



COUN 517: Assessment in Counseling

Spring 2026

INSTRUCTOR INFORMATION

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

University Email Address: Delarious.Stewart@etamu.edu

Preferred Form of Communication: E-mail

Communication Response Time: 48 hours, Monday – Friday

Main Office Location: 8750 N Central Expy, Dallas, TX 75231

Office Hours: Monday: 1:00 pm -4 pm-; Tuesday: 1 pm -4 pm; Friday: Available upon request

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 (SLOs):

Measurement 1 (Knowledge):

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

Masters Standard	Assessment	Where in Assignment / Rubric
2.F.7.a. historical perspectives concerning the nature and meaning of assessment and testing in counseling	Capstone Project (Final Submission); Discussion Board #1	Students address the historical foundation of their chosen assessment tool and its evolution within counseling practice
2.F.7.b. methods of effectively preparing for and conducting initial assessment meetings	Mini-Project #3: Group/Family Assessment Plan	Students describe assessment procedures and how to initiate them in family or group settings
2.F.7.c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	Self-Administered Symptom Assessment & Reflection Report	Students explore symptom checklists that can be used to identify potential risks including depression, anxiety, and PTSD
2.F.7.d. procedures for identifying trauma and abuse and for reporting abuse	Discussion Board on Trauma Assessment (Week 10) and Reflection Report	Course materials and assignments address trauma symptoms and ethical obligations for reporting
2.F.7.e. use of assessments for diagnostic and intervention planning purposes	Capstone Project; Mini-Project #3	Students describe how assessment data inform diagnostic decisions and treatment planning
2.F.7.f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	Mini-Project #1: Cultural Bias; Self-Assessment Report; Capstone Project	Students compare test types and explain strengths and limitations within different contexts



2.F.7.g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	Capstone Project: Psychometric Critique (Milestone 2)	Students are required to explain psychometric properties and underlying statistical concepts of their selected tool
2.F.7.h. reliability and validity in the use of assessments	Capstone Project: Psychometric Critique; Self-Assessment Report; Mini-Project #1	Students evaluate reliability and validity evidence for chosen tools and interpret implications
2.F.7.i. use of assessments relevant to academic/educational, career, personal, and social development	Mini-Project #2: Career Assessment; Capstone Project	Students apply assessments like the O*NET Interest Profiler for postsecondary and career readiness
2.F.7.j. use of environmental assessments and systematic behavioral observations	Child/Adolescent Clinical Interview & PSC-17; Mini-Project #3	Students administer behavioral tools and discuss environmental/contextual observations
2.F.7.k. use of symptom checklists, and personality and psychological testing	Self-Administered Symptom Assessment Report	Students administer and reflect on PHQ-9, GAD-7, and PCL-5 symptom screeners
2.F.7.l. use of assessment results to diagnose developmental, behavioral, and mental disorders	Child/Adolescent Interview & PSC-17 Interpretation	Students synthesize interview and tool results to provide diagnostic impressions using DSM-5-TR
2.F.7.m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	Mini-Project #1: Cultural Bias; Capstone Project	Students examine test fairness and strategies to ensure culturally responsive assessment
5.G.1.e. assessments specific to P-12 education	Mini-Project #2; Child Interview & PSC-17; Capstone Project	Students apply assessments and adaptation strategies suitable for school-based settings

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

The syllabus/schedule are subject to change.



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)

The syllabus/schedule are subject to change.



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. Discussion Boards (5 total – 50 points)

Throughout the semester, you will participate in five graded discussion boards related to key course topics. Each discussion requires:

- An initial post responding to the instructor's prompt using assigned readings and at least one scholarly source.
- Two peer responses following the "ABC" model:
 - Acknowledge the peer's contribution.
 - Build upon their ideas with examples or elaboration.
 - Contribute by posing a probing question or sharing an additional resource.

Purpose: To deepen understanding of assessment principles, apply theory to practice, and engage in professional dialogue.

Due Dates: Initial post due Wednesday 11:59 p.m., peer responses due Friday 11:59 p.m. of the discussion week.

Length: Initial posts: 300–400 words; peer responses: 150–200 words each.

The syllabus/schedule are subject to change.



Standards Addressed: 2.F.7.a–m (varies by week), 5.G.1.e

Discussion Board Rubric

Total Points per Discussion: 10 (5 points for initial post, 5 points for peer responses)

Total Points in Course: 50

Criteria	Exceeds Expectations (Full Points)	Meets Expectations (Partial Points)	Below Expectations (Minimal/No Points)
Initial Post – Content Quality (2 pts)	Fully addresses all parts of the prompt with depth and critical analysis. Demonstrates clear understanding of concepts, integrates assigned readings and at least one scholarly source, and makes explicit connections to counseling practice.	Addresses most parts of the prompt with adequate explanation. Uses assigned readings but scholarly integration is minimal or loosely connected to practice.	Fails to address major parts of the prompt, lacks clarity or depth, or omits required sources.
Initial Post – Evidence & Integration (1 pt)	Integrates assigned readings and at least one scholarly source seamlessly to support points; sources are cited correctly in APA style.	Integrates assigned readings and one scholarly source but connections may be weak or citations inconsistent.	Sources missing, inaccurate, or not cited in APA style.
Initial Post – Clarity & Professional Tone (1 pt)	Writing is clear, well-organized, and free from major grammar/mechanics errors. Uses professional counseling language consistently.	Writing is generally clear but may contain minor errors or lapses in professional tone.	Writing is unclear, disorganized, or uses unprofessional/incorrect terminology.
Timeliness of Initial Post (1 pt)	Posted on or before Wednesday 11:59 p.m.	Posted after Wednesday but before the end of the week.	Not posted, or posted after the week ends.
Peer Responses – ABC Model (2 pts)	Responds to two peers using the full ABC model (Acknowledge, Build,	Responds to two peers but one or both responses	Responds to fewer than two peers, responses are superficial (“I agree,”

The syllabus/schedule are subject to change.



	Contribute) for each. Responses are substantive, extend discussion meaningfully, and reference course materials or outside resources.	partially follow the ABC model, lack depth, or do not fully engage with peer's ideas.	“Nice post”), or fail to advance the discussion.
Peer Responses – Evidence & Connection (1 pt)	Integrates course content, readings, or credible resources into peer responses; demonstrates clear link between ideas discussed and counseling practice.	References course content generally but without specific citations or direct application to counseling.	No reference to course content or application to counseling.
Timeliness of Peer Responses (1 pt)	Both peer responses posted on or before Friday 11:59 p.m.	At least one peer response posted after Friday deadline but before week's end.	Responses posted after week ends or missing entirely.
Professionalism & Netiquette (1 pt)	Posts are respectful, professional, and inclusive. Acknowledges differing perspectives and maintains positive tone.	Posts are generally respectful but may lack full inclusivity or professional polish.	Posts are disrespectful, dismissive, or unprofessional.

Scoring Guide per Discussion:

- 9–10 points: Exceeds graduate-level expectations; integrates scholarship, deep analysis, and professional engagement.
- 7–8 points: Meets expectations with adequate application and participation.
- 6 points or below: Below expectations; incomplete, late, or lacking scholarly integration.

Connection to Standards:

- **CACREP:** 2.F.7.a–m (varies by topic), 5.G.1.e
- Demonstrates ability to synthesize course concepts, apply assessment knowledge to professional counseling practice, and engage in scholarly dialogue.

2. Mini-Projects (3 total – 150 points)

These short, focused assignments apply concepts to practical counseling scenarios:

Mini-Project #1: Cultural Bias in Assessment Analysis (50 points)

- Review a provided test item flagged for cultural bias.

The syllabus/schedule are subject to change.



- Identify at least two potential sources of bias (content, language, context).
- Suggest modifications or alternative approaches to improve cultural fairness.

Standards: 2.F.7.m, 2.F.7.h, 2.F.7.f

Mini-Project #2: Career Assessment Interpretation (50 points)

- Administer the O*NET Interest Profiler to a volunteer.
- Write a 2–3 page report including client background, tool purpose, administration, scoring, results interpretation, and three career recommendations.

Standards: 2.F.7.i, 5.G.1.e

Mini-Project #3: Group/Family Assessment Plan (50 points)

- Create a plan to assess a family or group case using at least two tools.
- Include purpose, procedures, scoring interpretation, and cultural/ethical considerations.

Standards: 2.F.7.j, 2.F.7.b, 2.F.7.m

Mini-Project #1: Cultural Bias in Assessment Analysis

Total Points: 50

Standards Addressed: 2.F.7.m (ethical and culturally relevant strategies), 2.F.7.h (reliability/validity), 2.F.7.f (testing concepts)

Criteria	Exceeds Expectations (Full Points)	Meets Expectations (Partial Points)	Below Expectations (Minimal/No Points)
Identification of Bias Sources (15 pts)	Accurately identifies two or more clear, well-explained sources of bias (e.g., cultural content, language, context); demonstrates deep understanding of cultural fairness.	Identifies at least two sources of bias but explanations lack detail or clarity.	Identifies fewer than two sources or explanations are vague/inaccurate.
Depth of Analysis (15 pts)	Insightfully connects bias sources to potential impacts on validity, reliability, and fairness in assessment; uses course concepts accurately.	Makes some connection between bias and test fairness but lacks depth or misses one key link.	Minimal or no connection between bias and test fairness.
Recommendations for Improvement (10 pts)	Proposes at least two feasible and culturally relevant modifications or alternative approaches with strong rationale.	Proposes one or two modifications with partial rationale or limited cultural relevance.	Recommendations missing, vague, or not culturally relevant.

The *syllabus/schedule* are subject to change.



Integration of Sources (5 pts)	Supports analysis with assigned readings and at least one scholarly source, cited correctly in APA.	Uses assigned readings or one scholarly source but with weak integration or minor APA errors.	Missing required sources or incorrect APA usage.
Clarity & Professionalism (5 pts)	Writing is clear, organized, and professional; free from major errors.	Writing is mostly clear with minor errors.	Writing is unclear, disorganized, or unprofessional.

Mini-Project #2: Career Assessment Interpretation

Total Points: 50

Standards Addressed: 2.F.7.i (career/educational assessment), 5.G.1.e (P-12 career assessments)

Criteria	Exceeds Expectations (Full Points)	Meets Expectations (Partial Points)	Below Expectations (Minimal/No Points)
Client Background Description (5 pts)	Provides clear, relevant demographic and background details that enhance interpretation.	Provides basic background details with minimal context.	Missing or incomplete background details.
Tool Purpose & Administration (10 pts)	Clearly explains O*NET Interest Profiler's purpose, population, and relevance; describes administration process thoroughly.	Explains tool's purpose and administration generally but omits one key detail.	Purpose unclear, inaccurate, or missing administration details.
Scoring & Interpretation (15 pts)	Accurately explains scoring process; interprets results with depth; connects findings to client's strengths and interests.	Explains scoring and results adequately but lacks depth or misses some connections to client context.	Scoring process or interpretation inaccurate, vague, or missing.
Career Recommendations (10 pts)	Provides at least three well-justified career recommendations aligned with results and client background.	Provides three career recommendations with minimal explanation or partial alignment to results.	Fewer than three recommendations or unrelated to results.
APA & Professional Writing (5 pts)	Correct APA citations for any sources; writing	Minor APA or clarity issues.	Significant APA or writing problems.

The syllabus/schedule are subject to change.



	is clear, organized, and professional.		
--	--	--	--

Mini-Project #3: Group/Family Assessment Plan

Total Points: 50

Standards Addressed: 2.F.7.j (environmental/behavioral assessment), 2.F.7.i (academic/career/personal/social), 2.F.7.e (diagnostic/intervention planning)

Criteria	Exceeds Expectations (Full Points)	Meets Expectations (Partial Points)	Below Expectations (Minimal/No Points)
Assessment Tools Selection (10 pts)	Selects two or more appropriate tools; provides clear justification based on family/group needs and case details.	Selects two tools with partial justification.	Tools inappropriate, missing, or no justification.
Purpose & Procedures (15 pts)	Thoroughly explains each tool's purpose, population, administration process, and role in assessment plan.	Provides adequate explanation of each tool's purpose and administration but lacks depth.	Purpose or procedures unclear, inaccurate, or missing.
Scoring & Data Use (10 pts)	Clearly explains scoring processes and how results will inform diagnosis or intervention planning.	Explains scoring and potential use generally but omits key details.	Scoring process unclear or connection to planning missing.
Integration with Case Context (10 pts)	Strongly links tools and plan to the specific family/group case scenario; considers cultural, ethical, and contextual factors.	Links plan to case scenario but minimally addresses cultural/ethical/contextual factors.	Weak or missing connection to case context.
Clarity & Professionalism (5 pts)	Clear, organized, professional writing; no major errors.	Mostly clear with minor issues.	Unclear, disorganized, or unprofessional.

3. Self-Administered Symptom Assessment & Reflection Report (50 points)

The syllabus/schedule are subject to change.



You will complete the PHQ-9 (depression), GAD-7 (anxiety), and PCL-5 (PTSD) on yourself.

- Score and interpret each tool using published guidelines.
- Write a 3–4 page reflection discussing the psychometric properties, clinical utility, and your reactions to the process.
- Include a section on ethical considerations of self-assessment.

Purpose: To increase familiarity with common screening tools and promote self-awareness regarding assessment experiences.

Standards: 2.F.7.k, 2.F.7.h, 2.F.7.f

Self-Administered Symptom Assessment & Reflection Report
Total Points: 50

Standards Addressed: 2.F.7.k (use of symptom checklists/personality/psychological testing), 2.F.7.h (reliability and validity), 2.F.7.f (testing concepts)

Criteria	Exceeds Expectations (Full Points)	Meets Expectations (Partial Points)	Below Expectations (Minimal/No Points)
Scoring Accuracy (10 pts)	Correctly scores all three tools (PHQ-9, GAD-7, PCL-5) according to published guidelines; scoring tables or documentation provided.	Scores all tools with 1–2 minor errors; documentation mostly correct.	Scores missing, incomplete, or significantly inaccurate.
Interpretation of Results (10 pts)	Provides clear, accurate interpretation of each score, including symptom severity categories; explains clinical meaning in context.	Provides basic interpretation for each tool but lacks detail or clarity in one or more.	Interpretations vague, incorrect, or missing.
Psychometric Properties Discussion (10 pts)	Thoroughly explains each tool's reliability, validity, and relevant normative data; integrates scholarly sources.	Explains psychometric properties generally but omits detail for one or more tools.	Limited or no discussion of psychometric properties; inaccurate information.
Reflection on Personal Experience (8 pts)	Thoughtfully reflects on the experience of completing the assessments, including emotional reactions, perceived relevance, and insights into the counseling process.	Reflects generally on the experience but lacks depth in connecting it to counseling practice.	Minimal or missing reflection; no connection to counseling process.
Ethical Considerations (7 pts)	Clearly identifies and discusses ethical considerations of self-	Mentions ethical considerations but	Ethical considerations

The *syllabus/schedule* are subject to change.



	assessment, including boundaries, confidentiality, and limits of self-diagnosis.	omits one or more key issues.	missing, vague, or inaccurate.
Clarity & APA Style (5 pts)	Writing is clear, organized, and professional; correct APA formatting for any cited sources; free of major errors.	Mostly clear with minor APA or grammatical issues.	Unclear, disorganized, or significant APA/grammar errors.

4. Child/Adolescent Clinical Interview & PSC-17 Interpretation (50 points)

- Conduct a mock clinical interview with a child or adolescent volunteer (with parent/guardian consent).
- Administer the PSC-17 (Pediatric Symptom Checklist).
- Interpret the results and provide diagnostic impressions using DSM-5-TR criteria.

Standards: 2.F.7.j, 2.F.7.l, 5.G.1.e

Child/Adolescent Clinical Interview & PSC-17 Interpretation

Total Points: 50

Standards Addressed:

- 2.F.7.j – Use of environmental assessments and systematic behavioral observations
- 2.F.7.l – Use of assessment results to diagnose developmental, behavioral, and mental disorders
- 5.G.1.e – Assessments specific to P-12 education

Criteria	Exceeds Expectations (Full Points)	Meets Expectations (Partial Points)	Below Expectations (Minimal/No Points)
Clinical Interview Quality (10 pts)	Establishes strong rapport; uses developmentally appropriate, open-ended questions; obtains a thorough, relevant biopsychosocial history tailored to the presenting concerns.	Builds basic rapport and asks generally appropriate questions; gathers adequate but incomplete history.	Limited rapport-building; questions inappropriate for developmental level or major history gaps.
Administration of PSC-17 (8 pts)	Administers tool exactly as instructed in published guidelines; provides clear explanations; documents administration process in professional,	Administers with minor deviations from guidelines or minor documentation gaps.	Administration does not follow guidelines or documentation missing key details.

The syllabus/schedule are subject to change.



	clinically appropriate language.		
Scoring Accuracy (7 pts)	Accurately scores all items and subscales; includes complete score documentation; calculations verified.	Minor scoring errors that do not significantly alter results or interpretation.	Major scoring errors or missing score documentation.
Interpretation of Results (10 pts)	Accurately interprets total and subscale scores; integrates results with interview data and observed behaviors; uses clear, professional clinical language.	Interpretation generally correct but lacks integration with interview or behavioral data.	Interpretation inaccurate, unclear, or missing.
Diagnostic Impressions (8 pts)	Accurately applies DSM-5-TR criteria to identify potential diagnoses; provides clear, evidence-based rationale and considers at least one differential diagnosis.	Identifies likely diagnosis with partial rationale; limited discussion of alternatives.	Diagnostic impressions inaccurate, unsupported, or absent.
Cultural/Developmental/Educational Context (5 pts)	Thoughtfully integrates cultural, developmental, and educational context into interpretation and recommendations; uses language respectful of diversity.	Mentions relevant factors but without full integration into interpretation.	No consideration of cultural, developmental, or educational context.
Professional Clinical Writing (2 pts)	Writing is concise, objective, well-organized, and uses precise clinical terminology; follows professional documentation standards.	Writing is generally clear and professional with occasional lapses in objectivity, organization, or terminology use.	Writing is unclear, unorganized, subjective, or lacks appropriate clinical terminology.

5. Capstone Project: Comprehensive Assessment Development & Evaluation (200 points)
This multi-stage project simulates the end-to-end assessment process for a specific counseling context.

Milestones:

The syllabus/schedule are subject to change.



1. Tool Selection & Rationale (Week 6) – Identify an assessment tool for a chosen population and purpose; explain your selection (10%).
2. Psychometric Critique (Week 9) – Evaluate reliability, validity, norms, and applicability (20%).
3. Full Draft for Peer Review (Week 12) – Submit full project for structured peer feedback (formative).
4. Final Submission (Week 15) – Comprehensive paper and accompanying assessment instrument.

Components of Final Submission:

- Population & purpose description
- Historical and theoretical background of assessment
- Psychometric evaluation (reliability, validity, norms, cultural considerations)
- Intended administration and scoring procedures
- Example of the assessment tool or protocol
- Ethical considerations
- Adaptation for school settings (if applicable)

Standards: 2.F.7.a–m, 5.G.1.e

Capstone Project: Comprehensive Assessment Development & Evaluation

Total Points: 200

Standards Addressed:

- 2.F.7.a–m – All core standards for assessment in counseling
- 5.G.1.e – Assessments specific to P–12 education

Milestone Weighting

- Milestone 1 – Tool Selection & Rationale (Week 6): 10% (20 pts)
- Milestone 2 – Psychometric Critique (Week 9): 20% (40 pts)
- Milestone 3 – Peer Review Draft (Week 12): Formative only (no points)
- Milestone 4 – Final Submission (Week 15): 70% (140 pts)

Criteria	Exceeds Expectations	Meets Expectations	Below Expectations
Milestone 1: Tool Selection & Rationale (20 pts)	Selects an assessment tool highly relevant to chosen population and purpose; rationale is well-researched, specific, and clearly linked to clinical practice needs.	Tool selected is generally relevant; rationale is adequate but lacks depth or clear linkage to practice.	Tool is inappropriate, rationale is missing, or connection to population/purpose unclear.
Milestone 2: Psychometric Critique (40 pts)	Provides a thorough, accurate evaluation of reliability, validity, norms, and cultural applicability; integrates scholarly sources and clearly explains clinical significance.	Addresses most psychometric properties accurately but with limited depth or missing one key element.	Psychometric evaluation incomplete, inaccurate, or missing major elements.



Population & Purpose Description (15 pts)	Clearly defines target population and intended use; demonstrates deep understanding of client needs, setting, and potential applications.	Defines population and purpose adequately but lacks detail on context or application.	Population and purpose are vague, incorrect, or missing.
Historical & Theoretical Background (20 pts)	Provides a well-organized, accurate history of the tool and its theoretical foundation; integrates sources and connects theory to practice.	Presents a basic history and theoretical link; may be missing detail or integration.	History/theoretical foundation is inaccurate, incomplete, or missing.
Psychometric Evaluation (Final Paper) (25 pts)	Fully addresses reliability, validity, norms, standardization sample, and cultural considerations; integrates research to support conclusions.	Addresses most areas with partial detail; cultural considerations mentioned but not fully integrated.	Major psychometric elements missing or inaccurate; no cultural analysis.
Administration & Scoring Procedures (15 pts)	Describes step-by-step administration and scoring instructions clearly, consistent with professional practice; notes potential challenges.	Describes procedures adequately but lacks some detail or clarity.	Procedures unclear, incomplete, or inconsistent with tool guidelines.
Example Assessment Tool/Protocol (10 pts)	Provides complete, professional-quality example or protocol that is clear, usable, and aligned with intended purpose.	Example provided but may lack full clarity, formatting, or alignment.	Example missing or unrelated to project purpose.
Ethical Considerations (15 pts)	Thoroughly addresses confidentiality, informed consent, test security, and cultural fairness; integrates ACA Code of Ethics and relevant guidelines.	Addresses most ethical considerations but lacks depth or detail.	Ethical issues minimally addressed, inaccurate, or missing.
Adaptation for School Settings (10 pts)	Provides thoughtful, practical adaptation for P–12 context; addresses appropriateness, modifications, and collaboration with school personnel.	Suggests adaptation but with minimal explanation or consideration of appropriateness.	Adaptation missing, vague, or inappropriate for P–12 context.
Professional Clinical Writing (10 pts)	Writing is concise, objective, well-organized, and uses precise clinical terminology; follows professional counseling documentation standards.	Writing is generally clear and professional with occasional lapses in terminology or organization.	Writing is unclear, unorganized, subjective, or lacks clinical appropriateness.



Assignment Summary & Point Values

Assignment	Points	Standards Addressed
5 Discussion Boards	50	Varies by topic
Mini-Project #1: Cultural Bias	50	2.F.7.m, 2.F.7.h, 2.F.7.f
Mini-Project #2: O*NET Report	50	2.F.7.i, 5.G.1.e
Mini-Project #3: Group/Family Plan	50	2.F.7.j, 2.F.7.b, 2.F.7.m
Self-Assessment (PHQ-9, GAD-7, PCL-5)	50	2.F.7.k, 2.F.7.h, 2.F.7.f
Child Interview & PSC-17	50	2.F.7.j, 2.F.7.l, 5.G.1.e
Capstone Project	200	2.F.7.a-m, 5.G.1.e
Total	500	

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.

The syllabus/schedule are subject to change.



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
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.



Device	Operating System	Browser	Supported Browser Version(s)
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.
- 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/>
 - Adobe Flash Player (version 17 or later) <https://get.adobe.com/flashplayer/>
 - Adobe Shockwave Player <https://get.adobe.com/shockwave/>
 - Apple Quick Time <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.

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

The syllabus/schedule are subject to change.



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

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](#)

The syllabus/schedule are subject to change.



<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/>

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>

The syllabus/schedule are subject to change.



TEXAS A&M UNIVERSITY
COMMERCE

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 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 Fall 2025

Week / Date	Topic	Assignments Due
Jan 29 (Thu)	Introduction to Assessment in Counseling	Intro Bio Discussion
Feb 5	Purposes of Assessment; Counselor Roles in Testing	Discussion Board #1 – Initial Post (Wed), Peer Replies (Fri)
Feb 12	Psychometrics I: Reliability & Validity	Practice Quiz: Reliability & Validity
Feb 19	Psychometrics II: Norms & Test Interpretation	
Feb 26	Cultural Fairness; Legal & Ethical Issues	Mini-Project #1: Cultural Bias in Assessment Analysis
Mar 5	Clinical Interviews, MSE, Behavioral Observations	Capstone Milestone 1: Tool Selection & Rationale
Mar 9–13	Spring Break	No Class
Mar 19	Intelligence & Cognitive Testing	
Mar 26	Academic & Career Assessment	Mini-Project #2: Career Assessment Interpretation (O*NET)
Apr 2	Personality Assessment	Capstone Milestone 2: Psychometric Critique
Apr 9	Trauma, Substance Use, Risk Assessment	Self-Administered Symptom Assessment & Reflection Report
Apr 16	Family, Group, Environmental Assessments	Mini-Project #3: Group/Family Assessment Plan
Apr 23	Integrating Multiple Assessment Sources	Capstone Milestone 3: Full Draft for Peer Review (formative only)
Apr 30	Writing Assessment Reports	Child/Adolescent Clinical Interview & PSC-17 Interpretation
May 7 (Finals Week)	Technology in Assessment; Emerging Trends	Discussion Board #5 – Initial Post (Wed), Peer Replies (Fri)
May 8	Course Wrap-Up & Final Reflection	Capstone Project – Final Submission

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.

The syllabus/schedule are subject to change.



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.

The syllabus/schedule are subject to change.



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/>