



COUN 517: Assessment in Counseling

INSTRUCTOR INFORMATION

Instructor: Delarious O. Stewart, EdD, LPC-S, LSSP, ACS, NCC, NCSC, NCSP

University Email Address: Delarious.Stewart@tamuc.edu

Preferred Form of Communication: E-mail

Communication Response Time: 24 hours, Monday – Friday

Main Office Location: Binion Hall, 226-A

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.

Student Learning Outcomes (SLOs):

Measurement 1 (Knowledge):

I. Discussion Posts (5 total discussions). Discussion posts will address a variety of counseling

The syllabus/schedule are subject to change.

topics, and students will utilize scholarly resources, including course readings and individual research, to formulate thoughtful responses.

II. Final Presentation. Students will select a population and construct a presentation wherein they describe the needs of the population and discuss historical impacting factors.

Measurement 2 (Skills):

I. Final Presentation. Students will develop an assessment based on the identified needs of their target population. Special attention will be paid to the statistical concepts underlying the assessment, ethically and culturally relevant considerations, and potential strategies for assessment adaptation.

*All SLOs address the respective CACREP Standards evident in the syllabus.

2016 CACREP Standards Addressed in COUN 517 PLOs

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	<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

The syllabus/schedule are subject to change.

and individual assessments				
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)

- 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.

The syllabus/schedule are subject to change.

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. 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 two of 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 (0-3 points)	2 – Meets Expectation (4 points)	3 – Exceeds Expectations (5 points)
--	---	---	--

Discussion (5 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 not completed on time that is before Wednesday 11:59 pm.	Post presents most elements of the question OR all elements discussed in a brief manner. Responses to classmates present most elements in a brief manner. Initial post is submitted on or before Wednesday 11:59 pm.	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 before Friday 11:59 PM. Followed the ABC while responding to peers. Initial post is submitted on or before Wednesday 11:59 pm.
--------------------------	---	--	---

2. **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

The syllabus/schedule are subject to change.

	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 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
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	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

The syllabus/schedule are subject to change.

	underdeveloped; does not meet standards of graduate level coursework	considerations; meets standards of graduate level coursework	standards of graduate level coursework
--	--	--	--

3. Final Assessment Project: Recorded Video Presentation (100 points total). For the final project, you are to develop an assessment for a special population of your choosing. You must also choose a specific purpose for this assessment. You are to identify the population and purpose and use the information from the course to develop the assessment. Identify all steps and procedures that you will use and include all relevant aspects that relate to the assessment process. The second portion of this project includes a complete example of the actual assessment developed. Lastly, you will provide an **online presentation (30-45 minutes)**. This presentation can be an actual video presentation or an audio embedded (e.g., voiceover) PowerPoint presentation. Your classmates and I must be able to hear you give this presentation. **For this final project, you may work either alone or in groups of no more than 4 individuals.** Please send me your groups and topics by the end of week two (you have a few workweeks during the semester. Use them).

Use the following to present information:

- Description of the population and specific purpose behind the assessment including literature
- Historical perspective including literature
- Basic concepts of your assessment
- Explanation of statistical concepts of your assessment
- Use of your assessment
- Evaluation of the assessment
- Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results
- Adaptation for students: How might you adapt your assessment to use in school settings? When would this be appropriate/inappropriate? How would you work with a school counselor to use this assessment?
- References

You can also add extra files with your presentation in the discussion forum.

Final Assessment Project Rubric

	1-Does not meet expectation (0-15 points)	2-Meets expectation (16-17 points)	3-Exceed expectation (18-20 points)
Background information/Literature Review: Description of population, purpose,	Knowledge of the content area was not identified/addressed or information provided	Knowledge of the content area was identified/addressed but missing one or	Knowledge of the content area clearly identified/addressed with no missing

The syllabus/schedule are subject to change.

historical perspective all including literature (20 points)	was underdeveloped; does not meet standards of graduate level coursework; Information provided appears disorganized/disjointed; presenter appeared unrehearsed; scholarly sources not utilized	two key considerations; meets standards of graduate level coursework; Information provided appears fairly organized; presenter appeared rehearsed but missed one or two key points; scholarly sources utilized	detail; meets standards of graduate level coursework; Information provided appears well organized; presenter appeared rehearsed; scholarly sources utilized
Concepts: Basic concepts and statistical concepts of your assessment (20 points)	Knowledge of the content area was not identified/addressed or information provided was underdeveloped; does not meet standards of graduate level coursework; Information provided appears disorganized/disjointed; presenter appeared unrehearsed; scholarly sources not utilized	Knowledge of the content area was identified/addressed but missing one or two key considerations; meets standards of graduate level coursework; Information provided appears fairly organized; presenter appeared rehearsed but missed one or two key points; scholarly sources utilized	Knowledge of the content area clearly identified/addressed with no missing detail; meets standards of graduate level coursework; Information provided appears well organized; presenter appeared rehearsed; scholarly sources utilized
Use and Evaluation (20 points)	Knowledge of the content area was not identified/addressed or information provided was underdeveloped; does not meet standards of graduate level coursework; Information provided appears disorganized/disjointed; presenter appeared	Knowledge of the content area was identified/addressed but missing one or two key considerations; meets standards of graduate level coursework; Information provided appears fairly organized;	Knowledge of the content area clearly identified/addressed with no missing detail; meets standards of graduate level coursework; Information provided appears well organized; presenter appeared

	unrehearsed; scholarly sources not utilized	presenter appeared rehearsed but missed one or two key points; scholarly sources utilized	rehearsed; scholarly sources utilized
Ethical and cultural strategies (20 points)	Knowledge of the content area was not identified/addressed or information provided was underdeveloped; does not meet standards of graduate level coursework; Information provided appears disorganized/disjointed; presenter appeared unrehearsed; scholarly sources not utilized	Knowledge of the content area was identified/addressed but missing one or two key considerations; meets standards of graduate level coursework; Information provided appears fairly organized; presenter appeared rehearsed but missed one or two key points; scholarly sources utilized	Knowledge of the content area clearly identified/addressed with no missing detail; meets standards of graduate level coursework; Information provided appears well organized; presenter appeared rehearsed; scholarly sources utilized
Adaptation for students (20 points)	Knowledge of the content area was not identified/addressed or information provided was underdeveloped; does not meet standards of graduate level coursework; Information provided appears disorganized/disjointed; presenter appeared unrehearsed; scholarly sources not utilized	Knowledge of the content area was identified/addressed but missing one or two key considerations; meets standards of graduate level coursework; Information provided appears fairly organized; presenter appeared rehearsed but missed one or two key points; scholarly sources utilized	Knowledge of the content area clearly identified/addressed with no missing detail; meets standards of graduate level coursework; Information provided appears well organized; presenter appeared rehearsed; scholarly sources utilized

LATE ASSIGNMENTS

The syllabus/schedule are subject to change.



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.

The syllabus/schedule are subject to change.

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

The syllabus/schedule are subject to change.

- **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.

The syllabus/schedule are subject to change.



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.**

The syllabus/schedule are subject to change.



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>

The syllabus/schedule are subject to change.



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/)

<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

The syllabus/schedule are subject to change.



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

The syllabus/schedule are subject to change.

COURSE OUTLINE / CALENDAR

Tentative Course Calendar

Week of	Topic	CACREP Standard(s)	Reading(s)	Assignment(s)
Week 1	Introduction, Foundations, and Statistical Concepts	2.F.7.a, 2.F.7.f, 2.F.7.g	Review Syllabus Chapters 1 & 2	Review course syllabus Read Chapters 1 & 2 Participate in introductory discussions on D2L
Week 2	Reliability, Validity, and Integrating Assessments	2.F.7.h, 2.F.7.b, 2.F.7.g	Chapters 3, 4, 5, & 6	Read Chapters 3, 4, 5, & 6 Discussion Board One Assessment Report One
Week 3	Intelligence, Personality, and Aptitude Assessments	2.F.7.i, 5.G.1.e, 2.F.7.k	Chapters 7, 8, 9, & 10	Read Chapters 7, 8, 9, & 10 Discussion Board Two Begin working on Assessment Report Two
Week 4	Career, Behavioral, and Clinical Assessments	2.F.7.c, 2.F.7.d, 2.F.7.j, 2.F.7.i, 5.G.1.e		Read Chapters 11, 12, & 13 Discussion Board Three Assessment Report Two
Week 5	Program Evaluation, Ethical and Legal Issues, and Finals	2.F.7.c, 2.F.7.d, 2.F.7.e, 2.F.7.k, 2.F.7.l, 2.F.7.m	Read Chapters 14, 15, & 16	Final Project Video Participate in final discussions Complete any remaining assignments and projects

The syllabus/schedule are subject to change.

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>
- Anderson, G. L. (1994). *Studying your own school: An educator's guide to qualitative research*. Thousand Oaks, CA: Sage Publications
- Altekruse, M. K. (1998). *Ethical, legal, and professional issues in school counseling (1st ed.)*. Denton, TX: UNT.
- American Association for Counseling and Development (1997). *Ethical standards of the American Counseling Association*. Alexandria, VA: Author.
- American School Counselor Association (1997). *The national standards for school counseling programs*. Alexandria, VA: Author.
- Berg, I. K. (1994). *Family-based services: A solution-focused approach*. New York: W. W. Norton.
- Bohart, A. C., & Greenburg, L. S. (1997). *Empathy reconsidered: New directions in psychotherapy*. Washington D. C.: American Psychological Association.
- Bohart, A. C., & Tallman, K. (2003). *How clients make therapy work: The process of self-healing*. Washington D. C.: American Psychological Association.
- Clark, A. J. (2007). *Empathy in counseling and psychotherapy: perspectives and practices*. Mahwah, N.J.: Lawrence Erlbaum Associates.
- Corey, G., Corey, M. S. & Callanan, P. (1998). *Issues and ethics in the helping professions (5th ed.)*. Pacific Grove, CA: Brooks/Cole.
- Duncan, B. L., Hubble, M. A., & Miller, S. D. (1997). *Psychotherapy with "impossible" cases: The efficient treatment of therapy veterans*. NY: W. W. Norton & Company.
- Duncan, B. L., Miller, S. D., Sparks, J. A. (2004). *The heroic client: A revolutionary way to improve effectiveness through client-directed, outcome-informed therapy (Rev. Ed.)*. NY: Jossey-Bass.
- Eriksen, K. & McAuliffe, G. (2003). A measure of counselor competency. *Counselor Education and Supervision*, 43, 120 – 133.
- Gysbers, N. C., et al. (1997). *Comprehensive guidance programs that work-II*. Greensboro, NC: ERIC/CASS Publications.
- Gysberg, N. C. Henderson, P. (1994). *Developing and managing your school guidance program (2nd ed.)*. Alexandria, VA: American Counseling Association.
- Herlihy, B. & Corey, G. (1997). *Boundary issues in counseling: Multiple roles and responsibilities*. Alexandria, VA: American Counseling Association.
- Herlihy, B. & Corey, G. (1996). *ACA ethical standards casebook*. Alexandria, VA: American Counseling Association.

- Hubble, M. A., Duncan, B. L., & Miller, S. D. (1999). *The heart and soul of change: What works in therapy*. Washington, DC: American Psychological Association.
- Micucci, J. A. (1998). *The adolescent in family therapy: Breaking the cycle of conflict and control*. New York: Guilford.
- Miller, S. D., Duncan, B. L., & Hubble, M. A. (1997). *Escape from Babel: Toward a unifying language for psychotherapy*. New York: Norton.
- Pope, K. S. & Vasquez, M. J. T. (1998). *Ethics in psychotherapy and counseling: a practical guide*. San Francisco: Jossey-Bass Publishers
- Reinecke, M. A., Datillio, F. M., & Freeman, A. (Eds.). (1996). *Cognitive therapy with children and adolescents: A casebook for clinical practice*. New York: Guilford.
- Sue, D. W. (2002). *Counseling the culturally diverse: Theory and practice (4th ed.)*. Indianapolis, IN: John Wiley & Sons.
- Texas Education Agency (1998). *A model developmental guidance and counseling program for Texas public schools: A guide for program development pre-K - 12th grade*. Austin, TX: Author.
- U. S. Department of Health and Human Services. (2000). Children and Mental health. In *Mental health: A report of the surgeon general*. Select here to read the report on line and click on any Chapter such as 3 for children. <http://www.surgeongeneral.gov/library/mentalhealth/>