**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

**SYLLABUS**

**Summer Semester 2014**

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| **Course #:** | **COUN 7200** |
| **Course Title:** | **Introduction to Measurement and Assessment** |
| Credit Hours: | 3 credit hours |
| Co/Prerequisites: | None |
| Corequisites: | None |
| Date Syllabus Prepared: | May 2014 |

**Instructor:** Virginia Dawson Lacy, PhD, NCC

Email: dawsovp@auburn.edu

Phone: 334.399.1866

Office Hours: By appointment

**Texts:**

***Required:***

Hood, A. & Johnson, R. (2007). Assessment in Counseling: A Guide to the Use of Psychological Assessment Procedures, 4th Edition. American Counseling Assn.

***Recommended:***

Balkin, R. & Juhnke, G (2013). The Theory and Practice of Assessment in Counseling. Pearson.

**Course Description:**

Introduction to the history and theory of measurement and assessment as it applies to counselors and psychologists. This section of the course will be tailored to professionals who work in community based settings and may interact with other professionals across a wide range of settings to include schools, universities, hospitals, and community mental health centers. This course is designed to be an introduction to assessment and will not provide the level of training in assessment required for Level C tests.

**Course Objectives:**

Through assigned readings, in-class exercises, and satisfactory performance on quizzes and the final examination, students will demonstrate knowledge of and be expected to:

1. Describe the history and development of testing and assessment. CACREP 2009: §II.G.7.a
2. Access various sources of information about tests. Al STDS 290-3-3-.50 [2(a)8]
3. Understand the distinction between standardized and nonstandardized testing and be familiar with a range of types of tests including criterion-referenced and norm-based instruments. CACREP 2009: §II.G.7.b; AL STDS 290-3-3-.50 [2(a)8]
4. Evaluate the strengths and limitations of various types of testing and assessment, including limitations of self-report and response sets. AL STDS 290-3-3-.50 [2(a)8]
5. Apply statistical concepts related to testing, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. CACREP 2009: §II.G.7.c
6. Apply the concepts of reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information), validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity), and norming. CACREP 2009: §II.G.7.d; CACREP 2009: §II.G.7.e; AL STDS 290-3-3-.50 [2(a)8]
7. Apply ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling. CACREP 2009: §II.G.7.g; AL STDS 290-3-3-.50 [2(a)8]
8. Describe concerns involving testing and culture, language, ethnicity, gender, and disability and be aware of how professionals have responded to these concerns. COE: D; CACREP 2009: SOC & CUL DIV (c); §II.G.7.f; AL STDS 290-3-3-.50 [2(a)8]
9. Identify various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments. CACREP 2009: § Clinical Mental Health Counseling.G.2
10. Apply appropriate assessment strategies that can be used to evaluate the strengths and weakness to make informed decisions including determining the appropriate treatment modality and placement criteria, taking into account the client’s stage of dependence, change, or recovery. CACREP 2009: §II.G.7.g; CACREP 2009: §Clinical Mental Health Counseling.H.4; AL STDS 290-3-3-.50 [2(a)8]
11. Select appropriate assessment strategies to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols. CACREP 2009: §Clinical Mental Health Counseling.H.1
12. Identifies standard screening and assessment instruments for substance use disorders and process addictions. CACREP 2009: §Clinical Mental Health Counseling.G.4
13. Be familiar with instruments and tests that they are most likely to encounter in their line of work.
14. Be able to effectively evaluate research related to testing and measurement.

**Course Requirements:**

1. **Readings.** Students are expected to read the required textbook, assigned articles, and handouts.
2. **Class attendance and participation.**Students are expected to attend class and to be on time for class meetings. Students are expected to prepare for class and to participate in class activities and discussions. Should students need to be absent for any reason, please contact the course instructor before missing that class meeting. Students are allotted one excused absence (i.e., the instructor is notified). **Additional absences will result in a 10 pt. deduction from your overall grade.**
3. **Quizzes.** Weekly quizzes will be administered to ensure understanding of the reading. The lowest quiz grade to be dropped. ***Quizzes will be completed in class and are time-limited.***
4. **Mid-term exam**. Students will be given a midterm exam to be completed in class on the day it is assigned. The exam will consist of a combination of fill in the blank, short answer essay, and questions designed to test an understanding of statistical procedures.
5. **Group presentations.** You will be divided into groups and asked to research and present on a category of assessments.

Using at least five scholarly sources, each group will present the following information about their category of assessments:

* Description of the category of assessments
* Relevant history of the development of this category
* Who typically administers this type of assessment (specific credentials, training needed)
* Settings where assessments might commonly be administered
* Typical clients with whom you might use this type of assessment
* Purposes of this type of assessment, including how they might be used by counselors
* Critique of this category: potential benefits and costs to using this type of assessment, including considerations for uses with specific populations
* Specific assessments commonly included in this category

Group member contributions should be evenly dispersed and each member must participate in the presentation. An APA 6th edition formatted reference list should be included with the presentation and each reference must be cited within the presentation. This group presentation will be followed by students’ individual assessment critique presentation of a specific test within this category (see #6).

1. **Final project: Assessment critique paper and presentation.** Each student will identify an assessment they may use in their professional future; no two students will be able to choose the same test. Students will then independently research their chosen assessment, including the following information: norms, reliability, validity, general description of usage, strengths, and cautions. Using *at least 3-5* scholarly articles **and** the instrument manual (when available), students will provide all of the following information:
* Identifying information
	+ Title of instrument, publisher, type of instrument (e.g., self-report, response set)
* What and for whom this is intended
	+ What will the test tell you (when should it be used)?
	+ How might you use the results of this test?
	+ What populations is it appropriate for (consider both what the manual says and what is supported by research)
* A summary of reliability and validity evidence
	+ Be thorough and integrate information from manual with other sources.
	+ Address different types of validity.
* Student’s evaluation/critique:
	+ Based on the information presented, for what purposes and with which clients would you consider this test to be useful? And when would you consider it NOT useful? When might you consider using this test with caution?
	+ What issues must you attend to carefully in order when presenting test results to your client (i.e., not over- or under-interpret their significance)?

Each student will do his or her own work on this assignment and submit an assessment critique paper on Canvas. Students will also give a 10 minute presentation of this critique to the class. This assignment and presentation will be due the last day of class.

**Grading and Evaluation:**

**Assignment Point value**

Quizzes 60

Midterm 40

Group presentation 50

Final project 50

**Total 200 points**

The following scale will be used:

 90-100% = A

 80-89.9% = B

 70-79.9% = C

 60-69.9% = D

 Below 60% = F

Tests available in the LRC include:

Personality

16 PF 5th edition

Millon Clinical Multiaxial Inventory-III (MCMI-III)

Minnesota multiphasic personality inventory-2 (MMPI-2)

Personality Assessment Inventory (PAI)
Personality Inventory for Children (PIC-2)

NEO Personality Inventory (NEO PI)

Thematic Apperception Test (TAT)

Rotter incomplete Sentence Blank

Intelligence

Wechsler Adult Intelligence Scale (WAIS-IV)

Stanford-Binet intelligence scale

Slosson full-range intelligence test

Woodcock-Johnson III

Reynolds Intellectual Assessment Scales

Depression

Beck Depression Inventory (BDI-II)

Suicide Probability Scale

Children’s Depression Inventory

Ability: Aptitude and Achievement

Kaufman test of educational achievement (KTEA)

Differential ability scales

Diagnostic Achievement Battery 3rd ed. (DAB-3)

Illinois test of psycholinguistic abilities

Wide Range Achievement Test (WRAT-4)

Interpersonal Relationships

Myers-Briggs Type Indicator

Social Skills Rating System (SSRS)

Attention Deficit/Hyperactivity Disorder / Behavioral Assessments for Children

Adaptive Behavior Assessment System-II

Vineland Adaptive Behavior Scales

Behavior Assessment System for Children, 2nd ed. (BASC-2)

Anxiety

State-Trait Anxiety Inventory

**Class Policy Statements:**

1. Attendance: Students may miss up to one class without penalty if the student informs the instructor prior to missing the class or provides appropriate documentation following the absence. Additional absences will result in grade reduction, and students will be held responsible for any content covered in the event of an absence. Students are expected to be on time for class.
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 Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) for more information on excused absences.
3. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.
4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) 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. Educational Accessibility Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
6. Course contingency: 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
8. Use of Electronics: Cell phones must be put on silent and stored during class times, unless the instructor is notified of special circumstances (e.g., on-call professional services, family emergencies). Computers and electronic notepads are welcomed, **but may be used for class purposes only and must not be a distraction.**

**Justification for Graduate Credit:**

This course includes advanced content crisis intervention. 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.

**SYLLABUS DISCLAIMER:**

Due to the nature of this course, the instructor reserves the right to make changes to the syllabus as needed due to the developmental needs of the students.  In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible in class or via email.

**Course Schedule:**

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| **Class** | **Date** | **Content** | **Readings/Assignment**  |
| 1 | 5/20/14 | Welcome and introduction to the courseUse of assessment in counselingNature of Assessment in Counseling | Ch. 1 & Ch. 2 |
| 2 | 5/27/14 | Assessment processEthical, legal, and professional considerationsMulticultural considerations in assessment | Ch. 16 & Ch. 18Reading as assigned on Canvas**Quiz 1** |
| 3 | 6/3/14 | Measurement conceptsUnderstanding and transforming raw scores | Ch. 3Reading as assigned on Canvas**Quiz 2** |
| 4 | 6/10/14 | Initial assessments in counselingCommunicating assessment results | Ch. 4 & Ch. 17Reading as assigned on Canvas**Quiz 3***\*Practice intake and giving feedback* |
| 5 | 6/17/14 | **MIDTERM** | **MIDTERM**  |
| 6 | 6/24/14 | Cognitive Assessments* Intelligence Tests
* Academic Aptitude
 | Ch. 5 & Ch. 6Reading as assigned on Canvas**Quiz 4***Group Presentations* |
| 7 | 7/1/14 | Career and life planning assessments * Values Inventories
* Interest Inventories
* Comprehensive Testing & Life Planning
 | Ch. 7, Ch. 8, Ch. 9, & Ch. 10Reading as assigned on Canvas**Quiz 5***Group Presentations* |
| 8 | 7/8/14 | Personality Inventories* Personality
* Projective Testing
* Interpersonal Relationships
 | Ch. 11, Ch. 12., & Ch. 13Reading as assigned on Canvas**Quiz 6***Group Presentations* |
| 9 | 7/15/14 | Mental Health Assessment * Suicide Assessment
* Mental Health Inventories
 | Ch. 14 & Ch. 15Reading as assigned on Canvas**Quiz 7***Group Presentations* |
| 10 | 7/22/14 | **Last class day** | **Final project & presentation due** |