## AUBURN UNIVERSITY

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

**COLLEGE OF EDUCATION**

**SYLLABUS**

**Summer Semester 2018**

**Course Number: COUN 7200-001**

**Course Title: Introduction to Measurement and Assessment**

Credit Hours: 3 credit hours

Co/Prerequisites: None

Course Meeting Times: Tuesdays 4:00pm-7:45pm

Course Location: Haley Center 2326

Date Syllabus Prepared: May 2013; Summer 2016; Summer 2018

Instructor: Juanita Barnett, PhD, LPC, NCC

Email: jdb0088@auburn.edu

Office: Haley Center 2054

Office Hours: By appointment

## Texts Required:

Hays, D. G. (2013). *Assessment in counseling: A guide to the use of psychological assessment procedures* (5th ed.). Alexandria, VA: American Counseling Association.

### Recommended:

Groth-Marnat, G. (2009). *Handbook of psychological assessment* (5th ed.)*.* Hoboken, NJ: Wiley.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

## 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:

# historical perspectives concerning the nature and meaning of assessment and testing in counseling (CACREP II.F.7.a)

1. methods of effectively preparing for and conducting initial assessment meetings (CACREP

II.F.7.b)

1. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (CACREP II.F.7.c)
2. procedures for identifying trauma and abuse and for reporting abuse (CACREP II.F.7.d)
3. use of assessments for diagnostic and intervention planning purposes (CACREP II.F.7.e)
4. basic concepts of standardized and non-standardized testing, norm-referenced and

criterion-referenced assessments, and group and individual assessments (CACREP II.F.7.f)

1. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (CACREP II.F.7.g)
2. reliability and validity in the use of assessments (CACREP II.F.7.h)
3. use of assessments relevant to academic/educational, career, personal, and social development (CACREP II.F.7.i)
4. use of environmental assessments and systematic behavioral observations (CACREP

II.F.7.j)

1. use of symptom checklists, and personality and psychological testing (CACREP II.F.7.k)
2. use of assessment results to diagnose developmental, behavioral, and mental disorders (CACREP II.F.7.l)
3. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (CACREP II.F.7.m)

## 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 5 pt. deduction from your overall grade.
3. **Quizzes.** Five quizzes will be administered throughout the semester. Four of these five quizzes will count toward students’ overall grade, allowing the lowest quiz grade to be dropped. ***Students will access and complete quizzes on Canvas prior to the start of class***. Quizzes will be on the assigned readings. They will be time-limited and open-book.
4. **Final exam**. Students will complete a take-home comprehensive final exam on the last day of class. The exam will take place during class time and be administered via Canvas. It will be open book and time-limited.
5. **Group presentations.** Each group will be assigned a category of assessments:
   * Intelligence
   * Ability: Aptitude and Achievement
   * Personality Assessment
   * Interpersonal Relationships
   * Depression
   * Anxiety
   * Substance Use
   * Eating Disorders
   * Attention Deficit/Hyperactivity Disorder

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. **Assessment critique paper and presentation.** Each student will identify a different test within their group’s category of assessments from the group presentation project (see #5; 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 present this critique to the class following their group presentations.

This assignment is due on the day of the student’s group presentation.

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| **Grading and Evaluation:**  **Assignment** | **Point value** |
| Quizzes | 50 |
| Final Exam | 50 |
| Group presentation | 50 |

Assessment critique 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

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| Course Assignment | Due Date | Evaluation | CACREP Professional Standards |
| Quizzes |  | 50 pts | CACREP II.F.7.a-m |
| Final Exam |  | 50 pts | CACREP II.F.7.a-m |
| Group Presentation |  | 50 pts | CACREP II.F.7.a-m |
| Assessment Critique |  | 50 pts | CACREP II.F.7.a-m |
| Total Points: 200 |  |  |  |

**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) -­‐‑ *lost* Suicide Probability Scale

Children’s Depression Inventory

Ability: Aptitude and Achievement

Kaufman test of educational achievement (KTEA) -­‐‑ *checked out* Differential ability scales – *checked out*

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 – *on hold*

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

Anxiety

State-­‐‑Trait Anxiety Inventory

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Beck Anxiety Inventory (BAI)

Social Phobia and Anxiety Inventory

Substance Use

Substance Abuse Subtle Screening Inventory, 3rd ed. (SASSI-­‐‑3)

Eating Disorders

Eating Disorders Inventory-­‐‑3

## Class Policy Statements:

1.   Attendance: Students may miss up to one class without penalty. 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.   Students with Disabilities Statement Disability 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 alternative 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:

a. Engage in responsible and ethical professional practices b. Contribute to collaborative learning communities

c.   Demonstrate a commitment to diversity d.   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** | **CACREP Standards** |
| 1 | 5/22/18 | Welcome and Introduction to the Course Use of Assessment in Counseling  Ch. 1 | CACREP II.F.7.a |
| 2 | 5/29/18 | Assessment Process  Ethical, Legal, and Professional Considerations in Assessment  Multicultural Considerations in Assessment  Ch. 2-4  **Quiz 1 on Ch. 1-4** | CACREP II.F.7.b,m |
| 3 | 6/5/18 | Measurement Concepts  Understanding and Transforming Raw Scores  Ch. 5 & 6  **Quiz 2 on Ch. 5 & 6** | CACREP II.F.7.f,g,h |
| 4 | 6/12/18 | Initial Assessments in Counseling  Communicating Assessment Results  Ch. 7 & 15 | CACREP II.F.7.b, e |
| 5 | 6/19/18 | Mental Health Assessments  *(Depression, Anxiety, and Eating Disorders Group Presentation)*  Ch. 8  **Quiz 3 on Ch. 7, 15, & 8** | CACREP II.F.7.c,d,l |
| 6 | 6/26/16 | Substance Abuse and Mental Health Assessments *(Substance Abuse and Attention Deficit/Hyperactivity Disorder Group Presentation)*  Assessments of Intelligence  (*Intelligence Group Presentation)*  Ch. 8 & 9 | CACREP II.F.7.i,j,k |
| 7 | 7/3/16 | Substance Abuse and Mental Health Assessments  A review of the DSM-5  Future Trends in Counseling Assessments  Ch. 8, 9, & 16 | CACREP II.F.7.i,j,k |
| 8 | 7/10/16 | Ability Testing  Career and Life-Planning Assessments  Measures of Interests and Values  *(Ability Group Presentation)*  Ch. 10, 11, 12  **Quiz 4 on Ch. 9-12** | CACREP II.F.7.i |
| 9 | 7/17/16 | Personality Assessments  *(Personality Group presentation)*  Assessment of Interpersonal Relationships | CACREP II.F.7.k |

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|  |  | *(Interpersonal Group presentation)*  Ch. 13 & 14  **Quiz 5 on Ch. 13 & 14** |  |
| 10 | 7/24/16 | **Comprehensive Final Exam** | CACREP II.F.7.a-m |