

Department of Educational Psychology

Vision Statement

We develop educational leaders who create tomorrow's opportunities.

Mission Statement

Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.

EPS 688: Counseling Assessment

MASTER SYLLABUS

3 credits

Course Pre-requisite(s)*, Co-requisite(s)*, Co-convened*, and/or Cross-Listed* Courses

- Admission into a CACREP-accredited Counseling degree program.

Instructor:

Class format: face-to-face

Date/time:

Course location:

Office location & office hours:

Phone & e-mail:

Mode of Instruction

- May be delivered face-to-face or synchronous.

Course Purpose: Students enrolled in the CACREP-accredited Masters programs in School Counseling and Clinical Mental Health Counseling are served by this course. This course meets and exceeds all Assessment and Testing standards from CACREP (2016), and meets and exceeds all assessment-related standards for the CMHC and SC Specialty areas. This course provides a comprehensive foundation of assessment theory and practices related to the Counseling profession including test construction, statistics related to assessment, needs assessments, psychometric analyses of test worthiness, the ethics of assessment, multicultural competence related to assessment, scoring/interpreting/sharing assessment results, and analysis of contextual factors related to clinical and school-related assessment.

Required Text, Access:

1. Hays, D. G. (2016). *Assessment in Counseling: Procedures and Practices*, 6th edition, Publisher: Wiley (American Counseling Association).
2. Access to nau.edu digital library, including PsychiatryOnline database, and Mental Measurements Yearbook, as well as select journals
3. Access to Blackboard Learn (BBL) LMS

Course Description:

Student Learning Expectations / Outcomes for this course:

1. Understand historical perspectives concerning the nature and meaning of assessment

- and testing in counseling
2. Describe methods of effectively preparing for and conducting initial assessment meetings
 3. Students will gain knowledge as to the phases of the assessment process.
 4. Students will acquire and refine knowledge about basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
 5. Understand and describe basic psychometrics (reliability & validity) and how this relates to counseling assessment
 6. Students will gain knowledge in the use of assessments relevant to academic/educational, career, personal, and social development
 7. Students will acquire and refine knowledge about the ethical practice of assessment.
 8. Students will understand procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
 9. Students will understand and use systematic steps in treatment planning, and evaluation of counseling interventions and programs.
 10. Students will gain knowledge and experience conducting culturally-appropriate assessment interviews.
 11. Students will gain knowledge and experience conducting mental status examinations.
 12. Students will demonstrate competency in administration and interpretation of various assessment techniques used to diagnose developmental, behavioral, and mental disorders.

CACREP 2016 Standards relevant to this course:

CACREP Standard	Chapter(s) in text	Assignment
Historical perspectives concerning the nature and meaning of assessment and testing in counseling (CACREP 11.7.a)	1	Mid-term Exam
Methods of effectively preparing for and conducting initial assessment meetings (CACREP 11.7.b)	7	Mid-term Exam & homework assignments
Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (CACREP 11.7.c)	7. 8	Mid-term Exam & homework assignments
Procedures for identifying trauma and abuse and for reporting abuse (CACREP 11.7.d)	14	Mid-term Exam & homework assignments
Use of assessments for diagnostic and intervention planning purposes (CACREP 11.7.e)	2	Mid-term Exam & homework assignments
Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (CACREP 11.7.f)	2, 6	Mid-term Exam & homework assignments
statistical concepts, including scales of measurement, measures of central tendency,	6	Mid-term Exam & homework assignments

indices of variability, shapes and types of distributions, and correlations (CACREP 11.7.g)		
reliability and validity in the use of assessments (CACREP 11.7.h)	5	Mid-term Exam & homework assignments
use of assessments relevant to academic/educational, career, personal, and social development (CACREP 11.7.i)	9-14	Final Exam & homework assignments
use of environmental assessments and systematic behavioral observations (CACREP 11.7.j)	2, 4, 16	Final Exam & homework assignments
Use of assessment results to diagnose developmental, behavioral, and mental disorders (CACREP 11.7.l)	7-9	Final Exam & homework assignments
ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (CACREP 11.7.m)	3, 4	Final Exam & homework assignments
psychological tests and assessments specific to clinical mental health counseling (CACREP CMHC 1.e)	9-14	Final Exam & homework assignments
strategies to promote equity in student achievement and college access (CACREP SC 3.k)	10	Final Exam & homework assignments

CACREP Key Performance Indicator

use of symptom checklists, and personality and psychological testing (CACREP 11.7.k)	2, 13	Final Exam & homework assignment
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Assignments/ Assessments of Course Student Learning Outcomes:

1. Participation/Active Attendance/Online Activities (100pts): Students earn points for attending and actively participating each week (6.25 points per class, out of 100 total points), but missing more than two classes can result in reduction of a letter grade for your final grade in the class.
2. Exams (190 points- Midterm 80 points, Final 110 pts): Exams will consist of multiple-choice and short answer questions covering the material in class and from text.
3. Homework Assignments (Each assignment worth 15 points, total of 90): There are 6 applied counseling assessment homework assignments (as noted in schedule). Details will be provided in class.
4. Team Project (Assessment Presentation = 100 points): The team project culminates in an APA-formatted paper and a classroom presentation. Classmates will work collaboratively in small teams. The project involves selecting a hypothetical clinical or school-based topic/situation, identifying methods for assessing that topic, and justifying the use of the instruments based on comparison of psychometrics. Project rubric will be provided by week four.
 - Annotated Bibliography = 20 points
 - Presentation = 100 points

Grading Scale: 450-500 = A; 400-449 = B; 350-399 = C; 300-349 = D; F < 300

***** Additional homework and project details are housed in BBL**

Class Outline & Tentative Schedule

Week	Topics	Readings	Assignment Due	Assessment Knowledge:	Knowledge + Administer/Score/Interpret
1	Introductions, Course Overview, Historical Foundations, Purpose, Selecting Assessments (CACREP 2-7a)	Syllabus, Ch 1	N/A		
2	The Assessment Process – Types of Assessment; Monitoring Client Progress, and Evaluating Outcomes in Schools & Clinics; Professional Roles (CACREP 2-7j; 2-7b)	Ch 2	Chapter 1 assignment – Assessment Case Study		
3	Ethical, Legal & Professional Issues; Standards and Guidelines for Test Usage (AACE) (CACREP 2-7m) Multicultural Considerations in Assessment (MC Competency, Fairness & Bias, Disability Testing, Race-SES-Ethnicity Considerations) (CACREP 2-7m)	Ch 3 Ch 4	Homework #1 Homework #2	ACA assessment standard – practice witness stand (test qualifications) MC testing (different language, kids with LD)	
4	Measurement Concepts (Scales of Measurement, Reliability, Validity, Assessment Development) (CACREP 2-7f, g)	Ch 5	Homework #3		
5	Statistics (Understanding and Transforming Raw Scores, Central Tendency, Variability, Data Distributions, Norms and Ranks, Standard Scores, Standard Error of Measurement) (CACREP 2-7g)	Ch 6	Homework #4	Stats found in PSC and Clinical articles Create a screener test...	
6	Initial Assessment (Intake, MS-Exam, Screening Inventories, Suicide Risk Assessment, Assessment & DSM-V) (CACREP 2-7b, 2-7c)	Ch 7	Homework #5: Do Intake and MSE, Crisis Assessment, do OQ-45 (administer to someone)...C-NIP	MSE, Share NAU intake + sample intakes from various agencies & schools; Do C-NIP on each other, OQ-45, PCOMS, PHQ-9, SCL-90-RNOTE: Columbia (CSSR) & SAFE-T briefly reviewed (taught in Crisis course, revisited in Practicum)	MSE; PHQ-9, practice Practicum intake on a friend; PCOMS in class... Practice C-NIP in class. Homework. Practicing intakes from different agencies...

7	Mental Health Disorders 1.0 (Depression, Anxiety and Fear, Trauma and PTSD, Anger, Self-Injury, Eating Disorders) in clinical work and in schools (CACREP CMHC 1e)	Ch 8	Homework #6	Comprehensive Clinical Batteries: DSM-5 Cross Cutting Measures; MMPI-2, MMPI-A, Millon-4, MACI EDI-3; PCL-C, GAD-7, ACES (in schools and clinics); CAS (Anger); Review Assessments from SAMHSA/HRSA website	DSM-5 Cross Cutting measures in class (as if you have X disorder), BDI-2; Life Events Checklist (trauma).
8	Assessment of Addiction in Clinical work and schools (CACREP CMHC 1e)	Ch 8	Online Mid-Term Between Classes 8 & 9 (Chapters 1-8); Team Project - Topic Selection	Addiction Screeners: CAGE-AID, Audit-C, DAST, ASI, SASSI, URICA (assessment of stages of change)	CAGE-AID, SASSI... Process Addiction screener TBA
9	Assessment of Intelligence (Theories, Individual Intelligence, Group Intelligence, Giftedness & Creativity). ADD/ADHD in School Counseling. (CACREP 2-7i) Ability Testing (Academic Aptitude and Achievement; High-stakes Testing, Study Habit Inventories, Academic Achievement Tests, Admissions) in School Counseling (Needs Assessments in Schools...	Ch 9 Ch 10	Speaker – Intelligence Testing and High Stakes Testing and Ability	INTEL: WISC, WAIS (live demo), KABC, Tests of Giftedness; ACH: W-J ADHD: Comp-eval ABILITY: High-stakes: AZMerit, SAT's, ACT's Admissions:	Managing High stakes assessment results in schools, with parents
10	Career and Life-planning Assessment (Career Readiness, Comprehensive Assessment Software/Programs; Standardized Assessment Programs). CACREP 2-7i) Measures of Interests and Values (CACREP 2-7i)	Ch 11 Ch 12	Team Project - Annotated Bib.	SDS, Strong interest Inventory; Values assessments	
11	Assessment of Personality (Structured vs. Unstructured Personality Instruments, Healthy Lifestyle Assessments; Assessment of Personality Disorders from DSM-5) (CACREP 2-7k) Assessment of Interpersonal Relationships (Couples & Families, Intimate Partner Violence, Child Abuse) + bullying in schools.	Ch 13 Ch 14	(Prepare to discuss & role-play personality and interpersonal relationships case study analyses)	MBTI, NEO-PI-R Healthy Life Assessments (what does text say) Factor Analysis & Test Construction Relationships: Gottman, ODARA (DV screener); Bullying	IPIP: https://www.personal.psu.edu/~j5j/IPIP/ Take Kiersey

12	Communication of Assessment Results (Communicating Findings, Interpretation Interview, Case Conference/Staffings, Assessment Reports (CACREP 2-7m) Future Trends in Counseling Assessment	Ch 15 Ch 16	(Prepare to discuss & role-play communication of results role-plays; role-play of staffings)		
13	Project Paper & Presentations (CACREP		Team Project Paper & Presentations		
14	Project Paper & Presentations (CACREP		Team Project Paper & Presentations		
15	Final Exam (In Class or on timed BBL) (CACREP	Chs 1-16	Final Exam (In Class)		

Course Policies

- Punctual attendance is expected at each class meeting. Absences will be reflected in the student's course grade. While it is understandable that occasionally there are circumstances beyond one's control that may cause one to be late to class or leave class early, excessive tardiness and leaving class early are not acceptable and will result in deduction of points from the student's overall participation score. That being said, please do not attend class if you have, or may have, a contagious illness.
- Students who are absent for any reason are responsible for any announcements or material covered during the missed class, and they should obtain information about this material (including copies of handouts) from classmates. Some activities and videos may not be available after the class in which they are used, and therefore, cannot be made up.
- Active participation is expected. This is defined as speaking in class, paying courteous attention to other people who are speaking, participating in class discussion and activities, and refraining from distracting behaviors (e.g., chatting with neighbors, eating meals, taking unscheduled breaks, etc.). The use of cell phones during class is very distracting. Please turn off your cell-phone or other device before the class begins and put it out of sight. If you feel the need to have your phone on during class due to a potential crisis situation, it should be on silent and you will need to leave the room to answer the call. You may lose points from your attendance score for that class. The use of personal computers and similar devices in class is allowed for note taking; however, activities such as using the web, e-mailing, etc. are not allowed (unless specifically indicated otherwise). You should not log on to the lab computers unless instructed to do so. There will be a short break half-way through each class meeting during which you will be able to use your phone, have a snack, take a walk, etc.
- Students should expect to spend up to five hours per week outside of class to complete the required reading, studying, assignments, and other requirements for this course (this is a requirement of the Arizona Board of Regents). Be sure to keep a back-up copy of anything you turn in to the instructor.
- Late assignments will be graded up to 70% of the maximum value if received within two days of the due date or up to 50% of the max value if received within a week. Any assignments that are over a week late will not be accepted. If you are ill and are therefore unable to complete assignments, you may provide a medical note for an exception.
- It is the student's responsibility to contact the instructor as soon as possible if any clarification is needed regarding information in this syllabus. Staying enrolled in the course after the first three classes will be interpreted by the instructor to mean that the student understands and agrees to meet all course requirements as described in this syllabus.
- This class will meet each week unless NAU is closed for whatever reason. If you are unsure about whether NAU is on a regular schedule or not, call 523-0007 (not the instructor) to find out.
- To ensure students' privacy, photography, audio or video recording, and live streaming are not allowed during class.
- This syllabus and the schedule and procedures in this course are subject to change in the event of extenuating circumstances. Any changes will be announced in class.

Academic Dishonesty

- The penalty for cheating is a score of zero points. Students who have knowledge of another student cheating should inform the instructor (it will be kept confidential). See the NAU Policy Statement on Academic Integrity (below) for more details.

Full Participation

- If there is any reason you cannot participate fully in this course or meet all the requirements, please consider taking the course at a later time, or contact the instructor within the first two weeks of the class to discuss options. Students who wish to request special accommodations based on a learning disability should obtain documentation at the NAU Disability Support Services office (523-8773) and then meet with the instructor within the first three weeks of the course.

COVID-19 REQUIREMENTS AND INFORMATION

Additional information about the University's response to COVID-19 is available from the **Jacks are Back!** web page located at <https://nau.edu/jacks-are-back>.

SYLLABUS POLICY STATEMENTS

ACADEMIC INTEGRITY

NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people's ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU's online academic integrity workshop available in the E-Learning Center and should review the full *Academic Integrity* policy available at <https://policy.nau.edu/policy/policy.aspx?num=100601>.

COURSE TIME COMMITMENT

Pursuant to Arizona Board of Regents guidance (ABOR Policy 2-224, *Academic Credit*), each unit of credit requires a minimum of 45 hours of work by students, including but not limited to, class time, preparation, homework, and studying. For example, for a 3-credit course a student should expect to work at least 8.5 hours each week in a 16-week session and a minimum of 33 hours per week for a 3-credit course in a 4-week session.

DISRUPTIVE BEHAVIOR

Membership in NAU's academic community entails a special obligation to maintain class environments that are conducive to learning, whether instruction is taking place in the classroom, a laboratory or clinical setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not interfere with normal class activities or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of "W". For additional information, see NAU's *Disruptive Behavior in an Instructional Setting* policy at <https://nau.edu/university-policy-library/disruptive-behavior>.

NONDISCRIMINATION AND ANTI-HARASSMENT

NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, or veteran status. Due to potentially unethical consequences, certain consensual amorous or sexual relationships between faculty and students are also prohibited as set forth in the *Consensual Romantic and Sexual Relationships* policy. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU's *Nondiscrimination and Anti-Harassment* policy. EAO also assists with religious accommodations. For additional information about nondiscrimination or anti-harassment or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ

86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email at equityandaccess@nau.edu, or visit the EAO website at <https://nau.edu/equity-and-access>.

TITLE IX

Title IX is the primary federal law that prohibits discrimination on the basis of sex or gender in educational programs or activities. Sex discrimination for this purpose includes sexual harassment, sexual assault or relationship violence, and stalking (including cyber-stalking). Title IX requires that universities appoint a “Title IX Coordinator” to monitor the institution’s compliance with this important civil rights law. NAU’s Title IX Coordinator is Elyce C. Morris. The Title IX Coordinator is available to meet with any student to discuss any Title IX issue or concern. You may contact the Title IX Coordinator by phone at 928-523-3515, by fax at 928-523-0640, or by email at elyce.morris@nau.edu. In furtherance of its Title IX obligations, NAU will promptly investigate and equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. Additional important information about Title IX and related student resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <https://in.nau.edu/title-ix>.

ACCESSIBILITY

Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-6906 (TTY), 928-523-8747 (fax), or dr@nau.edu (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at <https://nau.edu/disability-resources/student-eligibility-process> or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves as NAU’s Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at jamie.axelrod@nau.edu.

RESPONSIBLE CONDUCT OF RESEARCH

Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at <https://nau.edu/research/compliance/research-integrity>.

MISCONDUCT IN RESEARCH

As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences. Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct should be reported to your instructor or the University’s Research Integrity Officer, Dr. David Faguy, who can be reached at david.faguy@nau.edu or 928-523-6117. More information about misconduct in research is available at <https://nau.edu/university-policy-library/misconduct-in-research>.

SENSITIVE COURSE MATERIALS

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In their college studies, students can expect to encounter and to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.