

PLYMOUTH STATE UNIVERSITY
UNIVERSITY SYSTEM OF NEW HAMPSHIRE

CO 5430.01 – Assessment for Counselors

Thursdays 6:30-9:00pm

Class Meetings are held online via Zoom on the following dates:

May 13, 20, 27, June 3, 10, 17, 24, July 1, 8, 15, 22, 29, August 5 and 12. **There will be online recordings in lieu of Zoom classes on July 15 and 22.**

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COURSE DESCRIPTION

This course is designed to help students understand how to understand and interpret the principles of assessment. Students will learn to analyze the psychometric properties of commonly used assessments. They will learn to administer, score, and interpret social/emotional assessments; analyze the data, and prepare a written report. Special consideration will be given to the treatment of minority populations and children with disabilities.

CONTENT AREAS – MAJOR TOPICS COVERED BY THIS COURSE

Historical Perspectives

Assessment Methods

Procedures for assessing risk/danger to others

Use of assessments for diagnosis and intervention planning

Basic concepts of standardized and non-standardized assessments

Statistical concepts

Reliability and validity

Different types of assessments used in both academic and mental health settings

Environmental and behavioral assessments

Interpretation and use of results of assessments

KNOWLEDGE AND SKILL COURSE OUTCOMES

Students are expected to:

1. Demonstrate knowledge and understanding in the history of assessment, as well as understanding statistical concepts, reliability, and validity.
2. Develop knowledge around appropriate use of certain assessments based on demographic factors.
3. Demonstrate basic knowledge of assessments available to counselors and how to competently use and interpret them.
4. Demonstrate basic knowledge around how to use assessment data to plan interventions, both in school and mental health settings.

REQUIRED TEXT:

Sheperis, C.J., Drummond, R.J., & Jones, K.D. (2020). *Assessment Procedures for Counselors and Helping Professionals (9th Ed.)*. Boston: Pearson Education, Inc.

ASSIGNMENTS

Midterm Exam

I will post the midterm exam on Moodle from June 26 at 12am through June 30 at 11:59pm. You will be expected to take the exam in that timeframe, and no extensions will be granted. The midterm will be comprised of 50 questions and will cover materials in the book through the first nine chapters, and questions may vary (multiple-choice, true/false, short answer, fill in the blank, essay). **If you anticipate having technological difficulties, I strongly encourage you to contact ITS ahead of time so that you do not miss the timeframe in which the exam will be given.**

The Midterm Exam will be open from 12am June 26 to June 30 at 11:59pm.

Assessment Evaluation

I would like for you to choose one assessment (e.g., Beck Depression Inventory, Beck Anxiety Inventory, UCLA Trauma Inventory, Adverse Childhood Experiences Survey, etc.) and discuss the following in a 5-8 page paper (You will need to utilize the Mental Measurements Yearbook on the Lamson Library website to do this assignment):

- The type of assessment (academic, behavioral, aptitude, etc.)
- What the assessment measures and how it measures it (e.g., likert scale, open-ended questions, etc.)
- The reliability and the validity of this assessment and whether these numbers justify using it in practice
- Any pitfalls/strengths of this assessment for use with people from non-dominant cultures, and how you might address this, if it is possible.
- Whether you would use this test in your anticipated practice and why or why not
- How you might discuss the results of this assessment with a client/child/their parent or guardian (we have not covered this chapter by the time the assignment is due, but that is ok! I just want your thoughts on how you might approach it)

This assignment is due June 3 by class time.

Final Assessment Project

You will be expected to pair up with a classmate (or a simulated client – TBD) and do an initial assessment battery with them, and then write a 10-15 page paper about it. This will include testing and structured interviews as applicable for your concentration:

- School Counseling:
 - A mini mental status exam
 - Structured or Unstructured interview
 - One career assessment
 - A universal screening (e.g. the BRIEF)
- Clinical Mental Health Counseling/Couples and Family Counseling:
 - A mini mental status exam
 - A structured or unstructured interview
 - A depression or anxiety screening
 - EITHER a risk assessment (e.g., the Columbia Suicide Screening) or a trauma assessment (e.g., ACES survey or UCLA trauma screen)

Things to keep in mind:

- **Please do not assume that these scores will be valid.**
- **These assessments must be done in a confidential space** outside of class time. Video recording is **not allowed** for this assignment. Please expect the overall assessment to take 60 minutes maximum.

In your paper for this project:

- Give a brief synopsis of the presenting issue that brought the client/student in for assessment, as well as demographic information about the client/student.
- Discuss the assessments that you administered:
 - Why were these assessments appropriate for your client/student? (That they were required for the assignment is not an acceptable or complete answer!)
 - Discuss the answers (“raw data”) from the assessments that you administered – what information did you gain from this student/client? Was the information that you gained helpful for you in both getting to know your client/student better and helping to conceptualize the issues that brought them to your office? Why or why not? Also, what might you want more information about based on the answers to the questions?
 - Reflect on the experience of administering these assessments. What do you feel as though you still need? Did you feel comfortable administering these assessments? Why or why not? Do you have any lingering questions?

This assignment is due August 5 by class time.

Assignments will be accepted via Canvas upload or email only. Accepted formats for papers are MS Word or PDF. WordPerfect, Pages, and Text files are not acceptable. If you do not have

a word processing program, I recommend Office 365, which is a free word processor (much like MS Word) that works on both PC and Mac. As a PSU student, you may also gain a free copy of Microsoft Office from ITS.

Assignment File Names: Please title the file name for each of your submitted writing assignments and recordings with your last name first, then the name of the assignment. Examples for each assignment are as follows using my last name.

Aquilina Assessment Evaluation
Aquilina Final Assessment Project

STUDENT EVALUATION:

Attendance and Participation	25 Points
Mid-Term Exam	25 Points
Assessment Evaluation	25 Points
Final Assessment Project	25 points

Total	100 points

COURSE CALENDAR

DATE	TOPICS	READINGS / ASSIGNMENTS
Class 1 05/13/2021	Course and Syllabus Review Initial Interview/DLA-20 In-Class Practice of Assessments	Syllabus
Class 2 05/20/2021	Introduction to Assessment Mini Mental Status Examination In-Class Practice of Assessments	Chapter 1
Class 3 05/27/2021	Ethical and Legal Issues in Assessment Assessment Issues with Diverse Populations Depression Assessments In-Class Practice of Assessments	Chapter 2 Chapter 3
Class 4 06/03/2021	Methods and Sources of Assessment Information Trauma Assessments In-Class Practice of Assessments	Chapter 4 Assessment Evaluation Due by 06/03 by Class Time
Class 5 06/10/2021	Statistical Concepts Understanding Assessment Scores Anxiety Assessments In-Class Practice of Assessments	Chapter 5 Chapter 6
Class 6 06/17/2021	Reliability/Precision Validity Safety Assessments In-Class Practice of Assessments	Chapter 7 Chapter 8

<p>Class 7 06/24/2021</p>	<p>Selecting, Administering, Scoring, and Interpreting Assessment Results</p> <p>Assessment of Intelligence and General Ability</p> <p>Universal Assessments In-Class Practice of Assessments</p>	<p>Chapter 9</p> <p>Chapter 10</p> <p>Midterm open from 06/26 at 12am to 06/30 at 11:59pm</p>
<p>Class 8 07/01/2021</p>	<p>Assessment of Achievement</p> <p>Assessment of Aptitude</p> <p>Career Assessments In-Class Practice of Assessments</p>	<p>Chapter 11</p> <p>Chapter 12</p>
<p>Class 9 07/08/2021</p>	<p>Career and Employment Assessment</p> <p>Personality Assessment</p> <p>ADHD Assessments In-Class Practice of Assessments</p>	<p>Chapter 13</p> <p>Chapter 14</p>
<p>Class 10 07/15/2021 No Class; recorded Zoom Lecture</p>	<p>Clinical Assessment</p> <p>In-Class Practice of Assessments</p>	<p>Chapter 15</p>
<p>Class 11 07/22/2021 No Class; recorded Zoom Lecture</p>	<p>Assessment in Education</p>	<p>Chapter 16</p>
<p>Class 12 07/29/2021</p>	<p>Communicating Assessment Results</p>	<p>Chapter 17</p>

Class 13 08/05/2021	Discussion: Standards for Multicultural Assessment Responsibilities of Users of Standardized Tests	Appendix I Appendix II Final Assessment Project due 08/05 by class time
Class 14 08/12/2021	How to Read a Psychological Assessment	(Not in the book)

PLYMOUTH STATE UNIVERSITY POLICIES

Academic Integrity

Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education. Members of the academic community are expected to report all violations that come to their attention. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the following policy by prosecuting all cases of violation of academic integrity to the fullest extent. Students are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it, that is dishonorable. Visit plymouth.edu/office/registrar/academic-policies/academic-standing for more information on University policies and procedures regarding academic integrity (From page 11 of the 2016-17 Graduate Catalog). Please review page 11 of the Catalog for more information on what constitutes academic dishonesty. Additionally, see APA Style Guide guidelines and CESP PowerPoint on what constitutes plagiarism.

Accommodations of Student Needs

Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should immediately contact the Disability Services Office (DSO) in the Center for Student Success in Mary Lyon (535-3065) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with DSO. If you have a Letter of Accommodation for this course from DSO, please provide the instructor with that information privately so that you and the instructor can review those accommodations.

Inclement Weather

Sign up for PSU alerts for notification of weather-related cancellations and provide your instructor with a phone number that is the most reliable way of contacting you in the event he

cancels class on a night when PSU remains open. Class members regularly commute from a wide area of the state where weather conditions may vary significantly from those in Plymouth. Traveling in inclement weather is always at your discretion. It is your responsibility to initiate making up missed material if you miss a class due to weather.

Sensitive Material

Material in this course, in some instances, may be sensitive or emotionally provocative. As you review the syllabus, or at any time during the course, please let the instructor know if you anticipate, or are having, a problem with any assignment or classroom activity. It can then be discussed how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered. Campus resources that may be helpful in dealing with your concerns can also be discussed.

Counselor Education and School Psychology Policies

Plymouth State University's Counselor Education and School Psychology (CESP) Programs are charged with the task of preparing individuals to become professional counselors or school psychologists in a variety of settings and to assume positions of leadership in the field. In order to fulfill these responsibilities, faculty will evaluate students based on their academic, professional, and personal qualities. The PSU CESP programs attempt to establish a learning community where students can develop professionally. This is done by providing an environment in which students' rights and responsibilities are respected, and by respecting the dignity and worth of each student.

Student Monitoring: A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with education/training and client care related to requirements for self and others. For example, in order to ensure proper training and client care, counselors/school psychologists-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on academic performance and the ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, be able to express feelings appropriately, and evidence professional judgment in decision making relative to issues and situations encountered in the program. See the student handbook for both the long and short versions of the student monitoring form.

Student Responsibilities in Monitoring Peer Professional Competency: As a CESP student, it is important to learn how to support your fellow classmates and future colleagues. Professional codes of ethics highlight the importance of protecting the profession and those it serves by recognizing unethical behavior, consulting with colleagues, and reporting to institutional hierarchies if necessary. If you are concerned about a classmate's ethical conduct, counseling competency, or psychological stability, you are encouraged to follow the policy in your program's student handbook to guide you in ethically dealing with these situations.

Moodle Assistance: For assistance navigating Moodle, please watch the introductory video on this page: <https://www.plymouth.edu/webapp/help/wiki/Category:StudentMoodle2>.

Then read the short articles at the links at the bottom of that page. At the top this page, there are buttons that have drop down menus to various online learning topics. The “Moodle” button has more help articles. You may also call the Help Desk at (603) 535-2929, or get in-person help at the Help Desk in Lamson Library.

Communications: Prompt and professional communication between students and professors is important and valued in the CESP programs. To that end, it is your responsibility to regularly check your PSU email account. As stated in the student handbooks, all university communications will be to that address. We aspire to be a community that responds to each other in a prompt and respectful way. To that end, we ask that you respond to professor or department emails within two business days. Likewise, faculty will aspire to respond to your emails within two business days. Note, we understand that there are circumstances in which students and faculty may be unable to respond in a timely manner. During these periods, we will inform others when we will become available to respond.

Course-Specific Policies

Late Assignments: Consistent with graduate level expectations, all assignments are expected on their due dates. However, exceptions to this rule may be made due to circumstances beyond the control of students such as family emergencies, illness, injury, power outages, computer malfunctions, accidents, and other situations. Because of these possibilities, students are strongly advised to complete their assignments in advance of the due date. Also, students should back up their work so that computer crashes will not delay assignments. Unless impossible, all requests for extensions for assignments must be made before the assignment is due. If an extension is granted, the assignment should be submitted no later than one week from the due date. In cases where the reason for the delay may require a longer time period to complete, the decision to allow a longer extension will be made on a case-by-case basis. Students may be asked to provide documentation to verify their request for an extension.

Computers and Cell Phones Use in the Classroom: Computers and cell phones may be brought into the classroom but their use should be appropriate. Computers should be limited to academic class-related uses. During speaker presentations, videos, student presentations, and any in-class role play activities they should remain closed. Cell phones play an important role in emergency situations but they should be kept on vibrate or silent mode. It is inappropriate to read, receive, or sending text messages during class meetings. **Use of technology, apart from emergency needs, is prohibited in class.**

Writing: APA formatting is required for all papers unless otherwise indicated. APA review materials are available on the course Moodle page. Page length requirements for papers do not include the title page and reference page. I will review any paper for APA formatting errors, content, or both before the due date if given enough time to do so. At least 3-4 days is requested, and feedback will be given on a first-come / first-served basis. The paper does not need to be complete for an APA review.

CACREP STANDARDS ADDRESSED

CACREP Standard/Goal	Methods of Delivery	Assessment
2.F.7.a - historical perspectives concerning the nature and meaning of assessment and testing in counseling	Lecture, Week 2	Midterm
2.F.7.b - methods of effectively preparing for and conducting initial assessment meetings	Weekly lectures and breakout room practice	
2.F.7.c - procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	Weekly lectures and breakout room practice, Week 6	Final Assessment Paper
2.F.7.d - procedures for identifying trauma and abuse and for reporting abuse	Weekly lectures and breakout room practice, Week 4	Final Assessment Paper
2.F.7.e - use of assessments for diagnostic and intervention planning purposes (Key Performance Indicator)	Weekly lectures and breakout room practice	Final Assessment Paper
2.F.7.f - basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	Weekly lectures	Midterm, Assessment Evaluation Paper
2.F.7.g - statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	Weekly lectures	Midterm
2.F.7.h - reliability and validity in the use of assessments	Weekly lectures	Midterm
2.F.7.i - use of assessments relevant to academic/educational, career, personal, and social development	Weekly lectures and breakout room practice	Final Assessment Paper
2.F.7.j - use of environmental assessments and systematic behavioral observations	Weekly lectures and breakout room practice	Final Assessment Paper
2.F.7.k - use of symptom checklists, and personality and psychological testing	Weekly lectures and breakout room practice	Final Assessment Paper

2.F.7.1 - use of assessment results to diagnose developmental, behavioral, and mental disorders	Weekly lectures	Assessment Evaluation Paper
2.F.7.m - ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	Weekly lectures	Final Assessment Paper
5.C.1.e - psychological tests and assessments specific to clinical mental health counseling	Weekly lectures and breakout room practice	Final Assessment Paper
5.G.1.e - assessments specific to P-12 education	Weekly lectures and breakout room practice	Final Assessment Paper

References

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