



Master of Arts in Counseling

Course Syllabus

Course Information

COUN 557 A - ASSESSMENT & EVALUATION PROCEDURES
Summer 2023
3 Semester Hours

Location/Date/Time

May 15 – June 9, 2023
Online

INSTRUCTOR'S INFORMATION:

Michael Horst, PhD

Email: michael.horst@emu.edu
Office Phone: (540) 432-4244
Office Hours: by appointment

COURSE DESCRIPTION:

This course provides an overview of various approaches to assessment and procedures for evaluation. Special emphasis is given to counseling, decision-making, and treatment planning. Theoretical and applied material will be integrated in order to provide students with an understanding of the context of assessment and evaluation. Emphasis will be placed on equipping students to understand technical terms in professional journals, test manuals, and test reports.

COURSE GOALS AND OBJECTIVES:

1. Students will become familiar with the historical perspectives concerning the nature and meaning of assessment and testing in counseling (F.7.a.)
2. Students will review methods of effectively preparing for and conducting initial assessment meetings (F.7.b.)
3. Students will gain an understanding of the clinical, research, legal, and ethical issues related to assessment (F.2.c, d; 3, h, 5, 7.a, b, c, e, I, j, l; C.1.e).
4. Students will gain an understanding of individual and group approaches to psychological tests and assessments specific to clinical mental health counseling (F.7,f, I, j, k, l; C.1.e.).
5. Students will demonstrate an understanding of basic concepts of standardized, nonstandardized, and other assessment techniques (F.7.f, g, h; C.1.e).
6. Students will articulate an understanding of statistical concepts including, but not limited to, reliability, validity, scales of measurement, measures of central tendency, and correlations (F.7.f, g, h; C.1.e)..
7. Students will be familiar with theoretical concerns and strategies related to test construction, administration, interpretation, and feedback (F.7.b, e, f, g, h; C.1.e).
8. Students will gain awareness of issues of age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations (F.2.c, d; F.7, I, l;C.2.j).
9. Students will gain an understanding of general principles and methods of case conceptualization, assessment and/or diagnoses of mental and emotional status (F.2.c,d; F.3, h; F.5, l; F.7.a, b, c, e, f, g, h, I, j, k, l; C.1,e).
10. Students will gain an understanding of the use of symptom checklists, and personality and psychological testing (F.7.k.)

Course Format:

The material for this course will be presented online in the form of readings, discussion boards, lectures, and quizzes. Course evaluation will be based upon participation in online discussion boards, responses to required reading, quizzes, completion of testing instruments (16PF, MBTI, NEO-PI-R), and a comprehensive psychological evaluation (**competency assignment**).

Syllabus Disclaimer:

This syllabus is not a contract. The instructor reserves the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via e-mail.

PREREQUISITES: N/A

REQUIRED TEXTS

Please note that these texts are available for use in the MAC department (room SB003). Please do not take them from the department.

Sheperis, C. J., Drummond, R. J., & Jones, K. D. (2020). *Assessment procedures for counselors and helping professionals* (9th ed.). Pearson.

Lukas, S. (1993). *Where to start and what to ask: An assessment handbook*. W.W. Norton & Company.

Course Instructions and Assignments:

Psychological Self-Evaluation Project (*Master Competency Assignment*):

Each student will write a 5-7 page (single-spaced, see template on Moodle) assessment evaluation using at **least 4 testing instruments**. The paper will be formatted as a *psychological evaluation* including: identifying information, reason for referral, background information, instruments administered, test results (first describe tests separately and then describe cumulatively), summary, and recommendations (see handout on Moodle for further description and example evaluations). Students are encouraged to engage with the test results by addressing areas of interest, current strengths, and opportunities for further personal growth. **Students may choose to use their own personal profiles or use an imaginary sample case.** Please see the examples from past students on Moodle. Students will electronically submit their evaluation on Moodle (F.7.e.l; C.1.e).

Test Administration

Students are required to self-administer and score the *NEO-PI-R* (one version – SAPA or IPIP on Moodle), *16PF*, the *Myers-Briggs Type Indicator (MBTI)*, and an additional measure of their choosing (e.g. Beck Inventories, Enneagram, projective measures, etc.). Please confirm the 4th instrument of your choosing with the instructor. (F. 7.i, j, k, l; C.1.e).

Quizzes

To assess competency in basic descriptive and inferential statistical terminology, students must take and complete the two statistics quizzes on Moodle. Congruent with a mastery approach to the material, students may take these quizzes as many times as they need to in order to score above 95%.

Reading Responses

Students must respond to the reading questions for each assigned chapter of the Sheperis, Drummond, and Jones text within the modules. Students may respond as online text entered into Moodle, or by downloading the associated Word document, answering the questions, and uploading the answered document to Moodle. Please be **brief** in your responses.

Discussion Forums

In most modules, students will post their response to a discussion prompt in an online forum for the class. Each student must respond to at least **two** classmates' posts for each discussion forum. **Modules 1, 2, 5, 6, 8, and 9 have discussion boards.**

GRADING SCALE & FEEDBACK:

All assignments

Psychological Self Evaluation	50
Quizzes	25
<u>Discussion Forum Posts and Responses</u>	<u>25</u>
Total	100

UNIVERSITY AND DEPARTMENTAL POLICIES:

Grading Criteria: The Master of Arts in Counseling faculty support students in actively engaging their academic and applied work throughout their training, valuing this as a core professionalism skill. Students should be aware that graduate university policy allows two C grades before being dismissed from the program.

Writing Guidelines: Writing *will* be a factor in evaluation: EMU has adopted a set of writing [guidelines](#) for graduate programs that include six sets of criteria: content, structure, rhetoric and style, information literacy, source integrity, and conventions. It is expected that graduates will be able to write at least a "good" level with 60% writing at an "excellent" level. All written work must conform to APA writing style standards.

Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy and doing justice. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source (adapted from the Council of Writing Program Administrators). This course will apply EMU's AIP to any events of academic dishonesty. If you have doubts about what is appropriate, [Indiana University's Plagiarism Tutorials and Tests](#) may be a useful resource.

Turnitin: Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU's Academic Integrity Policy (see above) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using [Turnitin](#), a learning tool and plagiarism prevention system.

Moodle: [Moodle](#) is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered

for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class is no longer accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

Technology Requirements and Communication (if joining a class by zoom):

Communication will largely be accomplished via the Moodle platform utilized by EMU and your EMU email. Check both frequently during the semester. In addition, during class synchronous sessions, it will be expected that you will use a noise-reducing headset to minimize background noise and disruption. Remember to keep your headsets UNMUTED during the sessions and avoid moving, brushing, touching, or fumbling with them as it creates unwanted noise in the class space.

Graduate Writing Center: Please utilize the [writing program](#)! They offer free individual tutoring from a [graduate student tutor](#). Please visit the website to schedule an appointment.

Institutional Review Board: All research conducted by or on EMU faculty, staff, or students must be reviewed by the [Institutional Review Board](#) to assure participant safety.

Library: The [Hartzler Library](#) offers research support (via e-mail, chat, phone, or SSC campus) and the library home page offers subject guides to help start your research.

Office of Academic Access: If you have a physical, psychological, medical, or learning disability that may impact your work in this course, it is your responsibility to contact the [Office of Academic Access](#) in the Academic Success Center on the third floor of the Hartzler Library. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially.

Course Extensions and Outstanding Grades: For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 3 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an “I”(incomplete) for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 3 months after the deadline for the course work. *PLEASE NOTE: Grades for coursework submitted late may be reduced at the instructor’s discretion and in line with their course policy on turning in coursework after the due date. If the extension deadline is not met, the instructor will submit the final grade based on what has been received to date.*

Inclusive, Community-Creating Language Policy: Eastern Mennonite University expects its faculty, staff, and students to adopt [inclusive written and spoken language](#) that welcomes everyone regardless of race or ethnicity, gender, disabilities, age, and sexual orientation. We will use respectful and welcoming language in all our official departmental documents and correspondence, including those put forth by way of Internet communication, and throughout all academic coursework, inclusive of classroom presentations and conversations, course syllabi, and both written and oral student assessment materials.

Title IX: *The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened **prior to your enrollment at EMU.***

It is important for you to know that all faculty and staff members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty and staff members cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty or staff member of an issue of sexual harassment, sexual assault, or discrimination, they will keep the information as private as possible. However, they are required to bring it to the attention of the institution's Title IX Coordinator Andrea Herrera Katahira. Ms. Katahira can be reached at 540-432-4849 or titleixcoordinator@emu.edu. You can also report incidents or complaints through the [online portal](#). You may confidentially report incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, or Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator, can provide you with information on both internal and external support resources. Please refer to the [Student Handbook](#) for additional policies, information, and resources available to you.

Academic Program Policies: For EMU graduate program policies, please see the complete [graduate catalog](#).

SAMPLE

Core 7: Assessment and Testing
Assessment: Comprehensive Assessment Report

An overall score above 3 indicates that the competency has been satisfied. If you score below a 4 and are asked to revise your competency assignment, please include both drafts and scoring rubrics in your Master Competency Portfolio.

Category	Criterion	1 (Unacceptable)	2 (Needs improvement)	3 (Meets minimum expectations)	4 (Meets competency requirements)	5 (Illustrates mastery)
1) Content	Use of standardized assessments	Student does not demonstrate the ability to interpret the instruments used.	Student demonstrates the ability to interpret some of the instruments used.	Student competently analyzes 3 instruments.	Student analyzes 4 instruments fully and demonstrates competent understanding of the interpretation in context.	Student analyzes 4 instruments and demonstrates masterful understanding of the interpretation in context.
	Cumulative description of assessments	Student does not aggregate the results across instruments to produce a coherent assessment	Student attempts to synthesize results from multiple instruments, but doesn't make a clear, case-specific integration of the results.	Student integrates results 3 instruments.	Student integrates results from 4 instruments.	Student integrates results from 4 instruments and demonstrates mastery in placing the aggregate results in the case-specific context.
	Strengths and growth areas	Student does not reflect on strengths or growth areas	Student offers a brief reflection on their perceived strengths and areas of growth	Student offers a brief reflection on their strengths and growth areas in the context of the discussed assessment results	Students weave assessment results into a thorough reflection of their strengths and areas of growth.	Student provides a cogent narrative of their strengths and how they intend to use the assessment results to grow
2) Synthesis	Makes clear connections across relevant topics	Relationship between ideas is not clearly articulated	While several ideas are connected, other ideas are not well integrated	Ideas and their connections are made clear	Implications of the ideas discussed are made clear	Ideas, their implications and relationship are clearly articulated

3) Rhetoric	Written with a coherent, clear structure that supported the review	Poorly conceptualized, haphazard	Structure and grammatical errors jeopardize the ideas presented	Some coherent structure; few grammatical errors or spelling flaws	Strong structural outline, free of grammatical errors or spelling flaws	Well developed, coherent and free of grammatical errors or spelling flaws
	When appropriate, Followed APA v. 7	Does not follow APA for citation management, paper style, etc. Makes many errors.	Conveys a hint of knowledge regarding APA format, makes several errors in documentation style	Makes a valiant attempt to follow APA for citation management, paper style, etc.	Cites sources for all quotations and usually cites, makes minimal errors in APA format and style	Makes virtually no errors in APA documentation.

Student name: _____

Faculty Reviewer: _____

Date: _____

Total Grade: _____/5