

**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](mailto: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/Fairtest  Standards for Educational and Psychological Testing |  |  |
| **Week 2 Aug 27** | Review of Basic Assessment Principles  Review Exam on Whitson 2  News Items  Assign 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&A  Assessment across the lifespan – infancy to geriatric  K-BIT 2  Get K-TEAs from LRC  Report 1 Format (Whitson 95-99) – show sample reports  News Items  Assign Whitson Chapters  7 & 8 | **Readings**  Whitson 3 & 4  KBIT Manual | **Assignments Due**  Tests on Chapters  3 & 4  Bring questions about  KBIT |
| **Week 4 Sept 10** | Overview of Stanford-Binet 4  WAIS 4 WISC-4, WJ 3 (4)  K-TEA  Assign Ebrahim et al 2013  Assign Whitson Chapter 12 Assessment and Diagnosis  (263-265 are on substance use) | K-TEA manual  Whitson Chapters  7 & 8 |  |

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| **Week 5 Sept 17** | Dr. Melani Iarussi –Assessment of Alcohol use and Addiction – SUD (SOCRATES) and SASSI  Assign Chapter 6 Reading Questions | Ebrahim et al 2013  Whitson 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 Interviewing  Behavioral Observations  BASC SOS  News Items | Whitson Chapter 6 Initial Assessment in Counseling  Pages 103-114  (Initial Interviewing)  Whitson Chapter 6  Pages 114-116  (Behavior Rating)  Whitson Chapter 6 pages 127-129  (MSE)  Whitson Chapter 5  Page 97 (Behavioral Observations) |  |
| **Week 7 Oct 1** | Rating Scales – BASC 2 (3) and others –  Assessment of Adaptive Behavior  News 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 2012  News Items |
| **Week 8 Oct 8** | Personality Assessment  Five Factor Theory – NEO-PI-3 FFPI-C  Personality Disorders  News Items | Whitson 10 (Personality)  (can skip pages 210-221 on MMPI)  Report 2 due  **October 30** | Reading Questions on Whitson 10  News Items |
| **Week 9 Oct 22**  **No Class Oct 15**  **Fall Break** | Score and go over NEOs and FFPICs  Assessment of General Health – Rand  News Items  Assign Whitson 12 (DSM) and MMPI Readings  Butcher & Williams 2009 |  | No Reading Questions – administer NEO and/or FFPI-C  News Items  Reading Questions to be determined |
| **Week 10 Oct 29** | 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  Butcher & Williams 2009 | **Report 2 due – BASC, Personality, health & wellness (alcohol?)**  Reading Questions due on Whitson 12 & MMPI  News Items |
| **Week 11 Nov 5** | Career and Vocational Assessment  Strong Interest Inventory –Holland Self-Directed Search  News Items  Assign Whitson Chapter 11 | Whitson Chapter 9  Nauta 2010 | Reading Questions on Whitson 9 - Career  News Items |
| **Week 12 Nov 12** | Assessment of Interpersonal Relationships; Marriage and Family  News Items  Assign Buckhalt readings | Whitson Chapter 11 Assessment in Marriage and Family Counseling  Cummings et al 2013 chapter  Bailey 2012 (optional) | **Report 3 due – Personality, Psychopathology, Substance Use, Health, Sleep, Career**  News Items |
| **Week 13 Nov 19** | Assessment of Sleep and Sleep Disorders  News Items  Assign readings on Ethical Standards and Fair testing  Assign Whitson Chapters 14 & 15 |  | Reading Questions on Buckhalt Readings  News Items |
| **Week 14 Dec 3**  **No Class Nov 26**  **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 & Whitosn 14 & 15 | Reading Questions on Ethical Standards and Fair testing & Whitson 14 & 15  News 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.