**AUBURN UNIVERSITY**

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

**SYLLABUS**

**Summer Semester 2017**

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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: | Summer 2018 |

**Instructor:** Yulanda Tyre, Ph.D., LPC-S, NCC

Email: Contact via Canva

Office: 1221 Haley Center

**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:

1. Describe historical perspectives concerning the nature and meaning of assessment and testing in counseling (CACREP 2.F.7.a)
2. Understand the basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (CACREP 2.F.7.f)
3. Apply statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (CACREP 2.F.7.g)
4. Apply the concepts of reliability and validity in the use of assessments (CACREP 2.F.7.h)
5. Apply ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (CACREP 2.F.7.m)
6. Address methods of effectively preparing for and conducting initial assessment meetings (CACREP 2.F.7.b)
7. Utilize assessments relevant to academic/educational, career, personal, and social development (CACREP 2.F.7.i)
8. Understand symptom checklists, and personality and psychological testing (CACREP 2.F.7.k)
9. Understand the use of assessments for diagnostic and intervention planning purposes (CACREP 2.F.7.e)
10. Identify procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (CACREP 2.F.7.c)
11. Identify procedures for identifying trauma and abuse and for reporting abuse (CACREP 2.F.7.d)

**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 | Section 2.F.7.a; 2.F.7.h |
| 2 | 5/29/18 | Assessment process  Ethical, legal, and professional considerations  Multicultural considerations in assessment | Ch. 2-4  **Current Issues Article Review**  **In-Class Think Tank** | Section 2.F.7.b; 2.F.7.c; 2.F.7.d; 2.F.7.m |
| 3 | 6/5/18 | Measurement concepts  Understanding and transforming raw scores | Ch. 5 & 6  **Current Issues Article Review**  **In-Class Think Tank** | Section 2.F.7.f; 2.F.7.g; 2.F.7.h |
| 4 | 6/12/18 | Initial assessments in counseling  Communicating assessment results | Ch. 7 & 15  **Current Issues Article Review**  **In-Class Think Tank** | Section 2.F.7.e; 2.F.7.f; 2.F.7.g; 2.F.7.h |
| 5 | 6/19/18 | **Independent Work Day** | **Individual Self-Assessment Portfolio Work Day** |  |
| 6 | 6/26/18 | Mental health and substance abuse assessments  *(Depression, Anxiety, and Eating Disorders group presentations)*  *(Substance Abuse and Attention Deficit/Hyperactivity Disorder group presentations)*  Assessments of intelligence (*Intelligence Group presentation)* | Ch. 8 & 9  **Current Issues Article Review**  **In-Class Think Tank**  **Class Presentations** | Section 2.F.7.f; 2.F.7.g; 2.F.7.h; 2.F.7.i; 2.F.7.k |
| 7 | 7/3/18 | **Assignment Due** | **Current Issues Reflection Due** |  |
| 8 | 7/10/18 | Mental health and substance abuse assessments  *(Depression, Anxiety, and Eating Disorders group presentations)*  *(Substance Abuse and Attention Deficit/Hyperactivity Disorder group presentations)*  Assessments of intelligence (*Intelligence Group presentation)* | Ch. 8 & 9  **Current Issues Article Review**  **In-Class Think Tank**  **Class Presentations** | Section 2.F.7.f; 2.F.7.g; 2.F.7.h; 2.F.7.i; 2.F.7.k |
| 9 | 7/17/18 | Career and life planning assessments Ability Testing  *(Ability Group presentation)* | Ch. 10, 11,12  **Current Issues Article Review**  **In-Class Think Tank**  **Class Presentations** | Section 2.F.7.f;2.F.7.g; 2.F.7.h; 2.F.7.i) |
| 10 | 7/24/18 | **Individual Self-Assessment Portfolio Due 8/1/18**  Personality assessment *(Personality Group presentation)*  Assessment of interpersonal relationships *(Interpersonal Group presentation)* | Ch. 13 & 14  **Class Presentations** | Section 2.F.7.f; 2.F.7.h 2.F.7.g; 2.F.7.h; 2.F.7.i; 2.F.7.k |

**Course Requirements/Evaluation:**

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| --- | --- | --- |
| Course Assignment | Evaluation | **CACREP Professional Standards** |
| Reflection Paper (2, 25 pts. each) | 50 pts. | Section 2.F.7.a; 2.F.7.b; 2.F.7.c; 2.F.7.d; 2.F.7.e; 2.F.7.f; 2.F.7.g; 2.F.7.h; 2.F.7.i; 2.F.7.k; 2.F.7.m; |
| Individual Self-Assessment Portfolio | 50 pts. | Section 2.F.7.a; 2.F.7.b; 2.F.7.e; 2.F.7.f; 2.F.7.g; 2.F.7.h; 2.F.7.i; 2.F.7.k; 2.F.7.m; |
| Group Presentation | 50 pts. | Section 2.F.7.e; 2.F.7.f; 2.F.7.g; 2.F.7.h; 2.F.7.m |
| Assessment Critique | 50 pts. | Section 2.F.7.e; 2.F.7.f; 2.F.7.h; 2.F.7.i; 2.F.7.k; 2.F.7.m |
| Total Points: 200 | 200 pts |  |

**Grading and Evaluation:**

**Assignment Point value**

Reflection Paper 50

Individual Self-Assessment Portfolio 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

**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. **Current Issues Article Reflection:** Each week students will lead a brief discussion in class on a current issue regarding assessment. Students will present information found in an article or news feed that relates to topics covered in the course. Each student will be asked to develop and submit a reflection paper on the article or news feed chosen. Papers should be APA formatted, 1-2 pages (double spaced) and should include the following points:
4. A brief synopsis of the article.
5. A description of how the article relates to the course material.
6. Two points learned from the review of the information that will help you as a future counselor.

**Case-study Review (Think-Tank) Reflection:** Students will engage in an in-class, small group discussion facilitated by an assigned case study. Students are expected to reflect on this experience and articulate relevant diagnostic and intervention planning with consideration to relevant issues such as culture, ethics, bias etc. Papers should be APA formatted, 1-2 pages (double spaced) and should include the following points:

1. A brief synopsis of the case including highlights of the groups decision on the assessment choice.
2. Two relevant considerations to the case and assessment related to culture, ethics, bias, etc. that might impact the outcomes of the assessment process.
3. Two things points learned from the review of the case study that will help you as a future counselor.
4. **Individual Self-Assessment Portfolio**. You will be required to take, score, interpret, and report on the self- administration of **one Intelligence test; one Aptitude or Achievement test; and one Interest or Personality test.** You will prepare a **7-10 page** assessment report on yourself utilizing the instruments chosen, as well as data that would be typically gleaned from a clinical interview. The profile should be written as if you were testing and counseling an individual who received results on these tests. Special attention should be given to communicating the purpose of testing, results and interpretation of each test in non-technical terms, while also providing a thorough explanation of the results. The report should be **typed** and written in APA narrative fashion; no lists or bullet points, please.

**Students should follow the outline below for the Portfolio:**

SELF-ASSESSMENT REPORT

(CONFIDENTIAL)

**I. Identifying Information:**

Name: John Doe (Use pseudonym here) Date of Assessment: July, 25th 2018

Gender: Male Place of Assessment:

DOB: 02-23-69 Age: 29

Race: Caucasian Examiner: Your Name Here

**II. Reason for Referral:**

Why was the person referred? What question are you trying to answer?

This should be a professional referral. Please create or use a professional example for a reason for referral.

*Example:*

*Reason for Referral:*

Mr. Doe was referred after a car accident from 6-months ago. He is now returning to work and needs to explore vocational interests and matching occupations. The VR counselor would like to have a complete assessment for Mr. Doe covering functional capacity, IQ, temperament, interests, aptitude, and appropriate career match.

**III. Background History and Information:**

In this section you report relevant background and current information. History and current information are generally considered relevant if related to evaluating or modifying the test results and/or related to the referral question.

*Example:*

*Background History and Information:*

Mr. Doe is a 29-year-old Asian male graduate student at Auburn University, majoring in Rehabilitation Counseling. [Additional information from the **Clinical Interview** guidelines, including living circumstances, employment history, family background, medical problems, current medications, recent stressors, and results of any previous counseling and/or psychological testing.]

**IV. Behavioral Observations**

Include a description of the relevant personal characteristics of the client. This includes appearance, nonverbal cues and the client’s impact (how he or she makes a first impression) on you. Since to some degree this involves a value judgment, be careful to be descriptive rather than evaluative and/or critical. Behavior specific to test performance should also be included.

*Example:*

*Behavioral Observations:*

Mr. Doe is a 29-year old Asian male of average weight and height. He has brown eyes and short black hair. He was neatly groomed and his dress (a T-shirt and jeans) which was appropriate for testing. Mr. Doe is physically fit and displayed good posture. He appeared cooperative, calm, and displayed a normal range of affect during this interview. Mr. Doe had no disturbances of flow of speech and his thoughts were organized. No unusual mannerisms were noted. He was attentive and approached each task with interest and effort. He recognized his failure to perform some tasks and handled this frustration well.

In summary, Mr. Doe appeared cooperative and worked hard on all tasks. Based on these observations, these tests results are considered to be a valid indicator of his current level of functioning.

**V. Tests Administered**

List all tests administered by full title, with the abbreviation in parentheses. Then you may use the abbreviation in the remaining parts of the report.

*Example:*

*Tests Administered:*

1. Kauffman Brief Intelligence Test (K-BIT)

2. Wide Range Achievement Test (WRAT-II) or

2. Generalized Aptitude Test Battery (GATB)

3. Strong Interest Inventory (SII) or

3. Myers Briggs Type Indicator (MBTI)

These are just examples; you should list the tests you used, but there must be 1 intelligence test; 1 aptitude or achievement; and 1 interest or personality inventory.

**VI. Test Results (all test and results go in this section; there is only one test results section)**

The results of your assessment should be presented in narrative text (interpret the data). This section includes a description of the person’s results in relation to the normative sample, including T-score values, percentile rank or general “category.”

*Example:*

*Test Results:*

Mr. Doe responded to the MMPI-2, a self-report personality questionnaire, in an honest and consistent manner. His responses appear to be valid indicators of his current emotional functioning. Mr. Doe’s pattern of responses indicate that he tends to be very conventional, unassuming, and unpretentious. People with this profile are seen as having narrow interests and are socially conforming. They tend to be rigid and are usually able to tolerate much mediocrity and boredom. They tend to be sarcastic and socially isolated. People with this profile are able to handle work and personal responsibilities without undue worry or anxiety. They tend to be…….

On the Beck Depression Inventory-II, Mr. Doe’s total score was 10 suggesting that he is experiencing …..

**VII. Summary and Treatment Recommendations**

Draw the information you have recorded together with a formulation of the case. Provide a final summary and answer the referral question and make your recommendations. Recommendations should be specific and practical. For example, “The results of this assessment suggest that Mr. Doe could benefit from individual counseling to improve his interpersonal skills and increase stress management skills, or it is recommended that Mr. Doe receive training for the profession of Speech Pathologist. This recommendation is based on the results of this battery, which indicated that his personality….., his interests…..etc.”

**Remember summaries do not contain new information, they recapitulate.**

**VIII. Personal Critique**

Provide a critique of your experience, including **self-reflection**. Summarize results - Do you feel the results are valid? (why or why not); What did you learn? Did you find anything surprising? How do you feel about the results in terms of your career choices?

***Sign your name here- put in italics***

**Your Name, Credentials (e.g., B.A., M.S.)**

1. **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 **(45 minutes)**. This group presentation will be followed by students’ individual assessment critique presentation of a specific test within this category **[25 minutes]** (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 the of the student’s group presentation.

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

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

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

**-Ensure that you check with the LRC to find out if assessments are for in classroom use only**

**-You will not be using these assessments to administer, as you do not have the training and credentialing. You may use these as learning tools only**

**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. 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.