

**AUBURN UNIVERSITY**

**SYLLABUS**

**Fall 2017**

**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 and Primary Resources**:

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

Boyle, G.J., Matthews, G., & Saklofske, D.H. (2008). ***The SAGE handbook of***

***personality and assessment: Volume 2 – Personality measurement and testing****.*

London: Sage <http://dx.doi.org/10.4135/9781849200179.n1>

Print ISBN: 9781412946520

Online ISBN: 9781849200479

(Relevant Chapters are online in Canvas)

AERA (2014). **Standards for educational and psychological testing.** Washington, DC**:** AERA, APA, NCME (Not Required)

Useful Websites:

<http://www.apa.org/science/programs/testing/>

<http://www.apa.org/science/programs/testing/standards.aspx>

<http://buros.org/>

<https://www.ets.org/>

<http://fairtest.org/>

<http://www.ericae.net/>

<http://www.ncme.org/NCME>

<https://www.psychiatry.org/psychiatrists/practice/dsm/educational-resources/assessment-measures>

**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:**

**CACREP Standards Section 2. F.7 Assessment and Testing**

**The student will demonstrate knowledge and skill in the following areas:**

* historical perspectives concerning the nature and meaning of assessment and testing in counseling
* methods of effectively preparing for and conducting initial assessment meetings
* procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
* procedures for identifying trauma and abuse and for reporting abuse
* 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 environmental assessments and systematic behavioral observations
* use of symptom checklists, and personality and psychological testing
* 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

<http://www.cacrep.org/section-2-professional-counseling-identity/>

**6. Course Content and Schedule**

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| **Date** | **Class Focus/Content** | **Readings**  | **Assignments Due** |
| **Week 1 Aug 21** | Introductions and Class Overview Ask about SACES & ALCATest Experiences SheetTesting Courses SheetTesting resources –APA/ETS/Buros/FairtestStandards for Educational and Psychological TestingLRC to check out K-BIT & K-TEA Manuals until Oct 12 |  | Bring AU ID for LRC check out |
| **Week 2 Aug 31** | Review of Basic Assessment Principles K-BIT & K-TEA questionsBuros & Tests in Print - LRCNews Items  | Whitson 1, 2 K-BIT manualK-TEA manual | Exam answers on 1 & 2Test experiences sheetQuestions about K-BIT & K-TEA |
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| **Date****Week 3 Sept 7** | **Class Focus/Content**Whitson Chapters 3 & 4 Reliability & ValidityWhitson Chapter 5Factor Analysis Item Analysis Report 1 Format (Whitson 4th ed 95-99 5th ed 134-138) – show sample reports News Items | **Readings** Whitson 3 & 4Whitson 5 | **Assignments Due**Exam Answers 3 & 4Administer K-BIT & K-TEA bring to score |
| **Week 4 Sept 14** | InterviewingMental Status ExamBehavioral Observations Behavior Rating ScalesAdaptive Behavior ScalesNews Items | Whitson Chapters 5 & 6 (4th ed.) Chapters 7 & 8 (5th ed.) | Reading QuestionsBring intake and interview forms from your agency |

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| **Week 5 Sept 21** | Overview of Stanford-Binet 4WAIS 4 WISC 4, WJ 4, WPPSI 4UNITIndividual Achievement Tests – WJ, WIAT,Group Achievement TestsNews Items | Whitson 4th ed. Chapters 7 & 8 5th ed 9 & 10Whitson Chapter 6 4th ed 127-129  | **Report 1 due – Intake information, Interview, MSE, Observations.****KBIT, K-TEA**  |
| **Week 6 Sept 28** | Personality AssessmentNEOFFPI-CMMPIPAINews Items | Whitson 10 (Personality)Chapters in Handbook of Personality AssessmentOther articles | Reading QuestionsOn Chap 10 |
| **Week 7 Oct 5** | Assessment of Alcohol use and Addiction – SUD (SOCRATES) and SASSISuicide Assessment  |  Whitson 4th ed. Chapter 12 Assessment and Diagnosis (5th ed Chapter 15) pages 263-265 (4th) 317-318 (5th) are on substance useIbrahim 2013 | Reading Questions on Whitson pages and Ibrahim paper |
| **Week 8 Oct 12** | No Class Fall BreakK-BITS & K-TEAs due back to LRC |  |  |
| **Week 9 Oct 19** | DepressionAnxietyTrauma AssessmentSelf-EsteemNews Items | Whitson 12 (DSM)Pages 210-221 in Whitson Chapter 10 | **Report 2 due – Personality, Alcohol & Drug**  |
| **Week 10 Oct 26** | Health assessmentSleep AssessmentNews Items | Buckhalt & El-Sheikh articlesWomen’s sleep article | Reading questions on articles  |
| **Week 11 Nov 2** | Assessment of Interpersonal Relationships; Marriage and FamilyNew Items | Whitson Chapter 11 Assessment in Marriage and Family CounselingCummings et al 2013 chapterBailey 2012  | Reading Questions on Chapter 11 and articles |
| **Week 12 Nov 9** | Career and Vocational AssessmentStrong Interest Inventory News Items | Whitson Chapter 9Nauta 2010Marbley et al. 2008 | Reading Questions on Chapter 9& Nauta 2010Reading Questions on Marbley et al. 2008**Report 3 due – Health, Sleep, Interpersonal, Family** |
| **Week 13 Nov 16** | **Monitoring & Evaluating Counseling****News Items** | Whitson 5th Ed. Chapter 16 | Reading Questions on Whitson Chapter 16 |
| **Week 14 Nov 23** | No Class- Thanksgiving |  |  |
| **Week 15 Nov 30** | Presentation and Discussion of 3rd and Final Comprehensive Report |  | **Report 4 due –****Comprehensive**  |
| **Week 16 Dec 7** | No Class or Make-Up Class |  |  |

**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, Interview, Observations, & Mental Status Examination and a brief presentation of findings to the class
3. **Report 2:** A written report based on Personality Assessment & Psychopathology, and a brief presentation of findings to the class
4. **Report 3:** A written report based on Health, Sleep, Alcohol, & Interpersonal and a brief presentation of findings to the class
5. **Report 4:** A comprehensive written report based on a selection of measures from the previous three reports plus one or more other measures no included in Reports 1-3
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. You may choose to describe an assessment measure you have used before or one you would like to learn about. Or you may present a current topical issue in assessment (e.g. multicultural issues; different types of bias; fairness)
8. **News Item:** Find a current (last 3 yrs) news item about something related to the course and tell the class about it. Have the article itself (hard copy or website) to share. Examples: controversies about testing – cheating – fairness; assessment of competence to stand trial. You will do two of these at different times during the term. Let me know any time before class when you have one to share.

**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 10 points

Report 2 15 points

Report 3 20 points

Report 4 25 points

 Reading Questions & Participation 8 points

 Topical Discussion 10 points

 News Items (2 @ 1 pts ea.) 2 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.