



COUN 517 02W: Assessment in Counseling **Fall 2023**

Online

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Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

INSTRUCTOR INFORMATION

Instructor: Desiree' L. Stephens, PhD, LPC-S, NCC, TLHT LMHC

Office Location: Collin Higher Education Center

Office Hours: Virtual by appointment

University Email Address: desiree.stephens@tamuc.edu

Preferred Method of Communication: Email

Communication Response Time: 48 hours, excluding weekends

Mode of instruction and course access: Online through D2L.

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.

The syllabus/schedule are subject to change



***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.

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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 • Watson & Flamez (2015) – Ch1 | 1.Final Assessment Project | 1. Final Assessment Project | 1. \geq 80% of average rubric scores will either meet (2) or exceed (3) expectation |
| 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.Assessment Report | 1. Assessment Report | 1. \geq 80% of average rubric scores will either meet (2) or exceed (3) expectation |
| 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 Report | 1. Assessment Report | 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 Report | 1. Assessment Report | 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. Assessment Report | 1. Assessment Report | 1. \geq 80% of average rubric scores will either meet (2) or exceed (3) expectation |
| 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 • Watson & Flamez (2015) – Ch2 | 1. Final Assessment Project | 1. Final Assessment Project | 1. \geq 80% of average rubric scores will either meet (2) or exceed (3) expectation |
| 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 • Watson & Flamez (2015) – Ch2, Ch5 | 1. Final Assessment Project | 1. Final Assessment Project | 1. \geq 80% of average rubric scores will either meet (2) or exceed (3) expectation |



| | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.F.7.h. reliability and validity in the use of assessments | <ul style="list-style-type: none">• D2L Unit 8, 9• Discussion• Watson & Flamez (2015) – Ch23 | 1. Final Assessment Project | 1. Final Assessment Project | 1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation |
| 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• Watson & Flamez (2015) – Ch24 | 1. Final Assessment Project 2. Assessment Report | 1. Final Assessment Project 2. Assessment Report | 1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation 2. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation |
| 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. Assessment Report | 1. Assessment Report | 1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation |
| 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. Assessment Report | 1. Assessment Report | 1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation |
| 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• Watson & Flamez (2015) – Ch13 | 1. Assessment Report | 1. Assessment Report | 1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation |
| 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• Watson & Flamez (2015) – Ch16 | 1. Final Assessment Project | 1. Final Assessment Project | 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• Watson & Flamez (2015) – Ch7, 8, 12 | 1. Final Assessment Project | 1. Final Assessment Project | 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)

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- 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.

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Assignments/Assessments

Discussions (5 discussions: 50 points total)

You will have five Discussions and Response Posts during the semester. You are expected to give a thorough and thoughtful response to each prompt utilizing scholarly resources (i.e., textbook, journal publications, credible websites, etc.). In addition to the initial discussion, you will also respond to your classmate’s discussion posts. Your responses to classmate must advance the initial discussion, that is, the response adds to and strengthens the original post, contracts the original post and provides an explanation as to why, provides further clarification to the original post, and so forth. Response posts that state “nice post,” “good job,” “I agree/disagree,” or something similar without advancing the conversation will not be grade and result in zero (0) points for the response portion of that particular discussion and response post. Thus, it is possible to receive partial credit for completing the discussion but not the response post and vice versa.

When you are responding to your peers, Follow ABC

A: Acknowledge the contributions or validate their knowledge and experience

B: Build on the ideas of the original poster by adding your own thoughts or examples

C: Contribute to the discussion by asking a probing question that deepens understanding of the material and/or provide a supplemental resource

The goal of the discussion posts are to stimulate conversation surrounding research and program evaluation concepts, challenge any preconceived notions relevant to research and the counseling profession, and expand your thoughts on counselors’ role in research and program evaluation. The rubrics for both discussion and response posts are below. Please note that no late postings will be accepted for equity reasons.

Discussion Post Rubric

| | Discussion Board Rubric 1 – Does Not Meet Expectation (0-6 points) | 2 – Meets Expectation (7 points) | 3 – Exceeds Expectations (10 points) |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Discussion (10 points) | Post is not complete, not written in a clear manner OR post is missing critical components of the question. Responses to classmates are not complete, missing critical components OR feedback is not thoughtful. Initial post is | Post presents most elements of the question OR all elements discussed in a brief manner. Responses to classmates present most elements in a | Post presents all elements of the question(s) discussed thoroughly and clearly. Responses present all elements required thoroughly and clearly. Provided thoughtful detailed feedback to peers |

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|--|---------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| | not completed on time that is before Thursday 11:59 pm. | brief manner. Initial post is submitted on or before Thursday 11:59 pm. | before Sunday 11:59 PM. Followed the ABC while responding to peers. Initial post is submitted on or before Thursday 11:59 pm. |
|--|---------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|

Assessment Report (50 points total; 25 points each). You will administer two assessments: one to a friend, family member, or colleague and the other to yourself, interpret it, and write up a professional report.

- **Assessment Report one:** The self-administered assessment will be the State-Trait Anxiety Inventory (Spielberger, 1983).
- **Assessment Report two:** The assessment administered to another individual will be the O*NET Interest Profiler.

You will need to explain to this individual that this is for a class assignment and NOT an actual counseling intervention. This report must be written in APA format. I will provide directions on how to receive these assessments and examples in D2L. You must include the following items in your report:

- Background Information including pseudonym (not real name), age, sex, ethnicity, relationship status, etc.
- History (psychosocial history, medical/counseling background, substance use and abuse, educational and vocational history, and any other pertinent information)
- Behavioral Observations (including a mental status examination)
- Instrument information including purpose, reliability, validity, scoring, and interpretation
- Assessment Results (assessment and diagnostic impressions/interpretation)
- Recommendation
- Summary and conclusion
- References

Assessment Report Rubric

| | 1 – Does not meet expectations 0-3 points | 2 - Meets expectations 4 points | 3 – Exceeds expectations 5 points |
|-----------------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Background information and history (5 points) | Knowledge of the content area was not identified/addressed or information provided was | Knowledge of the content area was identified/addressed but missing one or two key | Knowledge of the content area clearly identified/addressed with no missing detail; meets |

| | | | |
|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| | underdeveloped; does not meet standards of graduate level coursework | considerations; meets standards of graduate level coursework | standards of graduate level coursework |
| Behavioral Observations (MSE; 5 points) | Knowledge of the content area was not identified/addressed or information provided was underdeveloped; does not meet standards of graduate level coursework | Knowledge of the content area was identified/addressed but missing one or two key considerations; meets standards of graduate level coursework | Knowledge of the content area clearly identified/addressed with no missing detail; meets standards of graduate level coursework |
| Instrument information (5 points) | Knowledge of the content area was not identified/addressed or information provided was underdeveloped; does not meet standards of graduate level coursework | Knowledge of the content area was identified/addressed but missing one or two key considerations; meets standards of graduate level coursework | Knowledge of the content area clearly identified/addressed with no missing detail; meets standards of graduate level coursework |
| Assessment Results and Recommendation (5 points) | Knowledge of the content area was not identified/addressed or information provided was underdeveloped; does not meet standards of graduate level coursework | Knowledge of the content area was identified/addressed but missing one or two key considerations; meets standards of graduate level coursework | Knowledge of the content area clearly identified/addressed with no missing detail; meets standards of graduate level coursework |
| Summary, conclusion, and references (5 points) | Knowledge of the content area was not identified/addressed or information provided was underdeveloped; does not meet standards of graduate level coursework | Knowledge of the content area was identified/addressed but missing one or two key considerations; meets standards of graduate level coursework | Knowledge of the content area clearly identified/addressed with no missing detail; meets standards of graduate level coursework |

Instrument Critique Presentation (100 points)

Locating an appropriate instrument is an important part of the assessment process. Working in pairs/small groups, you will complete an oral presentation reviewing one test designed to measure one of the following constructs/topic areas: intelligence and general ability, achievement and aptitude, assessment in career discernment, personality, behavioral assessment, marriage and family related issues, and diagnosis.

Group and topic selection will be completed early in the semester. Once groups have been selected and you have agreed on a topic area, the topic area chosen by each group will be shared with the class to prevent repetition of topic selections.

As a group (no more than 3 people in a group) you will choose an instrument that is used in your topic area. **The instrument you choose must be approved by me.** The instrument reviewed should pertain to your specific training emphasis in clinical mental health counseling. Sources for information on your instrument should include the Mental Measurement Yearbook, Tests in Print, or the official test manual from the assessment's publisher. Be sure to follow APA 7 guidelines closely when citing sources, using direct quotes, and listing your references.

The class presentation is expected to last between 30 and 45 minutes.

As part of your Instrument Critique PowerPoint presentation, you are expected to follow the outline/parts of the assignment guidelines provided below:

1. Test information
 - a. Test name
 - b. Test author
 - c. Publication
 - ï Publisher
 - ï Date of initial publication and most recent revision
 - ï Current total cost of examination
 - ï Individual costs of examination (booklets, answer sheets, manuals, etc.)
2. Test description and use
 - a. Purpose
 - b. Target population and groups for which the test is not applicable
 - c. Age groups
 - d. Available forms
 - e. Item types
3. Test/scale development
 - a. Development history
 - b. Version changes
4. Administration details

- a. Time required
- b. Training required
- c. Standardization procedure and administration format (e.g., large group, small group, individual, quiet environment, lighting, spacing, etc.)
- d. Special materials needed
- e. Other administrative details

5. Scoring procedures

- a. Normative data
 - i Initial norming group
 - i Subsequent norming groups
- b. Reliability
 - i Test-retest
 - i Alternate form
 - i Internal consistency
 - i Reviewer’s comments on reliability
- c. Validity
 - i Content, concurrent, predictive, and/or construct validity
 - i Reviewer’s comments on validity

6. Peer interaction and application of the instrument (i.e., demonstrate application, scoring, interpretation of results, show sample items, and/or give an example of completed instrument)

7. General evaluation

- a. Ethical and multicultural considerations
- b. Special merits and strengths of the test
- c. Criticisms and limitations of the test
- d. Personal recommendation – do you think you would use this test in your future work? Why or why not?

8. References cited

9. Review and comment on two other groups presentation; following ABC format from the discussion board assignments.

Instrument Critique Presentation Rubric

| | 1-Does not meet expectation (0-15 points/0-5) | 2-Meets expectation (16-17 points/6-8) | 3-Exceed expectation (18-20 points/9-10) |
|----------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| Test information and description (20 points) | The students have missed to address more than 3 bullets from the test information and | The students have missed to address less than 3 bullets from the test information and | The students have addressed all the bullets from the test information and |

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| | description part of the assignment. | description part of the assignment. | description part of the assignment. |
|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Test and scale development (10 points) | The students have missed to address test and scale development part of the assignment. | The students have missed to address a part of the test and scale development. | The students have addressed the test and scale development part of the assignment. Provided extra information on the assessments history and updated versions. |
| Scoring and procedure (20 points) | The students have missed address to more than 3 criteria under scoring and procedure part of the assignment. | The students have missed address to less than 3 criteria under scoring and procedure part of the assignment. | The students have addressed to all the criteria under scoring and procedure part of the assignment; and shared examples. |
| Peer interaction and application of the instrument (10 points) | The students have missed the section. | The students shared few parts of the assessment. | Student has shared an example and share the experience of doing the assessment they had chosen. |
| General evaluation (10 points) | The students have missed the section. | The students have missed address to less than 2 criteria under general evaluation. | The students have addressed to all the criteria under general evaluation and illustrated few examples. |
| Reference and time of the presentation (10 points) | The students have missed the section. | The students have missed few references and minor mistakes with APA | Followed APA thoroughly |
| Review and comment on 2 other group's presentation; follow ABC format from the | The students have missed the section. | The student responded to only one group. | The student responded to two groups and found |

| | | | |
|------------------------------------------|--|--|-------------------------------|
| discussion board assignment. (20 points) | | | extra time to view one more © |
|------------------------------------------|--|--|-------------------------------|

LATE ASSIGNMENTS

Assignments are due on the day noted in the syllabus. Unless noted otherwise, all assignments are due at the beginning of the class period. Late assignments will have 10% deduction per day late from the final score. **I will not accept late discussion/response postings.**

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.

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Desktop Support

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

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- **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.
- 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.

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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.

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

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions. Because I teach in different locations, email is the best way to reach me. I will attempt to answer all emails within 24 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Late Assignments

Assignments are due on the day noted in the syllabus. Unless noted otherwise, all assignments are due at the beginning of the class period. Late assignments will have 10% deduction per day late from the final score. **I will not accept late discussion/response postings.**

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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>

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>

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>

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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/>

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.

Counseling

“The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center’s crisis assessment services by

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calling [903-886-5145](tel:903-886-5145). For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

COURSE OUTLINE / CALENDAR

Tentative Course Calendar

| | Module | Topic | CACREP Standard(s) | Reading(s) | Assignment(s) |
|---------------------------------------|-----------------|------------------------------------------------------|----------------------------------------------------------|---------------------------|---------------------------------------------------------------------------|
| Introduction and Foundations | Module 1 | Introduction to Assessment in Counseling | 2.F.7.a. | Review Syllabus Chapter 1 | D1 9/7 DR1 9/10 |
| | | Assessment and Statistical Concepts | 2.F.7.f. 2.F.7.g. | Chapter 2 | |
| | | Reliability and Validity | 2.F.7.h. | Chapters 3 & 4 | |
| Selecting and Integrating Assessments | Module 2 | Assessment Results and Counseling | 2.F.7.b. 2.F.7.g. | Chapters 5 & 6 | AR1 9/24 |
| Assessments part 1 | Module 3 | Assessments: Intelligence | 2.F.7.i. 5.G.1.e. | Chapter 7 | D2 10/5 DR2 10/8 |
| | | Assessments: Achievement and Aptitude | 2.F.7.i. 5.G.1.e. | Chapter 8 | |
| | | Assessments: Standardized and Projective Personality | 2.F.7.k. | Chapter 9 & 10 | |
| Assessments part 2 | Module 4 | Assessments: Behavioral and Career | 2.F.7.c. 2.F.7.d. 2.F.7.j. | Chapter 11 and 12 | D3 10/26 DR3 10/29 CP 11/9 CPR 11/12 |
| | | Clinical Assessment | 2.F.7.i. 5.G.1.e. | Chapter 13 | |
| Wrap up | Module 5 | Outcomes and Program Evaluation | 2.F.7.c. 2.F.7.d. 2.F.7.e. 2.F.7.k. 2.F.7.l. | Chapter 14 | D4 11/30 D4R 12/3 D5 12/7 AR2 12/10 |
| | | Diversity, Ethical, and Legal Issues in Assessment | | Chapter 15 & 16 | |

Key: **D** – Discussion **DR** – Discussion Response **AR** – Assessment Report
CP – Critique Presentation **CPR** – Critique Presentation Responses

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