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| **CMHC 620: Counseling and Educational Assessment**  |
| **Term: SEM, YEAR** (start date-end date) |  | **Days:**  |
| **Location:**  |  | **Time: 5:30-9:30** |
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| --- | --- |
| **Faculty:** First Last | **Email:** first\_last@redlands.edu |
| **Office Hours:** NUH xxx Days Hours | **Phone:** (909) 748-xxxx |
| **Web/Moodle:** |

**CATALOG COURSE DESCRIPTION** (if desired)

**COURSE DESCRIPTION** (required)

Students develop skills in the selection, administration, and interpretation of standardized tests and other tools used to assess various cognitive, behavioral, and affective modalities

The preamble to The American Counseling Association Code of Ethics and Standards of Practice (ACA,

1995): *The American Counseling Association is an educational, scientific, and professional organization*

*whose members are dedicated to the enhancement of human development throughout the life span. Association members recognize diversity in our society and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of each individual.* (p. 1)

**Additional Course Information**

CMHC 620 is a didactic and experiential course dealing with an overview of assessment and appraisal techniques. The course emphasizes the design and use of tools for evaluation in intelligence, achievement, processing of information, and emotional and mental health for all types of population.

**REQUIRED TEXTS & READINGS**

Whiston, S. C. (2008). Principles and applications of assessment in counseling (3rd ed.). Belmont, CA: Brooks/Cole.

American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders-Text revision* (4th ed.). Washington, DC: Author.

**Supplementary Readings**

The instructor will provide samples of assessment instruments and other handouts. **The course materials are accessible on Blackboard, and students will need to access Blackboard regularly in order to complete assignments.**

**Recommended websites**

* American Counseling Association: [www.counseling.org](http://www.counseling.org/)
* American Psychological Association (APA): [www.apa.org](http://www.apa.org/)
* APA Division 53 – Society of Clinical Child and Adolescent Psychology: [www.clinicalchildpsychology.org](http://www.clinicalchildpsychology.org/)
* American School Counselor Association (ASCA): [www.schoolcounselor.org](http://www.schoolcounselor.org/)
* University of California – San Diego Center on Human Development: chd@weber.ucsd.edu
* National Association of School Psychologists (NASP): [www.nasponline.org](http://www.nasponline.org/)
* National Education Association (NEA): [http://www.nea.org](http://www.nea.org/)
* National Mental Health Association (NMHA): [www.mentalhealthresourcecenter.org](http://www.mentalhealthresourcecenter.org/)
* University of California - Los Angeles School Mental Health Project: [http://smhp.psych.ucla.edu](http://smhp.psych.ucla.edu/)
* Learning Disabilities Online: [www.ldonline.org](http://www.ldonline.org/)

**COURSE OBJECTIVES** (required)

1. Identify and describe major historical perspectives concerning the nature and meaning of assessment [CACREP II.K.7.a]
2. Identify, explain, and apply basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods [CACREP II.K.7.b]
3. Identify, explain, and apply statistical concepts as they relate to assessment, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations [CACREP II.K.7.c]
4. Identify, explain, and apply the concept of reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information) [CACREP II.K.7.d]
5. Identify, explain, and apply the concept of validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity; [CACREP II.K.7.e]
6. Identify and describe the impact 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; [CACREP II.K.7.f]
7. Identify and apply strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling; [CACREP II.K.7.g]
8. Demonstrate an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status [CACREP II.K.7.h]
9. Identify and describe ethical and legal considerations relating to assessment in counseling [CACREP II.K.7.i]

**COURSE REQUIREMENTS & GRADING**

1. **Attendance**. University policy requires students to attend all class meetings but allows a maximum of 2 absences for documented emergencies or dire situations. If an emergency prevents a student from attending, the instructor should be informed promptly. Because graduate terms are accelerated, a student who misses class will loose attendance points resulting in a reduction in the overall course grade. However, these points can be recaptured if the student presents evidence of knowing the material presented during the absence in the form of make-up work discussed with the instructor. Students who anticipate missing more than two class meetings will be asked to withdraw and retake the course. If students encounter major situations preventing them to commit to the course, they must communicate such circumstances as early as possible and make the necessary decisions.

2. **Conduct**. Students are expected to conduct themselves in a professional manner that involves active participation, completion of assignments on time, and consistent attendance at full duration of each class. There will be no laptops in the classroom. There will be no food in the classroom.

3. **Late Work**. Late work will be subject to grade penalty and accepted only for unusual circumstances but no later than 1 week after the due date. In order to avoid turning in work late, you may email your assignments to the instructor on the day they are due or earlier. I do not give an incomplete UNLESS pre- approved because of unusual circumstances. All information regarding the incomplete must be a formal contract signed by the student and the instructor.

4. **Specific Assignments Policies.**

1. The Drummond text will be used at every class session through Week 9, and the DSM will be used at every class session after that. Not bringing the text to class equates lack of participation. All assigned readings must be regularly completed. Success in class activities depends on preparation before class.

2. All written assignments must follow the 6th edition of APA formatting guidelines. The basic guidelines are: (a) Times New Romans font in 12 pt., (b) double-space, (c) title page with header, and (d) correct margins and indents.

3. All assignments must reflect individual work. Group work and collaboration on various topics will occur during class sessions.

4. Do not cite sources in any of the assignments. The assignments must demonstrate integration of the textbook material without quotations. The purpose of the assignments is to generate your own thoughts about the material, not regurgitate textual material. The main purpose of the assignments is to encourage personal development of clinical judgment based on the basic factual information learned during the course. The assignments are an opportunity to utilize your unique personality strengths, your insights into human nature, and your acumen in interpreting students' difficulties and developing counseling plans.

**Graded Assignments.**

Based upon the student learning outcomes incorporated in the course objectives, performance will be assessed throughout the course by the following items:

1. **Class participation** includes regular and punctual class attendance, professional demeanor, active participation in activities, and discussions. Active participation also means being ready with the assigned readings. (120 points for 10% of the course grade) (CCTC Counseling Standards 4, 6, 11, 12, 15, 19 & 23; ASCA 1, 7, 8)

2. **One interview, either with a psychologist, clinical psychologist, Licensed Professional Clinical**

**Counselor, or Marriage and Family Therapist person in charge of student services of counseling and guidance in a college or university**. Record the interview with signed permission. The assignment consists of 2 parts (i.e., the transcribed answers and a reflection). The reflection must be a minimum 1.5 full pages. Sample questions are available for the school and clinical psychologist interviews. If you interview other professionals, you can adapt the questions and add your own. Examples are on BB. Consult with the instructor before using the adapted questions (15 points: 5 points for reporting the interview and 10 points for the reflections for 10% of the course grade) (CCTC Counseling Standards 2, 4, 6 & 24; ASCA 1, 2, 6)

3. **Three quick writes**. The topics are provided in the Calendar. These assignments must be a minimum of 2 full pages double-spaced and reflect your knowledge of the material and your ability to reflect on it. Include personal experiences relating to the topic as a means to connect theory with practice. Discuss the ways in which your experiences and your perspectives on the topics assigned will serve you as a Professional Clinical Counselor. (10 points each for 15% of the course grade) (CCTC Counseling Standards 4, 6, 11, 15, & 18; ASCA 1, 2, 3, 6, 7, 8, 9)

4. **Two research articles reviews.** This assignment requires that you search scholarly databases and locate recent (2005-present) research on some of the major topics of the course. Check with the instructor to ensure topics and articles you found are appropriate for the assignment. Preferably, select primary research articles (studies for which the authors collected their own data) and peer-reviewed articles. Write the review paper as follows with two headings: Summary and Critical Analysis. Briefly summarize the article purpose, methods, and results under the heading Summary. Discuss the article in terms of usefulness for practice under the heading Critical Analysis. A copy of the article must be attached to the review paper that must be no less than 1.5 pages (10 points each for 15% of the course grade) (CCTC Counseling Standards 4, 6, 12, 18, 24 & 29; ASCA 1, 2, 6, 8)

5. **Two Projects.** The projects must reflect personal interest in topics of assessment procedures and be of practical use in a counseling and guidance practice. Students will present their projects to the class and briefly explain the rationale for the selection and the anticipated use. (10 points each for 20% of the course grade) (CCTC Counseling Standards 1, 2, 6, 7; ASCA 2, 12, 19). Ideas for projects include but are not limited to the following:

1. Poster

2. Flowchart laminated reference sheet

3. Position paper

4. Test for specific counseling or guidance goal

5. Workshop presentation

6. Informational brochure for a variety of audiences (students, parents, colleagues, administrators)

7. Intervention plan

8. Observation or other protocol

6. **Administration of the Kinetic Family Drawing (KFD) projective with a written report and template OR the Student Created Vocational Apperception Test (VAT) for higher education populations** (**10 points for 15% of the course grade**) (CCTC Counseling Standards 4, 5, 6, 9, 13; ASCA 1, 6, 8)

7. **DSM-IV-TR Case Study Paper including a multi-axial diagnosis and multimodal treatment plan.** Scenarios (one for K-12 populations and one for adult populations) and templates for the write- up will be provided. The diagnosis process will be practiced in class several times before the paper is due. (10 points for each of the 4 sections for 15% of the course grade) (CCTC Counseling Standards 4, 5, 6, 9, 13; ASCA 1, 6, 8)

**Summary**

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| 1. Class Participation | 10% | 5. 2 Projects for class presentation | 20% |  |
| 2. 1 Interview | 10% | 6. 1 KFD or VAT Paper | 15% |  |
| 3. 3 Quick Writes | 15% | 7. 1 DSM-IV Paper | 15% |  |
| 4.2 Scholarly Article Reviews | 15% |  | 100% |  |

**GRADING SYSTEM/SCALE** (required)

(See University Catalog)

3.7 - 4.0 A Outstanding

The student displayed exceptional grasp of the material, frequently with evidence of intellectual insight and original thought. Above and beyond expectations.

2.7 - 3.3 B Excellent

Work demonstrated a thorough grasp of the material with occasional errors and omissions. Assignments were thoroughly and completely done, with careful attention to detail and clarity and with evidence of intellectual insight.

1.7 - 2.3 C Acceptable

The quality of work was acceptable, meeting minimal course standards but was not exceptional. Performance on examinations and other assignments was satisfactory and demonstrated that the student was keeping up with the material and attending to detail.

0.7 - 1.3 D Poor

The quality of work was not always satisfactory but overall was passing. Assigned work was not always done or, when done, was inadequate or late. Performance on examinations and other work was generally weak with regard to understanding of subject, proper formulation of ideas, and thoroughness.

0.0 F Failing

A grade of "F" indicates that the student failed the course.

**ACADEMIC HONESTY**

All students are expected to demonstrate integrity and honesty in completion of class assignments. Students must give credit to appropriate sources utilized in their work. Plagiarism can result in dismissal from the University. Academic honesty stands at the center of intellectual pursuits in the academic community. Faculty and student scholarship in all forms, individual and collaborative, expresses our understanding and esteem for intellectual honesty. Nurturing and sustaining a climate of honesty are the responsibilities of every member of the community. The academic policy statement includes standards of academic honesty, obligations and responsibilities of the members of the academic community for cultivating a climate of academic honesty, violations of academic honesty, and procedures for addressing academic dishonesty. **(For complete text of student responsibility please see the University of Redlands Catalog under Academic Standards)**

**COURSE CALENDAR (Subject to Change)**

**Topic Outline, Readings, Activities, and Assignments**

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| --- | --- | --- | --- |
| **Date** | **Topics & Activities\***\*Vignettes will be used often | **Readings** | **Assignments Due** |
| **Week 1** | Introductions/Syllabus/Introduction tobasic foundational principles**Print & highlight the normal curve and grid handouts to bring to class next week.** | After chapter readings,check your knowledge and understanding against the learning outcomes listed at the beginning of chapters |  |
| **Week 2** | AssessmentMethods & Sources (Intake Interview,Observation) | Chapters 1, 2 | **Quick Write #1 (p. 16, #2, including #1 in Q. for****Discussion and #3 in Suggested****Activities** |
| **Week 3** | Statistical ConceptsUnderstanding Scores | Chapters 3, 4 |  |
| **Week 4** | Reliability and Validity of Scores | Chapters 5, 6 |  |
| **Week 5** | Administration, Scoring, Interpretationof ResultsIntelligence Assessment/Video "TheBattle of the Brains" | Chapters 7, 8 | **Quick Write #2 (p. 175, #6).****Use the information from tables in the chapter.** |
| **Week 6** | Achievement AssessmentAptitude | Chapters 9, 10 | **Article Review #1** |
| **Week 7** | Career GuidancePersonality/Projective testsVignettes Abnormal Psychology | Chapters 11, 12 | **Quick Write #3 (p. 198, #3)****Make sure to bring the DSM-IV****next week** |
| **Week 8** | Clinical/Mental Health assessmentDSM-IV-TR *Multiaxial Assessment/ Differential Diagnosis.* Video. Learning and other disabilities Qualification for special education RTI/discrepancy modelIEP/IDEA | Chapters 13, 14DSM-IV |  |
| **Week 9** | 504/ADAAssessment and DiversityCommunication Test Results | Chapters 15, 16DSM-IVpp. xxx – 37 | **Interview Report** |
| **Week 10** | Ethical & Legal IssuesGroup work DSM-IV diagnosis with scenarios | Chapter 17, Appendix IDSM-IV | **Article Review #2** |

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|  **Week 11** | Group work DSM-IV diagnosisProject presentations | Appendices II, IIIDSM-IV | **KFD paper OR Higher Ed****Projective paper****Project Presentations** |
| **Week 12** | Project presentationsCourse evaluations |  | **Project Presentations****DSM-IV Case study** |