

**AUBURN UNIVERSITY**

**SYLLABUS**

**Fall 2016**

**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 1126

**2. Instructor:** Joseph A. Buckhalt, Ph.D.

 2010/2012 Haley Center

 334-844-2875 buckhja@auburn.edu

**3.** **Texts** :

Whitson, S.C. (2017). **Principles and Applications of Assessment in Counseling** 5th

 Edition. Belmont, CA: Brooks/Cole Cengage. ISBN 13: 978-1-305-27148-7

Or

Whitson, S.C. (2013). **Principles and Applications of Assessment in Counseling** 4th

 Edition. Belmont, CA: Brooks/Cole Cengage. ISBN 13: 978-0-8400-2855-6

AERA (2014). **Standards for Educational and Psychological Testing.** Washington, DC**:** AERA, APA, NCME (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 18** | Introductions and Class Overview Testing resources –APA/ETS/Buros/FairtestStandards for Educational and Psychological Testing |  | Report of Experience with Assessment  |
| **Week 2 Aug 25** | Review of Basic Assessment Principles News ItemsAssign Tests Chapters 3 & 4 Assign K-BIT Test Manual | Whitson 1, 2  |  |
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| **Date****Week 3 Sept 1** | **Class Focus/Content**Whitson Chapters 3 & 4 Reliability & ValidityFactor AnalysisAssessment of Cognitive Functions Report 1 Format (Whitson 4th ed 95-99 5th ed 134-138) – show sample reports Assign Whitson Chapters 7 & 8  | **Readings** Whitson 3 & 4KBIT Manual | **Assignments Due**Exam on Chapters 1 & 2 Bring questions about KBIT  |
| **Week 4 Sept 8** | Overview of Stanford-Binet 4WAIS 4 WISC 4, WJ 4K-TEAAssign Ebrahim et al 2013Assign Whitson 4th ed. Chapter 12 Assessment and Diagnosis (5th ed Chapter 15) pages 263-265 (4th) 317-318 (5th) are on substance use | K-TEA manualWhitson 4th ed. Chapters 7 & 8 5th ed 9 & 10Whitson Chapter 6 4th ed 127-129 Chapter 8 5th ed 164-166(Mental Status Exam) | Exam on Chapters 3 & 4Reading Questions on Chapter 7 & 8 (or 9& 10) |

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| **Week 5 Sept 15** | Dr. Melani Iarussi –Assessment of Alcohol use and Addiction – SUD (SOCRATES) and SASSIAssign Chapters 5 & 6 Reading Questions | Ebrahim et al 2013Whitson 4th ed. Chapter 12 Assessment and Diagnosis(263-265 are on substance use)5th ed. Chapter 15 pages 317-318 | Reading Questions on Chapter 12 & Ebrahim (e-mail to me by 9-15) |
| **Week 6 Sept 22** | Interviewing Mental Status ExaminationBehavioral ObservationsBASC SOSNews Items  | Whitson Chapter 6 Initial Assessment in CounselingPages 103-114(Initial Interviewing)Whitson Chapter 6 Pages 114-116(Behavior Rating)Whitson Chapter 5Page 97 (Behavioral Observations) |  Reading Questions on Chapter 6 |
| **Week 7 Sept 29** | Rating Scales Assessment of Adaptive BehaviorNews Items Whitson 10 Reading Questions |  (Dowdy 2011)Adaptive Behavior Reading (Tasse 2012) | **Report 1 due – Intake information, KBIT** **K-TEA and MSE**No reading Questions on Dowdy 2011 and Tasse 2012News Items |
| **Week 8 Oct 6** | Personality AssessmentFive Factor Theory – NEO-PI-3 FFPI-C MBTI –Personality DisordersNews Items  | Whitson 10 (Personality)(can skip pages 210-221 on MMPI) | Reading Questions on Whitson 10 & Buckhalt articlesNews Items  |
| **Week 9 Oct 13** | Score and go over NEOs and FFPICsSuicide Assessment Trauma AssessmentNews 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 20** | Personality & Psychopathology II MMPI, Depression and AnxietyDr Annette Kluck – MMPI and Eating Disorders AssessmentBeck Depression Inventory & Beck Anxiety Inventory –News Items  | Whitson 12 (DSM)Pages 210-221 in Whitson Chapter 10Readings on MMPI and other psychopathology assessmentButcher & Williams 2009 | **Report 2 due – Rating Scales, Personality, Substance Use**Reading Questions due on Whitson 12 & MMPINews Items  |
| **Week 11 Oct 27** | Assessment of Health & Sleep | Buckhalt articles | Reading Questions on Buckhalt articles |
| **Week 12 Nov 3** | Assessment of Health & Sleep  | Buckhalt articles | News Items  |
| **Week 13 Nov 10** | Assessment of Interpersonal Relationships; Marriage and FamilyNews Items Assign Whitson Chapter 9 | Whitson Chapter 11 Assessment in Marriage and Family CounselingCummings et al 2013 chapterBailey 2012 (optional) | Reading Questions on Chapter 11News Items  |
| **Week 14 Nov 17****No Class Nov 26****Thanksgiving**  | Career and Vocational AssessmentStrong Interest Inventory Vocational Evaluation for Persons with DisabilitiesNews Items | Whitson Chapter 9Nauta 2010 | Reading Questions on Chapter 9News Items |
| **Week 15 Dec 1** | Presentation and Discussion of 3rd and Final Comprehensive Report |  | **Report 3 due –Psychopathology, Vocational, Relationships, Health, Sleep** |

**7. Assignments/Projects:**

1. **Psychometrics Exams:** 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, K-TEA, and Mental Status Examination and a brief presentation of findings to the class
3. **Report 2:** A written report based on Rating scales, Personality Assessment, and Substance Use and a brief presentation of findings to the class
4. **Report 3:** A written report base on a selection of at least 4 measures chosen from psychopathology assessment, substance use, marriage, family, interpersonal, career, health & wellness, sleep, and a brief presentation of findings to the class
5. **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.
6. **Topical Discussion:** You will choose or be assigned onetopic and make a brief presentation (15 min) to the class followed by questions and discussion.
7. **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 Exams (2 @ 5 pts ea.) 10 points

 Report 1 15 points

Report 2 20 points

Report 3 25 points

 Reading Questions & Participation 10 points

 Topical Discussion 10 points

 News Items (2 @ 5 pts ea.) 10 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.