** | 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 assessmentButcher & Williams 2009 | **Report 2 due – BASC, Personality, health & wellness (alcohol?)**Reading Questions due on Whitson 12 & MMPINews Items  |
| **Week 11 Nov 5** | Career and Vocational AssessmentStrong Interest Inventory –Holland Self-Directed SearchNews ItemsAssign Whitson Chapter 11  | Whitson Chapter 9Nauta 2010 | Reading Questions on Whitson 9 - CareerNews Items |
| **Week 12 Nov 12** | Assessment of Interpersonal Relationships; Marriage and FamilyNews Items Assign Buckhalt readings  | Whitson Chapter 11 Assessment in Marriage and Family CounselingCummings et al 2013 chapterBailey 2012 (optional) | **Report 3 due – Personality, Psychopathology, Substance Use, Health, Sleep, Career**News Items  |
| **Week 13 Nov 19** | Assessment of Sleep and Sleep DisordersNews Items Assign readings on Ethical Standards and Fair testingAssign Whitson Chapters 14 & 15 |  | Reading Questions on Buckhalt ReadingsNews Items  |
| **Week 14 Dec 3****No Class Nov 26****Thanksgiving**  | Ethical Standards, Standards for Fair TestingPresentation and Discussion of 4th and Final Comprehensive ReportNews Items  | Readings on Ethical Standards and Fair Testing & Whitosn 14 & 15 | Reading Questions on Ethical Standards and Fair testing & Whitson 14 & 15News Items **Final written comprehensive report due (Report 4)** |

**7. Assignments/Projects:**

1. **Psychometrics Exam:** This will be over material in Chapters 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, 2016). 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.