## AUBURN UNIVERSITY

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

**COLLEGE OF EDUCATION**

**SYLLABUS**

**Summer Semester 2025**

**Course Number: COUN 7200-001**

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

Credit Hours: 3 credit hours

Co/Prerequisites: None

Course Meeting Times: Tuesday 12:00-3:45pm (Section 001)

Course Location: Haley Center

Date Syllabus Prepared: Summer 2016, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025

Instructor: John McCall, Ph.D.

Email: jrm02024@auburn.edu

Office: Haley Center 2006

Office Hours: By appointment

## Texts Required:

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

### Recommended:

Groth-Marnat, G., & Wright, A. J. (2016). *Handbook of psychological assessment* (6th 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 including 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. historical perspectives concerning the nature and meaning of assessment and testing in counseling (CACREP III.G.1)
2. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (CACREP III.G.2.)
3. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (CACREP III.G.3)
4. reliability and validity in the use of assessments (CACREP III.G.4.)
5. culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications (CACREP III.G.5.)
6. ethical and legal considerations for selecting, administering, and interpreting assessments (CACREP III.G.6.)
7. use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes (CACREP III.G.7.)
8. use of assessments in academic/educational, career, personal, and social development (CACREP III.G.8).
9. use of environmental assessments and systematic behavioral observations (CACREP III.G.9)
10. use of structured interviewing, symptom checklists, and personality and psychological testing (CACREP III.G.10)
11. diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems (CACREP III.G.11)
12. procedures to identify substance use, addictions, and co-occurring conditions (CACREP III.G.12.)
13. procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide (CACREP III.G.13)
14. procedures for using assessment results for referral and consultation (CACREP III.G.14)

## 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. 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. The exam will take be administered via Canvas. It will be open book and time limited.
5. **Assessment interpretation role plays:** **(15 points)** **and reflection paper (15 pts):** Throughout the semester, students will conduct role plays to practice administering and interpreting assessments. Students will be assigned a partner, will complete each assessment, and score the assessment prior to the role play. Then, students will conduct a 10-15 minute role play interpreting and discussing the assessment results. You will upload your recorded role play to Box. The student is expected to create a Box folder and share the folder with the professor.

\*Role play recordings must be uploaded to Box by class time on day indicated in the schedule. 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 Anxiety Inventory (BAI), Beck Depression Inventory (BDI), UCLA PTSD Index **OR** the PCL-5.

Students will address the following questions in their 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 three clinical mental health assessments (BDI, BAI, UCLA PTSD Index **OR** the PCL-5) in your small groups?
  3. In what ways did the small group role plays assist in your skill development of interpretation and administration of clinical mental health assessments? What would you change about these small group role plays to better assist in your skill development?

1. **Assessment critique paper (50 pts), presentation (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 (notes 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. \*

\*\*\*Assessment Paper is due the week the topic/test is discussed.

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 the manual(s) 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 give a 10–15-minute presentation of their critique to the class. Including the same elements from the paper guidelines above, students will create a one-page handout to share with the class; at least 3-5 references must be included. See Canvas for further guidelines and a rubric for the presentation and handout.

Presentations will occur on the date designated for the selected assessment category (see schedule below).

|  |  |
| --- | --- |
| **Grading and Evaluation:**  **Assignment** | **Point value** |
| Attendance & Participation  Quizzes | 50  50 |
| Assessment critique paper  Assessment critique presentation  Assessment critique handout  Assessment interpretations  Reflection paper | 50  30  20  15  15 |
| Final Exam | 50 |

## Total 280 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 Assignment** | **Due Date** | **Evaluation** | **CACREP Professional Standards** |
| Quizzes | 6/10, 6/17, 7/01, 7/08, 7/15 | 50 pts | CACREP III.G.1-11; 12,13, 17 |
| Final Exam | 7/25 | 50 pts | CACREP III.G.1-11; 12,13, 17 |
| Assessment Critique Paper  + Presentation | Varied 6/24-7/15 | 50 + 30 +20 pts | CACREP III.G.1,2,3,4,5,6,7,13 |
| Assessment Interpretations | 7/01, 7/08, 7/15 | 15 pts | CACREP III.G.5,6,7,9,10,12,13 |
| Reflection Paper | 7/25 | 15 pts | CACREP III.G.5,6,7 |
| **Total Points: 280** | | | |

**Tests available in the LRC include:**

Personality

16 PF 5th edition

Millon Clinical Multiaxial Inventory-­‐‑IV

Minnesota multiphasic personality inventory-­‐‑2 (MMPI-­‐‑2)

Personality Assessment Inventory II (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 IV

Reynolds Intellectual Assessment Scales

Depression

Beck Depression Inventory

Suicide Probability Scale

Children’s Depression Inventory

Ability: Aptitude and Achievement

Kaufman test of educational achievement (KTEA)

Differential ability scales

Diagnostic Achievement Battery 4th ed. (DAB-­‐‑4)

Illinois test of psycholinguistic abilities

Wide Range Achievement Test (WRAT-­‐‑4)

Interpersonal Relationships

Myers-­‐‑Briggs Type Indicator

Social Skills Improvement System Assessment

Attention Deficit/Hyperactivity Disorder / Behavioral Assessments for Children Adaptive Behavior Assessment System-­‐‑III

Vineland Adaptive Behavior Scales

Behavior Assessment System for Children, 3rd ed. (BASC-­‐‑3)

Anxiety

State-­‐‑Trait Anxiety Inventory

Beck Anxiety Inventory

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. Late Assignment Policy. 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. 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.

10. AI Policy: The Counselor Education Programs (CED) has a comprehensive policy on the use of Artificial Intelligence (AI). As the acceptable use of AI varies, please consult your instructor on how AI can be used within specific courses and/or clinical settings. Please understand that violations of this policy can be considered a form of plagiarism. Please see the CED Programs Handbook for the full AI policy.

11. 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, or family emergencies). Computers and electronic notepads are welcome **but may be used for class purposes only.**

12. Counselor Education Diversity, Equity and Inclusion Statement (CACREP 2024 Standard 1.N.6.):A central foundation of the mission of the Counselor Education programs is the preparation of counselors and counselor educators to work in an increasingly diverse society. The program’s understanding of diversity encompasses culture, sexual and gender identity, race, ethnicity, socioeconomic status, ability, and other aspects of individual identity. The program believes that meeting these goals requires that students and faculty engage in advocacy, equity, inclusion, and culturally sustaining practices. This includes students demonstrating these principles in their academic work, clinical practice, and professional development engagement. These principles are in alignment with our professional, ethical, and accreditation standards including: Council for the Accreditation of Counseling and Related Programs (2024 standards) American Counseling Association’s Code of Ethics (ACA, 2016), American Rehabilitation Counseling Association (ARCA), the Commission on Rehabilitation Counselor Certification (CRCC), American Mental Health Counselors Association (AMCHA), and the American School Counselor Association (ASCA). Overall, we seek to create educational and learning environments that support, sustain, and challenge students to address their development as professionals related to and representative of culturally sustaining practice.

## 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:

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| --- | --- | --- | --- |
| **Class** | **Date** | **Content/ Readings/Assignment** | **CACREP Standards** |
| 1 | 5/20/25 | Welcome and Introduction to the Course  Use of Assessment in Counseling  Ch. 1 | CACREP III.G.1 |
| 2 | 5/27/25 | Assessment Process  Ethical, Legal, and Professional Considerations in Assessment  Multicultural Considerations in Assessment  (*Assessment critique/presentation signup*)  Ch. 2-4 | CACREP III.G.5,6,7 |
| 3 | 6/03/25 | Measurement Concepts  Understanding and Transforming Raw Scores  Ch. 5 & 6 | CACREP III.G.2,3,4 |
| 4 | 6/10/25 | Initial Assessments in Counseling  Communicating Assessment Results  Ch. 7 & 15  **Quiz 1 on Ch. 1-4 due at the start of class** | CACREP III.G.5,6,7,13 |
| 5 | 6/17/25 | Substance Abuse  Mental Health Assessments + Substance Use  *(Depression, Anxiety, and Eating Disorders Presentations)*  Ch. 8  **Quiz 2 on Ch. 5 & 6 due at the start of class** | CACREP III.G.11, 12 |
| 6 | 6/24/25 | Trauma Informed Care/Trauma Assessments  Assessments of Intelligence  (*Substance Abuse Presentations)*  *(Depression, Anxiety, and Eating Disorders Presentations)*  Ch. 8 & 9 | CACREP III.G. 8, 9 |
| 7 | 7/01/25 | A review of the DSM-5  Future Trends in Counseling Assessments  Ability Testing  Assessments of Intelligence  Career and Life-Planning Assessments  Measures of Interests and Values  Ch. 9 & 16  *(Intelligence and Attention Deficit/Hyperactivity Disorder Presentations)*  **BAI Interpretation Role Play Due**  **Quiz 3 on Ch. 7, 15, & 8 due at the start of class** | CACREP III.G.11 |
| 8 | 7/08/25 | Personality Assessments  Assessment of Interpersonal Relationships  Career and Life-Planning Assessments  Measures of Interests and Values  Ch. 10, 11, 12  **BDI Interpretation Role Play Due**  **Quiz 4 on Ch. 9-12 & 16 due at the start of class** | CACREP III.G.8. |
| 9 | 7/15/25 | Personality Assessments  Assessment of Interpersonal Relationships  *(Personality and Interpersonal Presentations)*  *(Ability/Career Group Presentation)*  Ch. 13 & 14  **UCLA PTSD Index and Reaction Scale OR the PCL-5 Role Play Due**  **Quiz 5 on Ch. 13 & 14 due at the start of class** | CACREP III.G.10 |
| 10 | 7/22/25 | No Class – Final Exam Due by 7/25  **Reflection Paper Due 7/25**  **Comprehensive Final Exam (take home, on Canvas, due 7/25 by 11:59pm CST)** | CACREP 3.7.a-j |