## AUBURN UNIVERSITY

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

**COLLEGE OF EDUCATION**

**SYLLABUS**

**Summer Semester 2024**

Course Number: COUN 7200-D01

Course Title: Introduction to Measurement and Assessment

Credit Hours: 3 credit hours

Co/Prerequisites: None

Date Syllabus Prepared: Summer 2023, Summer 2024, Spring 2025

Course Meeting Times: Distance Education

Instructor: Margaret Taylor, PhD, LPC-S, NCC, BCTMHC

Email: barnema@auburn.edu

Office Hours: By appointment

## Texts Required:

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

### 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:

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)

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 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. Discussion posts are expected to be posted by 4:00p every Monday of the week. When there is a Holiday on Monday, posts are expected on Tuesday of the week.
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, 75 pts total) and reflection paper (25 pts):** Throughout the semester, students will conduct three 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 via Zoom 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.

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, Beck Depression Inventory (BDI), UCLA PTSD Index **OR** the PCL-5.

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.\*

\*\*\*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 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 Learning Resource Center that you can access as a student.** If you are not in the Auburn area, you have the option to email Ms. Jessica Garrett at [jjg0011@auburn.edu](mailto: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.

**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

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](mailto: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 | 100  25 |
| Assessment critique paper + handout  Assessment interpretation role plays  Reflection paper | 50  75  25 |
| Final Exam | 50 |

## Total 325 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

**\*All assignments are due by 4pm 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.

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.

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.

13. Zoom Policy: Zoom participation **requires you to keep your video on and your microphone muted when you are not speaking**.

* + If you have a need for technology to support your participation in this class or do not have a space conducive for participating - **SERC provides private individual counseling spaces** (Counseling Lab) that you can reserve and use for class sessions.
  + Please know that you can blur your background if you are not comfortable sharing your space or environment during classes conducted online.
  + Please limit all distractions such as your phone or attending to other work on your computer. It is often very apparent that a student is distracted and that impacts the class environment for everyone.
  + Students can turn off their cameras briefly if needed (e.g., break). These pauses should be ***short***. Having students on camera provides a higher level of engagement for all participants.
  + If you have questions during class, you can raise your hand (in real time or via Zoom).
  + Please know that sometimes it is challenging to be teaching and attending to students and reading messages in Chat, especially if I am also sharing content. If I don’t respond to a comment or discussion in Chat, please let me know.
* Although you may be participating from your domicile, our **Zoom meetings are professional interactions**.
  + You should dress and behave as you would in a normal F2F classroom.
  + Please minimize distractions in the background as much as possible.
  + Participating in spaces that are not conducive to zoom attendance (e.g., public spaces, vehicles) should be discussed with the instructor prior to the class session and should only be used when there are no other alternatives.
* **Recording Sessions:** Due to the nature of our classes and the possibility that we may be discussing content that is confidential in nature:
  + - Instructors can record sessions and will notify students when the class session is being recorded (e.g., teaching demonstrations, making the session available to other students, speakers)
      * Confidential content (e.g., supervision sessions) will be retained following appropriate ethical and legal practices as well as CED policies (e.g., password protected BOX folders).
      * Students can request that the recording be stopped if they wish to discuss a topic that they do not want recorded. *In areas such as supervision this may not be possible*.
    - You should participate in spaces that allow for these discussions and do not have others present in the room while you are using it for class or supervision.
    - As per University policies, I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic.
    - If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class so we can discuss if accommodations are possible.

## 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 | 5/19 | Welcome and Introduction to the Course  Use of Assessment in Counseling  Ch. 1  *(Assessment Critique sign up)*  **Class is SYNCNRONOUS for 1.5-2 hours** | CACREP II.F.7.a |
| 2 | 5/27 | Assessment Process  Ethical, Legal, and Professional Considerations in Assessment  Multicultural Considerations in Assessment  Ch. 2-4  **Quiz 1 on Ch. 1-4**  **NO CLASS - HOLIDAY** | CACREP II.F.7.b,m |
| 3 | 6/2 | Measurement Concepts  Understanding and Transforming Raw Scores  Ch. 5 & 6  **Quiz 2 on Ch. 5 & 6**  **Week 3 Discussion Board** | CACREP II.F.7.f,g,h |
| 4 | 6/09 | Initial Assessments in Counseling  Communicating Assessment Results  Ch. 7 & 15  **Week 4 Discussion Board** | CACREP II.F.7.b,e |
| 5 | 6/16 | Mental Health Assessments + Substance Use  Ch. 8  **BAI Interpretation Role Play Due**  **Quiz 3 on Ch. 7, 8, & 15**  **Week 5 Discussion Board** | CACREP II.F.7.c,d,l |
| 6 | 6/23 | Trauma Informed Care/Trauma Assessments  Ch. 9 and 16  **BDI Interpretation Role Play**  **Week 6 Discussion Board** | CACREP II.F.7.i,j,k |
| 7 | 6/30 | Ability Testing  Assessments of Intelligence  Career and Life-Planning Assessments  Measures of Interests and Values  Ch. 10, 11, 12  **Quiz 4 on Ch. 9-12 & 16**  **Week 7 Discussion Board** | CACREP II.F.7.i,j,k |
| 8 | 7/07 | Personality Assessments  Assessment of Interpersonal Relationships  Ch. 13 & 14  **UCLA PTSD or PCL5 Interpretation Role Play**  **Quiz 5 on Ch. 13 & 14**  **Week 9 Discussion Board** | CACREP II.F.7.i |
| 9 | 7/14 | **NO CLASS** | CACREP II.F.7.k |
| 10 | 7/21 | Review  **Week 10 Discussion Board**  **Role Plays Reflection Paper** | CACREP II.F.7.c  CACREP II.F.7.b, c, d, e, l, m |
| \*7/28 | **Comprehensive Final Exam** | CACREP II.F.7.a-m |

*\*\*All assignments are due by 4pm CST on the day assigned.*