Course Description: This course features an overview of individual and group approaches to assessment used by professional counselors. Course participants evaluate instruments, interpret results, and demonstrate knowledge of psychometric properties.

Course Objectives: The purpose of this course is to provide students with the knowledge and skills to perform and evaluate psychological assessment based upon theoretical, empirical, and practical considerations in a multicultural society. The objectives of the course include the below knowledge and skill outcomes.

Required Text:


Recommended Texts:


Knowledge and Skill Outcomes: Upon successful completion of this course students will:

1. Understand historical perspectives concerning the nature and meaning of assessment (CACREP II.G.7.a).
2. Know basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations (CACREP II.G.7.b).
3. Understand statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (CACREP II.G.7.c).

4. Understand reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information) (CACREP II.G.7.d).

5. Understand validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity) (CACREP II.G.7.e).

6. Understand social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations (CACREP II.G.7.f).

7. Understand ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling (CACREP II.G.7.g).

8. Understand the importance of research in advancing the counseling profession (CACREP II.G.8.a).

9. Understand statistical methods used in conducting research and program evaluation (CACREP II.G.8.c).

10. Understand ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies (CACREP II.G.8.f).

11. Understand various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psycho-educational and personality assessments (CACREP CMHC.G.2).

**Course Content:** This course is designed to meet the CACREP Standards for Assessment (Section II.G.7). Course content includes the history of assessment procedures, types of assessment, technological applications of assessment, culturally appropriate/sensitive assessment, basic statistical procedures, appropriate assessment selection, types of psychological tests (i.e., intellectual, academic, achievement, personality, behavior rating scales, adaptive behavior scales), diagnostic interview techniques, and responsible and ethical use of assessments.

**Methods of Instruction:**
Instruction will be delivered through direct lecture, whole class discussion, small group discussion, experiential activities, web resources, handouts, and supplemental materials.
**Course Requirements and Evaluation:**

**Class Group Presentation (50 points):** You are required to select an assessment tool that is commonly used in the field and present it to the class (counseling and psychological journals are excellent sources to find assessment tools). Your presentation should be approximately 30 minutes in length and should briefly include the following: purpose of the test or how it can be used as a counseling tool; standardization, administration/setting; theoretical background; scales/description; scoring procedures; psychometric properties (reliability and validity); and other relevant additional information (where you can get a copy of the instrument, test user qualifications). Please note, a majority of your presentation should demonstrate the application of the assessment. Therefore, you will provide each class member with the assessment and they will take the assessment; you will explain to the class how to score and interpret the results. At the end of the presentation, you should conduct a brief explanation of how and why you would use the assessment with a client. Please review the grading outline. Your presentation should closely follow this. All assessments must receive prior approval by the instructor. You will also be expected to provide the entire class with an outline/handout and a reference list in APA format. All group members are expected to present equally during the presentation. You will work with either one or two other class members on this project based on course enrollment. Please adhere to all copyrights.

**Expectations for Group Presentation**

(2 points) Thorough review of the assessment tool – purpose of the test or how it can be used as a counseling tool; theoretical background if applicable

(3 points) Standardization, administration/setting, scoring procedures

(2 points) Scales/description

(3 points) Psychometric properties (reliability and validity)

(20 points) Explained and applied assessment tool in an effective manner with the class.

(20 points) Individual presentation and group collaboration (professional presentation)

50 points total

**Exams (100 points)**

There will be two exams that will cover the information from the class readings, lectures, and discussion. Each exam is worth 50 points and will consist of multiple choice and essay questions.
Assessment Report (50 points)

You will conduct an initial interview with a practice volunteer (which may be a classmate) using the format provided in class. Responses to the provided questions will be summarized into a problem statement. Using the results from the Bio-psycho-social interview and at least one other assessment, you will formulate a comprehensive clinical report (4-5 pages). The report must include a DSM-5 based diagnosis, and counseling plan. The comprehensive summary should highlight the issues and problem areas that would be the focus of counseling intervention, and the plan should include one to three overall goals and two to three concrete treatment objectives for each goal. This assignment is worth 50 points.

Reflection Paper (25 Points)

Students are required to complete a reflection paper where each student will reflect/consider the following: (1) What is the role of assessments in the lives of counselors, (2) what considerations are there for using assessments in counseling (statistically, culturally, and in regards to treatment planning).

There are no reference requirements for this paper, but should be approximately 2-3 pages in length.

Movie Intake Report (25 Points)

We will be viewing a film in the class in which you will be able to select a character in the movie to complete an intake report as practiced and reviewed in class. All necessary paperwork will be provided.

Professionalism and Diversity: Acting within the bounds of professionalism and the student code of conduct is required. Encountering new ideas, new ways of knowing and interacting with people different from us, are pillars for the professional training experience. Students will be encouraged and expected to be mindful of this and other diversity related issues.

Electronic Devices: No audio or video recording of the class sessions will be allowed. All electronic devices must be turned off during class sessions. Devices may be used during breaks, but it is the responsibility of the student to ensure any device used during break is turned off when class resumes. If a student is on call for work purposes, please discuss this with the instructor prior to the start of class; depending on the nature of the responsibility, vibrate mode may be allowed during special circumstances.

Confidentiality: Privacy is a critical issue in any group setting and is the basis for establishing group trust. While complete confidentiality in any group setting cannot be guaranteed, it is requested that any personal material dealt with in this class not be shared outside of the class.

[Type text]
**Academic Conduct:** Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University. Student Handbook: [http://www.unco.edu/dos/handbook/index.html](http://www.unco.edu/dos/handbook/index.html)

**Professional Conduct:** Students are expected to adhere to the ACA code of ethics. Any behavior which is deemed unethical will be grounds for dismissal from the program.

**Grading Scale based on 250 total points**

**Grading:** Final letter grades will be assigned based on the following distribution:

- **A** 93-100
- **A-** 90-92
- **B+** 87-89
- **B** 83-86
- **B-** 80-82
- **C+** 77-79
- **C** 73-76
- **C-** 70-72
- **D+** 67-69
- **D** 63-66
- **D-** 60-62
- **F** Below 60

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**Policy on Absences/Being Tardy:**
Missing class or being habitually late for class or to return from breaks will result in point deductions for your class participation.

**Disability Statement:** Any student requesting disability accommodation for this class must inform the instructor by giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

**Course Schedule:**

**Friday - Day 1 (4-10 PM)**
- Introductions
- Syllabus
- Chapters 1-3
- The Use of Assessment in Counseling
- Nature of assessment
- Ethics

**Saturday – Day 2 (8 AM – 5 PM)**

[Type text]
- Chapters 4, 5, 7
- Culture
- Reliability, Validity
- Information on a clinical intake

**Sunday - Day 3 (8 AM – 4 PM)**
- Chapters 6, 9,10
- Normal Curve Distribution
- Tests of Intelligence, Ability
- Mid-Term Exam
- Reflection Paper due Day 3

**Friday – Day 4 (4-10 PM)**
- Chapters 11, 12
- Vocational testing
- Chapter 13
- Personality testing
- Movie Review Due

**Saturday – Day 5 (8 AM – 5 PM)**
- Chapter 15
- Communicating testing results, Special Education
- Creating your own assessment
- Group presentations due Day 5 with first half presenters (after lunch)

**Sunday – Day 6 (8 AM – 4 PM)**
- Class wrap up
- Group presentations with second half presenters (morning)
- Assessment report Due Day 6
- Final Exam (after lunch)