## AUBURN UNIVERSITY

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

**COLLEGE OF EDUCATION**

**SYLLABUS**

**Summer Semester 2022**

Course Number: COUN 7200-D01

Course Title: Introduction to Measurement and Assessment

Credit Hours: 3 credit hours

Co/Prerequisites: None

Date Syllabus Prepared: Summer 2022

Course Meeting Times: Distance Education

Instructor: Nancy Thacker, PhD, NCC

Email: net0013@auburn.edu

Office Hours: By appointment

## Texts Required:

Hays, D. G. (2017). *Assessment in counseling: Procedures and practices* (6th ed.). American Counseling Association.

\*\*This text is available as an All-Access e-text via Redshelf in Canvas. Further instructions to access or opt out of the e-text are provided on Canvas.\*\*

### Recommended:

Groth-Marnat, G., & Wright, A. J. (2016). *Handbook of psychological assessment* (6th ed.)*.* Wiley.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). 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)
2. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (CACREP II.F.7.c)
3. procedures for identifying trauma and abuse and for reporting abuse (CACREP II.F.7.d)
4. use of assessments for diagnostic and intervention planning purposes (CACREP II.F.7.e)
5. 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 via discussion board participation (10 pts each, 100 pts total).** Students are expected to complete weekly discussion boards to indicate attendance. Students must submit an entry of *at least 200 words*, and *respond to at least one peer* in order to receive full points. Should students need to be absent for any reason, please contact the course instructor before missing that week’s discussion board. Students are allotted one excused absence (i.e., the instructor is notified). Additional absences will result in a 5 point deduction from your overall grade.
3. **Quizzes (5 pts each, 25 pts total).** Five quizzes, 10 questions each, will be administered throughout the semester. Each quiz will open one week prior to the due date indicated in the course schedule. Quizzes will be on the assigned readings. They will be open-book and time-limited (1 hour).
4. **Final exam (50 pts)**. Students will complete a take-home comprehensive final exam. The exam will consist of 35 multiple choice questions and one essay question. The exam will be administered via Canvas. It will be open book and time-limited (3 hours).
5. **Assessment interpretation role plays (25 pts each, 50 pts total) and reflection paper (25 pts):** Throughout the semester, students will conduct role plays to practice administering and interpreting assessments. Students will partner up, complete each assessment, and score the assessment prior to the role play. Then, students will conduct a 10-15 minute role play via Zoom interpreting and discussing the assessment results. You will upload your recorded role play to the Panopto folder in Canvas.

At the end of the semester, students will write a two-page paper reflecting on their experience with the role plays. The following assessments will be used for the role plays: Beck Depression Inventory (BDI), Beck Scale for Suicide Ideation (BSS).

Students will address the following questions in your reflection paper:

* 1. What have you learned about the use of clinical mental health assessments in counseling?
		1. What are some benefits of using clinical mental health assessments with clients?
		2. What are some of the challenges or things you should consider when using assessments with clients?
	2. What was your experience with administering and interpreting the clinical mental health assessments (BDI, BSS)?
	3. In what ways did the role plays assist in your skill development of interpretation and administration of clinical mental health assessments? What would you change about these role plays to better assist in your skill development?
1. **Assessment critique paper (30 pts) and handout (20 pts).** Each student will identify an assessment within one of the following categories (\*\*no two students will be able to choose the same assessment, **and** students cannot select an assessment listed within assignment #5\*\*). Students are encouraged to select an assessment related to the setting and population with whom they wish to work.
	* Intelligence
	* Ability: Aptitude and Achievement
	* Personality Assessment
	* Interpersonal Relationships
	* Depression
	* Anxiety
	* Substance Use
	* Eating Disorders
	* Attention Deficit/Hyperactivity Disorder

\*The specific tests/assessments available in our LRC (noted on pp. 5-6) is not an exhaustive list. You can select an assessment not included in this list as long as it fits within one of the categories above. Contact the instructor if you are uncertain about your selection.\*

Students will then independently research their chosen assessment, including the following information: norms, reliability, validity, general description of usage, strengths, and cautions with consideration for ethical, developmental, and cultural issues. Using *at least 3-5* scholarly articles (andthe instrument manual when available), students will provide all of the following information in **5-8 pages** (not including title page/references):

* + Identifying information and description
		- Title of assessment, publisher, type of assessment (e.g., self-report, response set), cost, time required for administration, and procedures for administration
	+ 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 assessment?
		- What populations is it appropriate for (consider both what the manual says and what is supported by research)?
		- Include any ethical, developmental, and cultural considerations.
	+ 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 assessment to be useful? And when would you consider it NOT useful? When might you consider using this assessment with caution? Consider areas of caution related to client population and clinical setting.
		- What issues must you attend to carefully when presenting assessment results to your client (e.g., not over- or under-interpret their significance)?
		- Include attention to ethical, developmental, and cultural considerations to support your critique.

Students will submit the assessment critique paper on Canvas on the date designated for the selected assessment category (see schedule below).

Students will also create **a one-page handout** that will be shared with the class that includes a summary of the same elements from the paper guidelines above; at least 3-5 references must be included. See Canvas for further guidelines and a rubric for the handout.

**There are many tests available in the LRC that you can access as a student:**

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)

Intelligence

* Wechsler Adult Intelligence Scale (WAIS-­‐‑IV)
* Stanford-­‐‑Binet intelligence scale
* Slosson full-­‐‑range intelligence test
* Woodcock-­‐‑Johnson III

Depression & Suicide

* 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
* 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

Checking out assessments/manuals from the Learning Resource center (LRC):

If you are close to the Auburn area, you can visit the LRC in Haley 3408/3410 to check out an assessment and/or manual.

If you are not in the Auburn area, you have the option to email Ms. Jessica Garrett at jjg0011@auburn.edu to request an assessment and/or manual; let her know you are a student in COUN 7200-D01. You will need to provide your physical address to have materials mailed to you. Place your request at least 2 weeks in advance to ensure ample time for the materials to get to you before due dates.

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| **Grading and Evaluation:****Assignment** | **Point value** |
| Discussion Boards (10 pts each x10)Quizzes  | 10025 |
| Assessment critique paper + handoutAssessment interpretation role playsReflection paper  | 505025 |
| Final Exam | 50 |

## Total 300 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 Standards** |
| Discussion Boards  | Weekly  | 100 pts | CACREP II.F.7.a-m |
| Quizzes | 6/1, 6/8, 6/22, 7/13, 7/20 | 25 pts | CACREP II.F.7.a-m |
| Final Exam | 8/3 | 50 pts | CACREP II.F.7.a-m |
| Assessment Critique Paper + Handout | 7/6 | 50 pts | CACREP II.F.7.a-m |
| Assessment Interpretation Role Plays  | 6/29, 7/27 | 50 pts | CACREP II.F.7.a-m |
| Role Plays Reflection Paper | 7/27 | 25 pts | CACREP II.F.7.a-m |
| **Total Points: 300** |

**\*All assignments are due by 6pm CST on the day assigned.**

## 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. Late Assignment Policy. All assignments are due by class time (4pm CST) on the day assigned. Students are responsible for pacing themselves and submitting assignments on or before class on due dates. If you are concerned about your ability to complete quality work as described in the schedule, make an appointment as soon as possible so we can discuss how to support your learning in our course. In most cases, I will adjust late assignments as follows: 25% reduction up to one week late, 50% reduction more than one week late. I will not accept assignments more than two weeks past deadline.

5.   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.

6.   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).

7.   Course contingency: If normal class 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.

8.   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

9. Online Learning Community. In this course, we will seek to establish a community of trust and mutual respect. Please be mindful and considerate of yourself, your peers, and your instructor. Though not all people in the class will share your views, the environment requires careful listening and responding to others in a manner in which you wish to be responded to. The course design is based on the assumption that each of you is a resource person as well as a learner. In so, we have a responsibility to contribute to the learning of the collective group, as well as to our own individual experience. Though challenging in our virtual format, please work to be as present in mind and body as possible with your peers and instructor during our brief time together.

## Justification for Graduate Credit:

This course includes advanced content of measurement and assessment in counseling. 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.

## 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:

*\*\*All assignments are due by 6pm CST on the day assigned.*

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| **Class** | **Date** | **Content/Readings/Assignment** | **CACREP Standards** |
| 1 | 5/25 | Welcome and Introduction to the Course Use of Assessment in CounselingCh. 1**Week 1 Discussion Board**  | CACREP II.F.7.a |
| 2 | 6/1 | Assessment ProcessEthical, Legal, and Professional Considerations in AssessmentMulticultural Considerations in AssessmentCh. 2-4**Quiz 1 on Ch. 1-4****Week 2 Discussion Board** | CACREP II.F.7.b,m |
| 3 | 6/8 | Measurement Concepts Understanding and Transforming Raw Scores(*Assessment critique signup*)Ch. 5 & 6**Quiz 2 on Ch. 5 & 6****Week 3 Discussion Board** | CACREP II.F.7.f,g,h |
| 4 | 6/15 | Initial Assessments in Counseling Communicating Assessment ResultsCh. 7 & 15**Week 4 Discussion Board** | CACREP II.F.7.b,e |
| 5 | 6/22 | Mental Health Assessments + Substance UseCh. 8**Quiz 3 on Ch. 7, 8, & 15****Week 5 Discussion Board** | CACREP II.F.7.c,d,l |
| 6 | 6/29 | Assessments of Intelligence Ch. 9**BDI Interpretation Role Play****Week 6 Discussion Board** | CACREP II.F.7.i,j,k |
| 7 | 7/6 | A review of the DSM-5Future Trends in Counseling AssessmentsCh. 9 & 16**Assessment Critique Paper + Handout****Week 7 Discussion Board** | CACREP II.F.7.i,j,k |
| 8 | 7/13 | Ability TestingCareer and Life-Planning Assessments Measures of Interests and ValuesCh. 10, 11, 12**Quiz 4 on Ch. 9-12 & 16****Week 8 Discussion Board** | CACREP II.F.7.i |
| 9 | 7/20 | Personality Assessments Assessment of Interpersonal RelationshipsCh. 13 & 14**Quiz 5 on Ch. 13 & 14****Week 9 Discussion Board** | CACREP II.F.7.k |
| 10 | 7/27 | Review**Week 10 Discussion Board****BSS Interpretation Role Play****Role Plays Reflection Paper** | CACREP II.F.7.cCACREP II.F.7.b, c, d, e, l, m  |
| \*8/3 | **Evaluation Discussion Board** **Comprehensive Final Exam**  | CACREP II.F.7.a-m |

*\*\*All assignments are due by 6pm CST on the day assigned.*