COURSE OUTLINE

COUN 530
Assessment and Appraisal
3 Semester Credits
[Meeting Day, Meeting Time]
[Meeting Room]
Winter [Year]

PROFESSOR:
[Name & Title]
[Office location]
[Phone number]
[E-mail address]

Office Hours:

I. COURSE DESCRIPTION:

This course provides an understanding of the theoretical principles and practical applications of standardized instruments used in Clinical Mental Health and School Counseling. This course covers the selection, administration, interpretation and reporting of the results of appropriate instruments of assessment used in clinical settings and PreK-12 schools. Emphasis is placed on personality, aptitude, achievement, and pathological testing.

II. REQUIRED READING:


III. SUPPLEMENTAL READING:

1. Selected books and articles:


IV. COURSE ALIGNMENT WITH CONCEPTUAL FRAMEWORK:

This course is congruent with the Conceptual Framework of the School of Education and Psychology. This Conceptual Framework is aligned, in turn, with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) common core curricular experiences and student learning outcomes established for Clinical Mental Health and School Counseling programs.

To Serve, To Lead, To Transform

A. Mission of the School of Education and Psychology: Our mission is to prepare all students to be effective professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a pluralistic society.

B. Goal of the School of Education and Psychology: The goal of the School of Education and Psychology is to facilitate the comprehensive development of professionals as servant leaders in their communities. This goal is realized by providing opportunities for the counselor candidate to become effective in the following roles: (1) a caring person, (2) an informed facilitator, (3) a reflective decision maker, and (4) a committed professional. Together these roles lay the foundation for the professional excellence on which the counselor education unit bases the CACREP core curricular experiences and expected learning outcomes.

C. Core Curricular Experiences and Learning Outcomes:

1. As a Caring Person, the counselor candidate is provided with curricular experiences in the areas of social and cultural diversity, helping relationships, and group work. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
   (a) effective counseling, prevention, and intervention;
   (b) service to clients who represent diverse populations; and
   (c) advocacy to better the lives of individuals and communities.

2. As an Informed Facilitator, the counselor candidate is provided with curricular experiences in the areas of assessment, human growth and development, and career development. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite for:
   (a) meaningful assessment that facilitates a plan of action,
   (b) diagnosis leading to appropriate treatment, and
   (c) promoting optimal academic development in the school setting.

3. As a Reflective Decision Maker, the counselor candidate is provided with curricular experiences in the area of research and program evaluation. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
   (a) conducting research that contributes to the knowledge base of the profession;
   (b) critically evaluating research and apply current information to decision making; and
   (c) conducting meaningful program evaluations that inform development and enhance services.
4. As a Committed Professional, the counselor candidate is provided with curricular experiences in the area of professional orientation and ethical practice. The counselor candidate is then expected to demonstrate the knowledge, skills, and practices requisite to:
   (a) applying and adhering to ethical and legal standards specific to the counseling practice;
   (b) adhering to the professional orientation and roles that are relevant to the counseling practice;
   (c) collaborating and consulting with other professionals, both within the clinical or school setting and with other community professionals;
   (d) utilizing the foundation knowledge specific to the area of counseling practice, and
   (e) leading in the development and management of counseling practice in a clinical or school setting.

V. KNOWLEDGE AND SKILL OUTCOMES:

Upon successful completion of this course, students should:

1. Know the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans. [CACREP MH-G1]*

2. Understand various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, symptoms inventories, and psychoeducational and personality assessments. [CACREP MH-G2]

3. Be able to select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols. [CACREP MH-H1]

4. Be able to identify various forms of needs assessments for academic, career, and personal/social development. [CACREP SC-G3]

5. Be able to assess and interpret students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. [CACREP SC-H1]

6. Be able to select appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development. [CACREP SC-H2]

7. Be able to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs. [CACREP SC-H3]

* Identifiers between brackets refer to the Clinical Mental Health (MH) and School Counseling (SC) domains required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and the Tennessee licensure standards for school counselors (TNSC) to which the given course expected outcome contributes.

VI. METHODS OF INSTRUCTION:

The instructor will use a variety of methods of instruction, including lectures, special presentations by students and guest speakers, readings, and in and out of class activities.
VII. DIVERSITY CONSIDERATIONS:

This course will closely examine how social and cultural factors are related to the assessment and evaluation of individuals, groups, and specific populations.

VIII. INCORPORATION OF TECHNOLOGY:

Students will have the opportunity to practice exercises on CD format. Exercises cover topics such as interpreting test scores, instrument evaluation, and assessment using specific inventories such as the WISC-IV and MMPI-2.

IX. INCORPORATION OF RESEARCH:

1. Students:

Students will be required to conduct research on the historical perspectives concerning the nature and meaning of assessment, including how assessment is viewed and practiced today in the counseling field.

2. Instructor:

The instructor will incorporate counseling-related research to this course by using and infusing into class discussions and activities the professional literature resources listed below. Other research resources will be included as appropriate.


X. COURSE CONTRIBUTION TO THE SEP GOAL OF SERVANT LEADERSHIP AND INTEGRATION OF FAITH AND LEARNING:

As stated above, the goal of the SEP counselor education unit is to facilitate the comprehensive development of professionals as servant leaders in their communities. Toward that goal, students will be required to work in pairs or small groups in order to complete a number of assignments.
These assignments will facilitate the development of leadership, strategic planning, communication, critical analysis, reflection, and team-building skills that are necessary for students to function as servant leaders.

XI. CLASS POLICIES:

1. Special Needs Accommodations:

   In keeping with University policy, any student with a disability who needs academic accommodations should contact Disability Support Services at 236-2574 or stop by Lynn Wood Hall, room 137 to arrange a confidential appointment with the Disability Services Coordinator (DSC) before or during the first week of classes. (Students who request accommodations after the third week of the semester might not complete the process in time to receive accommodations for that semester.) Legally, no retroactive accommodations can be provided. For more details, visit the Disability Support Services website at www.southern.edu/disabilitysupport.

   Accommodations for disabilities are available only as recommended by Disability Support Services. Students whose accommodations are approved will be provided confidential letters which students should review and discuss with their professors in relation to particular course requirements.

2. Academic Integrity:

   Morally and spiritually, Southern Adventist University is dedicated to scholastic integrity. Consequently, both students and faculty are required to maintain high, ethical Christian levels of honesty.

   Instructor Responsibilities:
   a) The instructor will explain clearly the requirements for assignments, examinations, and projects.
   b) The instructor will assume “no collaboration” is the rule unless he or she states otherwise.

   Student Responsibilities:
   a) Students assume responsibility to avoid plagiarism by learning the proper procedures for acknowledging borrowed wording, information, or ideas. Otherwise students might innocently misrepresent others’ material as their own.
   b) Procedures for citing sources must follow the American Psychological Association (APA) writing style. Students unfamiliar with this style should confer with the instructor and make every effort to become familiar with the current Publication Manual of the American Psychological Association.
   c) Students are to assume that all course work is “no collaboration” unless stated otherwise by the instructor.
The instructor reserves the right to check students’ resources to ensure that appropriate citations have been used. If the instructor suspects that academic dishonesty has occurred, he or she will take the following steps:

1. Privately discuss the incident with the student.
2. After the meeting, if the instructor is convinced the student was dishonest, he or she will file an incident report with the Graduate Dean describing the infraction and the penalty administered. The instructor will also give a copy of the report to the student.
3. In verified instances of academic dishonesty, applied penalties may include the following:
   - Record a failing grade on the exam, assignment, or project.
   - Assign a failing grade in the class.
   - Allow the student to resubmit the assignment with a reduced value for the assignment.
   - Assign the student a paper, project, or activity that improves the student’s understanding of the value and nature of academic integrity.
4. After two reported incidents of academic dishonesty, the Graduate Dean will notify the Dean of the School of Education and Psychology and the Director of Graduate Programs in Counseling. Two incidents also make a student eligible for dismissal from the University.
5. At any point, the student may appeal any of the above actions through the established appeal procedures spelled out in the “Grievance Procedures” section of the current Counseling Student Handbook.

3. Attendance and Participation:

   Students are expected to be present and punctual. Students’ participation and involvement are what will make the class meaningful to them. This is enhanced by having studied the assigned readings ahead of the class sessions in which the specific topics will be discussed (see course schedule for dates), and by bringing questions and observations to add to the class discussions.

4. Make-up or Late Work and Extra-credit:

   All assignments are due on the dates specified in the course outline and must be submitted by the beginning of the class period. Late work does not generate credit. It is the student’s responsibility to plan ahead and deliver a product in a professional manner. If, however, students are experiencing an unusual circumstance, the instructor must be contacted as soon as possible regarding the situation. If there is not an extenuating circumstance and an assignment is partially completed when it is due, students should submit the project “as-is” for partial credit. Note that there are no extra-credit assignments in this course.

5. Course Evaluation:

   Near the end of the semester, students will need to evaluate this course. Southern Adventist University encourages all students enrolled in courses to complete course evaluations as part of the ongoing process of improving course delivery and academic standards. The online
evaluation may be accessed at access.southern.edu. Students may log in using their SAU e-mail login and password, and then select Course Evaluation from Course Tools. All comments and evaluations are completely anonymous and the results are made available to professors only after grades are submitted to the Records Office.

XII. COURSE REQUIREMENTS AND ASSESSMENT:

1. Attendance and Participation:

   Unexcused absences will lower students final grade (2% for every class missed, for a maximum of 10%). Two late arrivals will constitute one absence.

   Exceptions to this stipulation may be provided by the instructor only in cases of extenuating circumstance (e.g., serious illness, accident). If a student should miss a class period for whatever reason, it will be his/her responsibility to find out from a colleague what happened in class, to master the concepts and skills covered, and to obtain a copy of any material distributed.

   In addition, credit will not be given for attendance on any class session when a student is observed:

   • Using laptop computers, cell phones, or iPads to complete requirements for other courses, to chat with friends, to answer e-mails, or to simply find entertainment on the internet while the instructor or any classmate is speaking. Laptop computers will only be allowed for class presentations, to engage the rest of the class in a meaningful learning activity, or to complete in-class assignments directed by the instructor.

   • Sustaining private conversations, interrupting others, making negative comments about others and/or displaying any type of behavior that is considered to be disruptive and disrespectful in a class setting.

2. Case Study Reports:

   During the course of the semester, students will be given eight (8) case situations. Students will be required to conduct an in-depth examination of these situations and write reports including the following:

   Clinical Mental Health Counseling students:

   a) Description of appropriate comprehensive assessment interventions the student would use to assist in the diagnosis and treatment planning of the client in the given case.

   b) Cultural factors involved in the assessment and interpretation of results for each case.

   c) Ethical strategies for selecting, administering, and interpreting the suggested assessment instruments.

   d) Appropriate approach the student would use to communicate assessment results to
the client being evaluated and to his or her family.

School Counseling students:

a) Description of appropriate comprehensive assessment interventions the student would use to evaluate academic, career, and personal/social development of the individual in the given case.
b) Ethical strategies for selecting, administering, and interpreting the suggested assessment instruments.
c) Cultural and language factors, values, backgrounds, and abilities that will need to be considered when assessing and interpreting the individual’s strengths and needs.
d) How the student would use the assessment results to recommend appropriate educational interventions.

3. Exams:

Two (2) exams, mid-term and final, will be given during the course of the semester which will include multiple choice and short essay questions.

4. Personal Assessment Reports:

Working in pairs, students will administer to each other two (2) assessment instruments that are relevant in the students chosen fields of Clinical Mental Health Counseling or School Counseling. Students will score and write the interpretation results for each other on these two tests.

Portfolio item: The finished report, without identification of the examinee, will also be presented in the candidate’s portfolio, Section VII.1.

5. Assessment Instruments Research Paper:

Students will conduct research of the literature regarding the most common assessment instruments that are currently used in the field of Clinical Mental Health or School Counseling, depending on their area of emphasis. Students will identify, describe, and explain the purpose of each test. Students will also discuss the strengths and weaknesses of the instruments as well as their administration, scoring and interpretation procedures. This paper will have a minimum of 10 double-spaced pages, in addition to references.

XIII. COURSE GRADING SYSTEM:

1. Testing Methods:

Evaluation in this course will be conducted through case study reports; cumulative, multiple choice, and short-answer exams; personal assessments; and a term/research paper. For more specific information about testing methods related to this course, please refer to the description of course requirements found elsewhere in this syllabus.
2. **Grading Criteria:**

The following is a summary of the course requirements, number of points, and percentages used for assigning final grades. The *Expected Outcome* column indicates the specific desired outcomes (refer to this syllabus section *V-Knowledge and Skill Outcomes*) being assessed by the given requirement.

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Number of Points</th>
<th>Percentage of Final Grade</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>40</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Case Study Reports (8)</td>
<td>80</td>
<td>20</td>
<td>2, 3, 5, 6, 7</td>
</tr>
<tr>
<td>Exams (Mid-term and Final)</td>
<td>100</td>
<td>25</td>
<td>1, 2</td>
</tr>
<tr>
<td>Personal Assessment Reports (2)</td>
<td>80</td>
<td>20</td>
<td>2, 5, 6, 7</td>
</tr>
<tr>
<td>Assessment Instruments Research Paper</td>
<td>100</td>
<td>25</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>400</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

3. **Distribution of scores:**

The following distribution of scores will serve as a guide in determining the final letter grades for this course:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Range</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>376 – 400</td>
<td>94 – 100%</td>
</tr>
<tr>
<td>A-</td>
<td>360 – 375</td>
<td>90 – 93%</td>
</tr>
<tr>
<td>B+</td>
<td>348 – 359</td>
<td>87 – 89%</td>
</tr>
<tr>
<td>B</td>
<td>336 – 347</td>
<td>84 – 86%</td>
</tr>
<tr>
<td>B-</td>
<td>320 – 335</td>
<td>80 – 83%</td>
</tr>
<tr>
<td>C+</td>
<td>308 – 319</td>
<td>77 – 79%</td>
</tr>
<tr>
<td>C</td>
<td>296 – 307</td>
<td>74 – 76%</td>
</tr>
<tr>
<td>C-</td>
<td>280 – 295</td>
<td>70 – 73%</td>
</tr>
<tr>
<td>D+</td>
<td>268 – 279</td>
<td>67 – 69%</td>
</tr>
<tr>
<td>D</td>
<td>256 – 267</td>
<td>64 – 66%</td>
</tr>
<tr>
<td>D-</td>
<td>240 – 255</td>
<td>60 – 63%</td>
</tr>
<tr>
<td>F</td>
<td>0 – 239</td>
<td>0 – 59%</td>
</tr>
</tbody>
</table>
4. **Evaluation Feedback:**

Feedback on activities or projects will be provided in a timely manner, usually by the following class period. Although care is exercised when scoring and recording grades, students should keep all grade results after they are returned. If there is a discrepancy, having these materials will be useful for clearing it up. If students have questions regarding any item, an appointment may be made to speak with the instructor regarding the matter.

Near the end of this semester, the instructor will assess student development toward the personal and professional goals students are expected to achieve as they progress through the Counseling program. This assessment is separate from the course requirements listed above; in order to complete it, the instructor will fill out the *Evaluation of Personal and Professional Dispositions* form included in the Graduate Student Handbook. If the instructor has concerns about development in this area, he or she will discuss them with students individually. If, on the other hand, there are not any concerns, results will be handed out in class at the end of the semester; but no individual meeting will take place between the instructor and the student, unless the student requests it. Results will be submitted to students’ academic advisers and the SEP Unit Assessment System Manager. They will be reviewed by the Counseling Programs Council twice in the program:

1) When students are being considered for admission to candidacy, which occurs right before they enter their field experiences
2) During students last semester prior to graduation.

Results from these two reviews will be individually discussed by the faculty adviser and the student, whether or not there are reasons for concern.

XIV. **COURSE CALENDAR:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Content Area</th>
<th>CACREP Common Core Curricular Experiences</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Part I: Principles and Foundations of Assessment</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| TH – | • Introduction to Course  
• Chapter 1 – *Introduction to Assessment*  
II.G7a Historical perspectives concerning the nature and meaning of assessment. | | |
| TH – | • Chapter 2 – *Methods and Sources of Assessment Information*  
II.G7b Basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual | Choose pairs and personal assessments to be used.  
Begin working on Personal Assessments Assignment. | |
<table>
<thead>
<tr>
<th>Part II: Overview of Assessment Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TH –</strong></td>
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<tr>
<td><strong>TH –</strong></td>
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</tbody>
</table>
| TH – | • Chapter 10 – Assessment of Aptitude | II.G7b Basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations. | ➤ Case Study Report 2 (Achievement)  
➤ Mid-Term Exam |
| SPRING BREAK – 2/ to 3/ |
| TH – | • Chapter 11 – Career and Employment Assessment | II.G7b Basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations.  
II.G7f Social and cultural factors related to assessment and evaluation of individuals, groups, and specific populations. | ➤ Case Study Report 3 (Aptitude) |
| TH – | • Chapter 12 – Personality Assessment | II.G7b Basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations. | ➤ Case Study Report 4 (Career and Employment) |
and group test and inventory methods, psychological testing, and behavioral observations.

**Part III: Applications and Issues**

<table>
<thead>
<tr>
<th>TH –</th>
<th>• Chapter 13 – Clinical Assessment</th>
<th>II.G7b Basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations.</th>
<th>➤ Case Study Report 5 (Personality)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TH –</td>
<td>• Chapter 14 – Assessment in Education</td>
<td>II.G7b Basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations.</td>
<td>➤ Case Study Report 6 (Clinical)</td>
</tr>
</tbody>
</table>
| TH – | • Chapter 15 – Assessment Issues with Diverse Populations  
• Chapter 16 – Communicating Assessment Results | II.G7f Social and cultural factors related to assessment and evaluation of individuals, groups, and specific populations. | ➤ Case Study Report 7 (Education) |
| TH – | • Chapter 17 – Ethical and Legal Issues in Assessment | II.G7g Ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling. | ➤ Case Study Report 8 (Diverse Populations)  
➤ Assessment Instruments Research Paper |
| TH – | | | ➤ Personal Assessment Reports  
➤ Final Exam |

**FINAL EXAMS WEEK – 4/ to 4/***