



Master of Arts in Counseling

Course Syllabus

Course Information

COUN557 - ASSESSMENT & EVALUATION PROCEDURES
Summer 2019
3 Semester Hours

Location/Date/Time

SB003
Online & In-person (TBD)

INSTRUCTOR'S INFORMATION:

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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 personal assessments (e.g. MMPI-II, 16PF, MBTI), a comprehensive psychological evaluation, and a group presentation.

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.

Technology (for in-person class meetings):

- Please silence your cell phones in class. If you are a parent, you're on-call for work, or have another reason you need to listen for your cell phone, please let me know.
- Students using laptop computers/iPads for note taking are asked to refrain from surfing the net and/or managing email during class time. When the class is engaged in interactive conversation (e.g. large or small group discussion) laptop computers should be closed so as to remove the relational barrier they create.

PREREQUISITES:

N/A

REQUIRED TEXTS

Required Reading:

Erford, B. T. (2013). *Assessment for counselors* (2nd ed). Boston, MA: Pearson.

Course Instructions and Assignments:

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

Each student will write a 5-7 page 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 the examples provided). 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 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.i; C.1.e).

Test Administration

Students are required to self-administer and score the *Minnesota Multiphasic Personality Inventory (MMPI-II)*, *16PF*, the *Myers-Briggs Type Indicator (MBTI)*, and an additional measure of their choosing (e.g. Beck Inventories, Enneagram, NEO-PI-R, projective measures, etc.). (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 Erford 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.

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	10
Reading Responses	20
<u>Discussion Forum Posts and Responses</u>	<u>20</u>
Total	100

95-100 = A outstanding	90-94 = A- excellent
85-89 = B+ very good	80-84 = B good
75-79 = B- satisfactory	70-74 = C passing
Below 70 = F failing	

Graduate students are expected to earn A's and B's.
A GPA of 3.0 is the minimum requirement for graduation.

Writing Guidelines

Writing will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see rubric below). 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)

Good academic work must be based on honesty. The attempt of any student to present as his/her own work, that which he or she has not produced, is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another, or use

unauthorized notes or aides during an examination or turn in their own paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentionally or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in cheating or plagiarism on any assignment, quiz, or examination may receive a grade of F for the course involved and a report of this incident will be filed in the dean's office. Repeated violations will invoke a disciplinary process.

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. For more information about or to watch a demo of Turnitin, please see: http://turnitin.com/en_us/features/demos.

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.

Academic Support Center

If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact Office of Academic Access on the third floor of the Hartzler library, (540) 432-4233. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. <http://emu.edu/academics/access/>

Please refer to the Student Handbook, which can be found at <http://www.emu.edu/studentlife/student-handbook/> for additional policies, information, and resources available to you.

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: <http://www.emu.edu/irb/>.

The Federal Office of Human Research Protection defines research as follows:

Research means a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. Activities which meet this definition constitute research for purposes of this policy, whether or not they are conducted or supported under a program which is considered research for other purposes. For example, some demonstration and service programs may include research activities.

The IRB requires all researchers submitting proposals to complete the online researcher training provided by NIH (the website requires the establishment of a no-cost account). This training covers basic concepts, principles, and issues related to the protection of research participants. When training is successfully

completed, the researcher will receive a certificate. This certificate should be saved (as an image or pdf file) and kept on file – proof of training is required when submitting an IRB proposal.

Online training through the NIH Office of Extramural Research can be accessed free of charge at the following web address: <https://phrp.nihtraining.com/users/login.php>. You will need to register an account and complete the training to be successful in COUN 536.

Graduate Writing Center

Please take advantage of the free individual tutoring from graduate student tutors (see <http://www.emu.edu/writing-program/> for more information). To make an appointment, please access ASC Tutoring through the myEMU portal: <https://emu.mywconline.com/index.php>. See Academic Program Coordinator for more information about available services and tutoring times.

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 6 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 6 months after the deadline for the course work.

PLEASE NOTE: If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade based on the work completed.

Academic Program Policies

Academic program policies and procedures can be found in the graduate student handbook and in an online catalog of graduate professional policies. Please use the following links for complete and comprehensive information. Please contact either of the instructors if you would like further assistance accessing any academic program policies.

<http://emu.edu/graduate-and-professional-studies/graduate-student-handbook.pdf>

<http://www.emu.edu/catalog/graduate/graduate-professional-policies.pdf>

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 your enrollment at EMU. It is important for you to know that all faculty members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). **That means that faculty cannot keep information about sexual violence confidential if you share that information with them.** For example, if you inform a faculty member of an issue of sexual harassment, sexual assault, or discrimination s/he will keep the information as private as s/he can, but is required to bring it to the attention of the institution’s Title IX Coordinator. If you would like to

talk to this office directly, Rachel Roth Sawatzky, Title IX Coordinator, can be reached at 540-432-4133 or rachel.roth.sawatzky@emu.edu.

Additionally, you can also report incidents or complaints through our online portal at <http://emu.edu/safecampus/>. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, and 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.

SAMPLE

Writing Standards – Graduate Level (revised Spring 2012)

Criteria	A excellent	B good	C minimal expectations	Comments
Content <i>(quality of the information, ideas and supporting details.)</i>	- shows clarity of purpose - offers depth of content - applies insight and represents original thinking	- shows clarity of purpose - offers substantial information and sufficient support - represents some original thinking	- shows clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - represents little original thinking	
Structure <i>(logical order or sequence of the writing)</i>	- is coherent and logically developed -uses very effective transitions	-is coherent and logically developed -uses smooth transitions	-is coherent and logically (but not fully) developed -has some awkward transitions	
Rhetoric and Style <i>(appropriate attention to audience)</i>	- is concise, eloquent and rhetorically effective - uses varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression - uses some variation in sentence structure -may be wordy in places	- displays some originality <u>but</u> lacks imagination and may be stilted - uses little varied sentence structure - frequently uses jargon and clichés -uses generally clear but frequently wordy prose	
Information Literacy <i>(locating, evaluating, and using effectively the needed information as appropriate to assignment)</i>	- uses high-quality and reliable sources - chooses sources from many types of resources - chooses timely resources for the topic - integrates references and quotations to support ideas fully	- uses mostly high-quality and reliable sources -chooses sources from a moderate variety of types of resources -chooses resources with mostly appropriate dates - integrates references and quotations to provide some support for ideas	-uses a few poor-quality or unreliable sources -chooses sources from a few types of resources -chooses a few resources with inappropriate dates -integrates references or quotations that are loosely linked to the ideas of the paper	
Source Integrity <i>(appropriate acknowledgment of sources used in research)</i>	- cites sources for all quotations - cites credible paraphrases correctly - includes reference page - makes virtually no errors in documentation style	- cites sources for all quotations - usually cites credible paraphrases correctly - includes reference page - makes minimal errors in documentation style	- has sources for all quotations - has mostly credible paraphrases, sometimes cited correctly - includes reference page with several errors -makes several errors in documentation style.	
Conventions <i>(adherence to grammar rules: usage, mechanics)</i>	- uses well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices	- almost always uses well-constructed sentences -makes minimal errors in grammar and spelling - makes accurate word choices	- usually uses well-constructed sentences - makes several errors - makes word choices that distract the reader	
The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).				Grade

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 (Needs work)	2 (Meet minimum expectations)	3 (Demonstrates competence)	4 (Demonstrates proficiency)	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 standardized measures fully and demonstrates competent understanding of the interpretation in context.	Student analyzes 4 standardized measures 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 standardized instruments.	Student integrates results from 4 standardized 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
	Followed APA v. 6	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