



Counseling 517: Assessment in Counseling
Course Syllabus, Winter Mini 2022
Online Class

INSTRUCTOR INFORMATION

Instructor: Donna Hickman, PhD, LPC, CSC
Office Hours: Virtual (by appointment only)
University Email Address: donna.hickman@tamuc.edu
Preferred Method of Communication: E-mail
Communication Response Time: 24-72 hours, Monday-Friday

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbook

Watson, J. C. & Flamez, B. (2015). *Counseling assessment and evaluation: Fundamentals of applied practice*. Sage Publications.

Supplemental Materials

As copyright laws permit, supplemental materials may be made available via D2L Brightspace.

***Note: This course uses D2L Brightspace as its Learning Management System

COURSE DESCRIPTION

Catalogue Description of the Course

517. *Assessment in Counseling*. Three semester hours.

Includes group and individual appraisal techniques to be used to support career, educational, and personal planning and development. Standardized and non-standardized data information gathering methods, validity, reliability, psychometric statistics, factors influencing appraisals, and use and interpretation of appraisal results with a variety of populations are explored.

General Course Information

As a core requirement in all master's-level programs in the department, this course provides students who work in a variety of settings with information regarding the proper selection and use of standardized and non-standardized assessment instruments and the integration of the assessment and counseling process. In addition, related professional issues such as the history of assessment, legal and ethical concerns related to assessment, and trends in the field will be included.

The syllabus/schedule are subject to change

Student Learning Outcomes

2016 CACREP Standards Addressed in COUN 517

Core Standard	Learning Activity	Assignment	Assessment	Benchmark
2.F.7.a. historical perspectives concerning the nature and meaning of assessment and testing in counseling	<ul style="list-style-type: none"> • D2L Unit 4 • Discussion 2, 4 • Watson & Flamez (2015) – Ch1 	1. Test 2 2. Discussion 2	1. n/a 2. Discussion rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation 2. $\geq 80\%$ of students will score $\geq 80\%$ on tests.
2.F.7.b. methods of effectively preparing for and conducting initial assessment meetings	<ul style="list-style-type: none"> • D2L Unit 11, 12 • Watson & Flamez (2015) – Ch16 	1. Test 5	1. n/a	1. $\geq 80\%$ of students will score $\geq 80\%$ on tests.
2.F.7.c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	<ul style="list-style-type: none"> • D2L Unit 2 • ACA Fact Sheet #6 • APA Practice guideline • Scocco et al. 	1. Assessment Results Interpretation Project	1. ARIP rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
2.F.7.d. procedures for identifying trauma and abuse and for reporting abuse	<ul style="list-style-type: none"> • D2L Unit 2 	1. Assessment Results Interpretation Project	1. ARIP rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
2.F.7.e. use of assessments for diagnostic and intervention planning purposes	<ul style="list-style-type: none"> • D2L Unit 1 	1. Test 1	1. n/a	1. $\geq 80\%$ of students will score $\geq 80\%$ on tests
2.F.7.f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	<ul style="list-style-type: none"> • D2L Unit 2 • Discussion 3 • Watson & Flamez (2015) – Ch2 	1. Test 1 2. Discussion 3	1. n/a 2. Discussion rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation 2. $\geq 80\%$ of students will score $\geq 80\%$ on tests.
2.F.7.g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	<ul style="list-style-type: none"> • D2L Unit 5, 6 • Discussion 5 • Watson & Flamez (2015) – Ch2, Ch5 	1. Test 2 2. Discussion	1. n/a 2. Discussion rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation 2. $\geq 80\%$ of students will score $\geq 80\%$ on tests.

2.F.7.h. reliability and validity in the use of assessments	<ul style="list-style-type: none"> • D2L Unit 8, 9 • Discussion 6 • Watson & Flamez (2015) – Ch23 	1. Test 3 2. Discussion	1. n/a 2. Discussion rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation 2. $\geq 80\%$ of students will score $\geq 80\%$ on tests.
2.F.7.i. use of assessments relevant to academic/educational, career, personal, and social development	<ul style="list-style-type: none"> • D2L Unit 3 • Discussion 6, 7 • Watson & Flamez (2015) – Ch24 	1. Test 4 2. Instrument Review 3. Discussion	1. n/a 2. Instrument Review rubric 3. Discussion rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation 2. $\geq 80\%$ of students will score $\geq 80\%$ on tests.
2.F.7.j. use of environmental assessments and systematic behavioral observations	<ul style="list-style-type: none"> • D2L Unit 3 • Watson & Flamez (2015) – Ch11 	1. Test 5	1. n/a	1. $\geq 80\%$ of students will score $\geq 80\%$ on tests.
2.F.7.k. use of symptom checklists, and personality and psychological testing	<ul style="list-style-type: none"> • D2L Unit 3 • Watson & Flamez (2015) – Ch9, 10, 13 	1. Test 2, 5 2. Assessment Results Interpretation Project	1. n/a 2. ARIP rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation 2. $\geq 80\%$ of students will score $\geq 80\%$ on tests.
2.F.7.l. use of assessment results to diagnose developmental, behavioral, and mental disorders	<ul style="list-style-type: none"> • D2L Unit 3 • Discussion 7 • Watson & Flamez (2015) – Ch13 	1. Test 5	1. n/a	1. $\geq 80\%$ of students will score $\geq 80\%$ on tests.
2.F.7.m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	<ul style="list-style-type: none"> • D2L Unit 6, 7, 8, 9 • Discussion 6, 8 • Watson & Flamez (2015) – Ch16 	1. Test 3, 4 2. Discussion 3. Instrument review	1. n/a 2. Discussion rubric 3. Instrument completion reviews rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation 2. $\geq 80\%$ of students will score $\geq 80\%$ on tests.
5.G.1.e. assessments specific to P-12 education	<ul style="list-style-type: none"> • D2L Unit 13, 14, 16 • Discussion 6, 7 • Watson & Flamez (2015) – Ch7, 8, 12 	1. Test 4 2. Discussion	1. Tests rubric 2. Discussion rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation 2. $\geq 80\%$ of students will score $\geq 80\%$ on tests.

Content Areas include, but are not limited to, the following:

- A. Meaning and purposes of assessment
- B. Sources of information about assessment instruments
- C. History of assessment
 - Ancient history
 - 20th Century
 - Current perspectives
- D. Assessment with Diverse Populations
- E. Ethical and legal considerations in assessment
- F. Non-standardized assessment techniques
- G. Basic statistical concepts
- H. The assessment process
- I. Technical Qualities of Measures
 - Reliability
 - Validity
 - Norm Groups – Reference Samples
- J. Types and interpretation of scores
- K. Measures for specific purposes
 - Intelligence and scholastic ability tests
 - Aptitude tests
 - Achievement tests
 - Career and employment assessment
 - Personality assessment
 - Clinical Assessment

TEXES Competencies for School Counselors that relate to this course (TEXES is the state examination required to gain School Counselor certification)

Competency 002 (Student Diversity)

- The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors affecting Students)

- The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 007 (Assessment)

- The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 010 (Professionalism)



- The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Admission to Graduate Studies at Texas A&M University-Commerce. In addition, students are expected to be able to: 1) Use effectively D2L Brightspace, the University learning management system; 2) Navigate the World Wide Web using a web browser (i.e., Safari, Edge, Chrome, Firefox) and a search engine (e.g., Google, Yahoo); 3) Communicate electronically via email; 4) Send attachments via email; and, 4) Use a word processing computer program, preferably MS Word.

Instructional Methods

Readings, lecture transcripts, threaded discussion, small group activities, and supervised applications.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 6th edition standards.
7. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
9. Deadlines are the last possible moment something is due—not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can, do so.
10. Be open to the process. This degree takes time, work, effort, and growth.

Assignments/Assessments

1. Tests (5 tests; 20 points each, 100 total points)

Five (5) tests will be completed during the term. Test items will be drawn from transcribed lectures, text, and assigned readings. Test items have been designed to address all levels of Bloom's (Anderson & Krathwohl, 2001; Bloom, Engelhart, Furst, Hill, & Krathwohl, 1956) taxonomy. Thus, you will encounter items for which responses are not readily found directly in the text or lessons. Instead, discerning the correct response will require an in-depth understanding of the concepts upon which the item is based. There is no set schedule

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for completing tests. All tests are available throughout the semester, but must be completed by noon of the last day of the semester. Final grade value: 30%

Test Rubric

	1 – Does not meet expectations	2 - Meets expectations	3 – Exceeds expectations
Percentage of items answered correctly on each test	Fewer than 80% of items answered correctly	Greater than 80% but fewer than 90% of items answered correctly	At least 90% of items answered correctly

2. Discussions (8 discussions; 160 points total)

Students are expected to participate in 8 discussions hosted asynchronously in the LMS. I will post a discussion prompt on designated days. You are expected to respond to that prompt typically within 48 hours and to respond to at least 3 classmates' contributions 48 hours after that. Twenty possible points can be earned for each weekly discussion, distributed as follows: Your initial contribution – 10 points; first response to a classmate's contribution – 5 points; second response to a classmate's contribution – 3 points; third response to a classmate's contribution – 2 points; having the last word – PRICELESS! Final grade value: 25%.

Discussion Rubric

	1 – Does not meet expectations	2 - Meets expectations	3 – Exceeds expectations
Points earned on each discussion item (20 points)	Earns 15 or fewer points on a discussion item. Offers initial comments with no more than 1 response to 1 colleague. Comments may or may not reflect adequate topic knowledge.	Earns 16-19 points on a discussion item, Offers initial comments. Responds to 1 or 2 colleagues' comments. Comments reflect an adequate topic knowledge.	Earns 20 points on a discussion item. Offers initial comments. Responds to 3 of colleagues' comments. Comments reflect in-depth topic knowledge.

3. Assessment Instrument Completion and Reaction (100 points)

I will identify 2 assessments available at no charge for on-line completion or for downloading, printing, and written completion. You are to complete these, then submit a 1-2 page reaction for each in which you discuss your expectations regarding the assessment, the complexity/simplicity of the items, the perceived relevance of the measure, your anticipated results versus your actual results, etc. An Assignment Folder will be designated which will include detailed assignment instructions and to which you will submit each review. Final grade value: 20%

Assessment Instrument Completion and Reaction Rubric

	1 – Does not meet expectations	2 - Meets expectations	3 – Exceeds expectations
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	(< 80%)	(80-89%)	(>89%)
Quality of Assessment Instrument Completion and Reaction (100 points)	Completes and reacts to only 1 instrument; OR completes 2 instruments but does not offer reaction to either; OR offers reaction but fails to address required discussion points.	Completes 2 instruments, offering reactions to both. Fails to address required discussion points on 1 reaction; OR addresses poorly discussion points on both reactions.	Completes 2 instruments, offering reactions to both. Addresses adequately discussion points on both reactions.

4. Assessment Instrument Results/Interpretation Presentation (100 points)

Students will be presented with results from an assessment battery, along with technical and interpretation data for those measures. From these, students will prepare a written narrative for stakeholders (e.g., client, parents of a minor, treating/diagnosing counselor), selecting those measures most germane to the identified, fictional individual, incorporating all appropriate information. Additional assignment guidelines and requirements will be provided during the semester. Final grade value: 25%

Instrument Results/Interpretation Presentation Rubric

	1-Does not meet expectation	2-Meets expectation	3-Exceed expectation
Chooses measures (10 points)	Includes fewer than 80% of applicable measures (0 < 7.5 points)	Includes at least 80% of applicable measures (7.5 < 9 points)	Includes ALL applicable measures (9 – 10 points)
Incorporating pertinent information (40 points)	Does not include all pertinent information (0 < 30 points)	Includes all pertinent information, but ill-presented (30 < 35 points)	Includes all pertinent information, well-presented (35 – 40 points)
Presents information as narrative (30 points)	Information as list or bullet points (0 < 22.5 points)	Information as narrative, but ill-developed (22.5 < 26.5 points)	Information as narrative, well-developed (26.5 – 30 points)
Writing ability (spelling, syntax, grammar) (20 points)	Misspelled words; weak syntax and/or poor grammar (0 < 15 points)	No misspelled words; adequate syntax and/or few grammatical errors (15 < 17.5 points)	No misspelled words; good syntax; no grammatical errors (17.5 – 20 points)

LATE ASSIGNMENTS

Occasionally, students require “extra” time in order to complete an assignment. One additional week may be “purchased” with 10% of the possible grade for an assignment. For example, Harry is unable to complete and submit his Assessment Instrument Completion and Reaction on time. The maximum grade Harry can receive

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now on his Assessment Instrument Completion and Reaction is 90%. Extra time cannot be purchased for completing tests.

GRADING

Final grades in this course will be based on the following scale:

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
< 59%	F

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Mozilla® Firefox®	Latest, ESR	N/A

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Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

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- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

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Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

I prefer to interact via email (Chester.Robinson@tamuc.edu) or via text (903.366.2125). Typically, I will respond within 24 hours Sunday – Thursday. Emails/texts received on Friday or Saturday MAY NOT be answered until Monday morning. While I do have these capacities on my phone, I prefer to respond from my computer instead of “poking” a response on the phone’s virtual keyboard.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Late Assignments

Occasionally, students require “extra” time in order to complete an assignment. One additional week may be “purchased” with 10% of the possible grade for an assignment. For example, Harry is unable to complete and submit his Assessment Instrument Completion and Reaction on time. The maximum grade Harry can receive now on his Assessment Instrument Completion and Reaction is 90%. Extra time cannot be purchased for completing tests.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

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Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Note. COUN 517 is taught asynchronously, thus, being self-paced, generally speaking. However, certain assignments have specific due dates. Those are listed below. Tests have no specific due dates. All tests must be completed by noon on the last class day. For those who are challenged by self-pacing/monitoring, the following is a suggested/recommended schedule for successful completion:

Course Calendar

Week	Topic	CACREP Standard(s)	Reading(s)	Assignment(s)
1	Assessment Overview		C1; U1	D1
2	Assessment Procedures		C6, C13	
3	Assessment Information Sources		U3	D2
4	History & Current Issues		C1, C16	
5	Basic Statistical Concepts		C2	D3, *T1
6	Basic Statistical Concepts; Understanding Test Scores		C2, C5	
7	Understanding Test Scores		C5	D4; IR1 due
8	Choosing a Measure 1, 2		C3, C4, C5	

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9	Choosing a Measure 3, 4		C3, C4, C5	D5
10	Communicating Results to Individuals		C5, C6	*T2
11	Communicating Results to Groups		C5, C6	D6; IR2 due
12	Assessing Intelligence & Cognitive Abilities		C7, C13, C15	*T3
13	Assessing Aptitude & Achievement		C8, C13, C15	D7
14	Assessing Personality		C9, C10, C13, C15	*T4; ARP due
15	Environmental (Behavioral) Assessment; Career & Occupational Assessment		C11, C12	D8; *T5

Key: U – Unit C – Chapter in Text D – Discussion IR – Instrument Review

*T – Test (Note that Test dates are SUGGESTED/RECOMMENDED dates; All tests must be completed by noon of the last class day.)

ARP – Assessment Results Presentation (Key Assignment 22: Assessment Instrument Results/Interpretation Presentation)

Bibliography

- American Counseling Association (n.d.). *Fact sheet #6: Suicide assessment*. Author.
- American Psychiatric Association (2010). *Practice guideline for the assessment and treatment of patients with suicidal behaviors*. Author.
- Help Guide (2020). *Emotional and psychological trauma*. Santa Monica, CA: Author.
- Lee, F. (n.d.) Important signs and symptoms of PTSD you shouldn't ignore. *HealthPrep*. St. Michael, Barbados, West Indies: HealthPrep.
- Scocco, P., Macis, A., Ferrari, C. et al (2019). Self-harm behaviour and externally-directed aggression in psychiatric outpatients: A multicentre, prospective study (viormed-2 study). *Scientific Reports* 9, 17857. <https://doi.org/10.1038/s41598-019-53993-7>