

HUNTINGTON

— UNIVERSITY —

Graduate Counseling Program

We provide Christ-centered, quality counselor training that promotes
both scholarship and service

CN604 Theory and Practice of Assessment Residential, Spring 2018 SYLLABUS

Faculty Information:

Faculty name:

Dr. Aleksandar Drobnjakovic

Campus:

2303 College Ave., Huntington, IN, 46750

Office Hours:

Monday – Friday 9:00 AM – 5:00 PM

Term Dates:

January 8 – April 29, 2018

Class Meeting Times:

Thursday 2:30 PM – 5:00 PM

Contact Information (email & phone):

Email: adrobnjakovic@huntington.edu

Phone #: 260.359.4324

Instructor's General Availability to Students:

I am available most frequently by email. I check my emails regularly and will respond within reasonable time. If you would like to meet with me individually, please schedule a time.

Short faculty biography:

Dr. Aleksandar (Alex) Drobnjakovic joined Huntington University in the fall of 2017 as the Director of Graduate Counseling Program and the Assistant Professor of Counseling. Among the other, his main responsibility is leading the continuing development of graduate curriculum and teaching graduate counseling courses.

He received a Bachelor of Theology (2006) and MA in Pastoral Care and Counseling (2008) from Sydney College of Divinity, Sydney, Australia. In 2016, he earned Doctoral degree in Counselor Education and Supervision from Argosy University, Nashville.

His previous work experience includes serving as an assistant of the Director of Clinical Training, CACREP accreditation committee member, Student Appeal Committee member, and Dissertation Research Advisor at Argosy University, Nashville. In his spare time, he enjoys playing guitar, and along with his wife Tilija traveling, hiking, watching basketball, and attending music and artistic performances.

Course Information:

Course Description:

This course provides students with a paradigm for understanding various assessment approaches and instruments used in evaluating and understanding human behavior. The ethical use and selection of assessment instruments with a culturally diverse population is explored. Students become familiar with test construction, psychometric properties of assessment instruments including validity and reliability as well as, administration, scoring, interpretation and reporting of results.

Course Prerequisites:

None

Course Length:

15 Weeks

Contact Hours:

37.5 Hours Credit

Credit Hours:

3.0

Method of Instruction and Course Requirements

This class includes live classes with lecture on course material supplementing and expanding on textbook knowledge, class discussion, case presentations, skill building exercises, and other teaching methods utilized to monitor and facilitate students' self-awareness, professionalism, and the integration of academic and experiential learning. Assignments include individual and group projects. Students are expected and encouraged to actively participate in this learning experience.

Discussion Questions (DQ):

Students are expected to engage in graduate level class participation that includes regular class attendance and involvement with peers through in-class discussions. Specifics of the week are given which may include questions, articles to read and evaluate, online resources to review and/or videos to view as part of participation in the weekly discussion forum. Follow directions in each weekly discussion forum. Students will write an initial Discussion Forum Post due by 11:59pm EST the Monday of the assigned week and will submit two responses to classmates by 11:59pm EST on the Wednesday of the assigned week. Initial posts should be between 300-400 words. Response posts to at least two peers should be between 200-250 words each. Attachments are not permitted. Responses should include (respectful) critical analysis of the posts, seek additional clarification, generate further discussion, or provide additional perspectives for consideration. Note: Out of respect for one another, when a peer responds with a question or prompting further reflection from you, ensure that you "close" the conversation with a response. This may mean that you end up posting more than the minimum requirements. Posts and videos will be evaluated for both content and APA format using the grading rubric below.

Required Assignments (RA):

Required Assignments (RAs) are substantive assignments intended to measure student performance against selected course objectives and/or program outcomes within a course. RAs are completed by all students across Huntington University. Each RA contributes to a significant portion of the overall course grade and is assessed by faculty using the grading criteria designed for that assignment. These are individual assignments and students earn individual grades.

LASA:

A LASA is a signature assessment intended to measure student performance against selected course objectives and/or program outcomes within a course. These signature assessments contribute to a significant portion of the overall course grade and is assessed by faculty using the rubric designed for that assessment. These are individual assignments, and students earn individual grades. Both the signature assignments and related rubrics become part of the database and are used in the aggregate to evaluate levels of student learning, as well as the effectiveness of

the curriculum, course content, and faculty. The combined results of the signature assessments across an entire academic program provide a comprehensive picture of the students' academic programs. These data drive the continuous improvement cycle as part of comprehensive program reviews conducted by the colleges.

Texts and Articles Information:

Required Texts and Readings:

Students are responsible for acquiring the following books and materials for this course by the time the course begins:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Drummond, R., Sheperis, C., & Jones, K. D. (2015). *Assessment procedures for counselors and helping professionals* (8th ed.). Pearson.

Nichols, D. (2011). *Essentials of MMPI-2 assessment* (2nd ed.), Wiley.

Recommended Course Texts

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.

Holy Bible (*Translation of student's choice*)

Additional Resources Available in Moodle

American Counseling Association (ACA; 2014). *ACA code of ethics*. Alexandria, VA: Author.

Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2015). *Multicultural and social justice counseling competencies*. Alexandria, VA: American Counseling Association.

Websites

Association for Assessment in Counseling and Education: Association for Assessment in Counseling and Education (AACE): <http://aac.ncat.edu/index.html>

Association for Assessment and Research in Counseling: <http://aarc-counseling.org/>

Program Learning Outcomes (PLO)

Upon completion of the M.A. in Counseling, students will have . . .

- 1. Ethics**
Accurately applied the codes of ethics to a wide-range of counseling dilemmas, clients, and contexts.
- 2. Diversity**
Demonstrated proficient cross-cultural counseling skills with diverse clients and in diverse contexts.
- 3. Integration**
Developed an initial, integrated counseling model.
Evidenced ethical integration of Christian faith in working with diverse clients and in diverse contexts.
- 4. Spiritual Formation**
Developed a secure attachment with God.
- 5. Human Development**
Applied selected developmental concepts to diverse counseling scenarios.
- 6. Career Counseling**
Applied career counseling models, skills, and assessment with diverse clients.
- 7. Counseling Models**
Developed a sufficient counseling model for working a broad range of clients.
- 8. Counseling Skills**
Demonstrated proficient counseling skills in working with a broad range of clients.
- 9. Group Work**
Demonstrated proficient leadership skills in the facilitation of a group.
- 10. Assessment**
Designed and conducted several selected assessment processes for counseling scenarios.
- 11. Research**
Designed counseling-oriented research or program evaluation.

MACMHC Program Outcomes:

1. **PROFESSIONAL IDENTITY** – Students will understand and value all aspects of professional functioning, including history, roles, organizational structures, ethics, legalities, standards, and credentialing.
2. **SOCIAL AND CULTURAL DIVERSITY** – Students will apply core theory and research regarding the cultural context of relationships, including current issues and trends in a multicultural and diverse society, to the practice of professional counseling.
3. **HUMAN GROWTH AND DEVELOPMENT** – Students will apply core theory and research regarding the nature and needs of individuals at all developmental levels to

- their work as professional counselors.
4. CAREER DEVELOPMENT – Students will apply core theory and research pertaining to career development, the psychology of work, and related life factors to the practice of professional counseling.
 5. HELPING RELATIONSHIPS – Students will exhibit the knowledge base and skills needed to ethically and effectively deliver a range of professional counseling and consultation services.
 6. GROUP WORK – Students will understand the theoretical and experiential foundations of group purpose, development, and dynamics and will apply group counseling methods and skills to the practice of professional counseling.
 7. ASSESSMENT – Students will understand principles of testing and measurement and will apply both individual and group methods of assessment and evaluation to their work as professional counselors.
 8. RESEARCH AND PROGRAM EVALUATION – Students will understand how research methods, statistical analysis, needs assessment, and program evaluation are conducted and the role of these practices in the counseling profession.

CACREP Core and CMHC Standards:



2016-CACREP-Standa
rds.pdf

Course Objectives:

As a result of this course, students will:

Course Objectives	MA CMHC Program Outcomes	Program Learning Outcomes	CACREP Core Standards	CACREP CMHC Standards
1. Identify historical perspectives concerning the nature and meaning of assessment and testing in counseling	7	10	2.F7.a	5.C1.a
2. Understand methods of effectively preparing for and conducting initial assessment meetings	7	10	2.F7.b	5.C1.c
3. Demonstrate an understanding of procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	7	10	2.F7.c	5.C2.b
4. Know procedures for identifying trauma and abuse and steps for reporting abuse	7	10	2.F7.d	5.C2.c; 5.C2.f
5. Demonstrate an understanding of the use of assessments for diagnostic and intervention planning purposes	7	10	2.F7.e	5.C2.d
6. Differentiate the basic concepts of standardized and non-standardized testing, norm-referenced and criterion-	7	10	2.F7.f	5.C1.e

referenced assessments, and group and individual assessments				
7. Define basic statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	7	10	2.F7.g	5.C3.b
8. Describe and apply various types of reliability and validity and evaluate their use with different types of assessments	7	10	2.F7.h	5.C1.e
9. Know the use of assessments relevant to academic/educational, career, personal, and social development	4, 7	6, 10	2.F7.i; 2.F4.c; 2.F4.e; 2.F4.i	5.C3.a
10. Understand the use of environmental assessments and systematic behavioral observations	7	10	2.F7.j	5.C3.a
11. Know the use of symptom checklists, personality, and psychological testing	7	10	2.F7.k	5.C3.b
12. Know the use of assessment results to diagnose developmental, behavioral, and mental disorders	7	10	2.F7.l	5.C3.a
13. Discuss ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	1, 4, 7	1, 2, 10	2.F1.b; 2.F4.j; 2.F7.m;	5.C2.1
14. Recognize that the client's beliefs (or absence of beliefs) about spirituality and/or religion are central to his or her worldview and can influence psychosocial functioning	2, 7	3, 4, 10	2.F2.d; 2.F2.g; 2.F7.m	5.C2.j

Assignment Table:

Week 1	COs 1; 3; & 14: Topics	Academic Resources	Learning Activities and Assessments
<p>Date: 1/11/18 – 1/17/18</p>	<p>Introduction to Assessment</p> <ul style="list-style-type: none"> • What is Assessment? • Historical Perspectives • Assessment and Technology • Controversial Issues in Assessment • The professional counselor recognizes that the client's beliefs (or absence of beliefs) about spirituality and/or religion are central to his or her worldview 	<p><i>Chapter 1:</i></p> <p>Drummond, R., Sheperis, C., & Jones, K. D. (2015). <i>Assessment procedures for counselors and helping professionals</i> (8th ed.). Pearson.</p> <p><i>Chapter 1:</i></p> <p>Nichols, D. (2011). <i>Essentials of MMPI-2 assessment</i> (2nd ed.), Wiley.</p> <p>Association for Spiritual, Ethical, and Religious</p>	<p>DQ1: Do you believe assessment is an integral part of the counseling process/ Why or why not?</p> <p>(300-400 words)</p> <p>Utilize at least 2-3 different academic sources.</p> <p style="text-align: right;">10 pts.</p> <p>Class Participation</p> <p style="text-align: right;">10 pts.</p>

	and can influence psychosocial functioning.	Values in Counseling (ASERVIC) <i>Competencies for Addressing Spiritual and Religious Issues in Counseling.</i>	
Week 2	CO 2: Topics	Academic Resources	Learning Activities and Assessments
Date: 1/18/18 – 1/24/18	<p><i>Methods and Sources of Assessment Information</i></p> <ul style="list-style-type: none"> • Assessment Methods and Sources • The Initial Interview • Tests • Observation • Collateral Sources 	<p><i>Chapter 2:</i></p> <p>Drummond, R., Sheperis, C., & Jones, K. D. (2015). <i>Assessment procedures for counselors and helping professionals</i> (8th ed.). Pearson.</p> <p><i>Chapter 2:</i></p> <p>Nichols, D. (2011). <i>Essentials of MMPI-2 assessment</i> (2nd ed.), Wiley.</p>	<p>DQ2: How does the use of multiple assessment instruments and strategies (as opposed to using just one method) benefit the assessment process?</p> <p>(300-400 words)</p> <p>Utilize at least 2-3 different academic sources.</p> <p style="text-align: right;">10 pts.</p> <p>Chapter Presentation</p> <p><i>Chapter 2: Methods and Sources of Assessment Information</i></p> <p style="text-align: right;">15 pts.</p> <p>Class Participation</p> <p style="text-align: right;">10 pts.</p>
Week 3	COs 6 & 7: Topics	Academic Resources	Learning Activities and Assessments
Date: 1/25/18 – 1/31/18	<p><i>Statistical Concepts</i></p> <ul style="list-style-type: none"> • Statistical Concepts for Assessment • Scales of Measurement • Describing Scores <p><i>Understanding Assessment Scores</i></p> <ul style="list-style-type: none"> • Assessment Scores • Criterion-Referenced Scores • Norm-Referenced Scores • Qualitative Assessment • Tables and Profiles 	<p><i>Chapter 3 & 4:</i></p> <p>Drummond, R., Sheperis, C., & Jones, K. D. (2015). <i>Assessment procedures for counselors and helping professionals</i> (8th ed.). Pearson</p>	<p>DQ3: What are the four scales of measurement, and what are the advantages and disadvantages of each? Give examples of each type of scale.</p> <p>(300-400 words)</p> <p>Utilize at least 2-3 different academic sources.</p> <p style="text-align: right;">10 pts.</p> <p>Chapter Presentation</p> <p><i>Chapter 3: Statistical Concepts</i></p>

	<ul style="list-style-type: none"> • Norm-Referenced, Criterion-Referenced, or Both 		<p><i>Chapter 4: Understanding Assessment Scores</i> 15 pts.</p> <p>Class Participation 10 pts.</p>
Week 4	CO 8: Topics	Academic Resources	Learning Activities and Assessments
<p>Date: 2/1/18 – 2/7/18</p>	<p>Reliability/Precision</p> <ul style="list-style-type: none"> • Reliability • Methods of Estimating Reliability/Precision <p>Validity</p> <ul style="list-style-type: none"> • The Nature of Validity • Sources of Validity Evidence 	<p><i>Chapter 5:</i> Drummond, R., Sheperis, C., & Jones, K. D. (2015). <i>Assessment procedures for counselors and helping professionals</i> (8th ed.). Pearson.</p> <p><i>Chapter 6:</i> Drummond, R., Sheperis, C., & Jones, K. D. (2015). <i>Assessment procedures for counselors and helping professionals</i> (8th ed.). Pearson.</p> <p><i>Chapter 5:</i> Nichols, D. (2011). <i>Essentials of MMPI-2 assessment</i> (2nd ed.), Wiley.</p>	<p>DQ4: Define reliability/precision and describe its importance in assessment. (300-400 words) Utilize at least 2-3 different academic sources. 10 pts.</p> <p>Chapter Presentation: <i>Chapter 5: Reliability/Precision</i> 15 pts.</p> <p>Class participation 10 pts.</p>
Week 5	COs 11; 12; & 13: Topics	Academic Resources	Learning Activities and Assessments
<p>Date: 2/8/18 – 2/14/18</p>	<p>Selecting, Administering, Scoring, and Interpreting Assessment Results</p> <ul style="list-style-type: none"> • Selecting Assessment Instruments and Strategies • Administering Assessment Instruments • Scoring Assessment Instruments • Interpreting Assessment Results 	<p><i>Chapter 7:</i> Drummond, R., Sheperis, C., & Jones, K. D. (2015). <i>Assessment procedures for counselors and helping professionals</i> (8th ed.). Pearson</p> <p><i>Chapter 3 & 4:</i> Nichols, D. (2011). <i>Essentials of MMPI-2 assessment</i> (2nd ed.), Wiley.</p>	<p>DQ5: Why is it important to follow the directions strictly when administering a standardized test? (300-400 words). Utilize at least 2-3 different academic sources. 10 pts.</p> <p>RA: Written report of depression and anxiety inventories</p>

			<p><u>Due Date: 2/14/18 at 11:59 PM (EST)</u></p> <p>100 pts.</p> <p>Chapter Presentation</p> <p><i>Chapter 7: Selecting, Administering, Scoring, and Interpreting Assessment Results</i></p> <p>15 pts.</p> <p>Class Participation</p> <p>10 pts.</p>
Week 6	CO 6 : Topics	Academic Resources	Learning Activities and Assessments
<p>Date: 2/15/18 – 2/21/18</p>	<p>Assessment of Intelligence and General Ability</p> <ul style="list-style-type: none"> Defining Intelligence Theories of Intelligence Intelligence Test Issues in Assessing Intelligence 	<p>Chapter 8:</p> <p>Drummond, R., Sheperis, C., & Jones, K. D. (2015). <i>Assessment procedures for counselors and helping professionals</i> (8th ed.). Pearson.</p>	<p>DQ6: Compare the different theories of intelligence. Which theory do you find most acceptable, and why?</p> <p>(300-400 words)</p> <p>Utilize at least 2-3 different academic sources.</p> <p>10 pts.</p> <p>Chapter Presentation</p> <p><i>Chapter 8: Assessment of Intelligence and General Ability</i></p> <p>15 pts.</p> <p>Class Participation</p> <p>10 pts.</p>
Week 7	COs 5 & 6 : Topics	Academic Resources	Learning Activities and Assessments
<p>Date: 2/22/18 – 2/28/18</p>	<p>Assessment of Achievement</p> <ul style="list-style-type: none"> Assessing Achievement Standardized Achievement Tests Adult Achievement Tests Other Types of Achievement Assessment Instruments 	<p>Chapter 9:</p> <p>Drummond, R., Sheperis, C., & Jones, K. D. (2015). <i>Assessment procedures for counselors and helping professionals</i> (8th ed.). Pearson.</p>	<p>DQ7: Describe the major categories of standardized achievement tests, and explain their differences</p> <p>(300-400 words).</p> <p>Utilize at least 2-3 different academic sources.</p> <p>10 pts.</p> <p>Chapter Presentation</p>

	<ul style="list-style-type: none"> • Factors Affecting Student Achievement • Analysis of Class Profile 		<p><i>Chapter 9: Assessment of Achievement</i></p> <p style="text-align: right;">15 pts.</p> <p>Class Participation</p> <p style="text-align: right;">10 pts.</p>
Week 8	COs 6 & 9 : Topics	Academic Resources	Learning Activities and Assessments
<p>Date: 3/1/18 – 3/7/18</p>	<p><i>Assessment of Aptitude</i></p> <ul style="list-style-type: none"> • Aptitude Tests 	<p><i>Chapter 10:</i></p> <p>Drummond, R., Sheperis, C., & Jones, K. D. (2015). <i>Assessment procedures for counselors and helping professionals</i> (8th ed.). Pearson.</p>	<p>DQ8: When would you use specialized aptitude tests, and why? What are the advantages and disadvantages of such tests?</p> <p>(300-400 words).</p> <p>Utilize at least 2-3 different academic sources.</p> <p style="text-align: right;">10 pts.</p> <p>Chapter Presentation</p> <p><i>Chapter 10: Assessment of Aptitude</i></p> <p style="text-align: right;">15 pts.</p> <p>Class Participation</p> <p style="text-align: right;">10 pts.</p>
Week 9	CO 9 : Topics	Academic Resources	Learning Activities and Assessments
<p>Date: 3/8/18 – 3/14/18</p>	<p><i>Career and Employment Assessment</i></p> <ul style="list-style-type: none"> • Career Assessment • Employment Assessment 	<p><i>Chapter 11:</i></p> <p>Drummond, R., Sheperis, C., & Jones, K. D. (2015). <i>Assessment procedures for counselors and helping professionals</i> (8th ed.). Pearson.</p>	<p>DQ9: What do you think is the best way to find out someone’s interests: (a) using an interest inventory or (b) asking the person, “What are you interested in, or what would you like to do or be?” Explain your position.</p> <p>(300-400 words)</p> <p>Utilize at least 2-3 different academic sources.</p> <p style="text-align: right;">10 pts.</p> <p>RA: Assessment Instrument Analysis</p>

			<p><u><i>Due Date: 3/21/18 at 11:59 PM (EST)</i></u></p> <p>200 pts.</p> <p>Chapter Presentation</p> <p><i>Chapter 11: Career and Employment Assessment</i></p> <p>15 pts.</p> <p>Class Participation</p> <p>10 pts.</p>
Week 10	CO 11 : Topics	Academic Resources	Learning Activities and Assessments
<p><i>Date:</i> 3/15/18 – 3/21/18</p>	<p><i>Personality Assessment</i></p> <ul style="list-style-type: none"> Defining Personality Personality Inventories Categories of Personality Inventories 	<p><i>Chapter 12:</i></p> <p>Drummond, R., Sheperis, C., & Jones, K. D. (2015). <i>Assessment procedures for counselors and helping professionals</i> (8th ed.). Pearson.</p>	<p>DQ10: How important are the various approaches to developing personality tests? Does one approach have advantages over others? Explain your answer.</p> <p>(300-400 words)</p> <p>Utilize at least 2-3 different academic sources.</p> <p>10 pts.</p> <p>Chapter Presentation</p> <p><i>Chapter 12: Personality Assessment</i></p> <p>15 pts.</p> <p>Class Participation</p> <p>10 pts.</p>
Week 11	COs 3; 4; 13; & 14: Topics	Academic Resources	Learning Activities and Assessments
<p><i>Date:</i> 3/22/18 – 3/28/18</p>	<p><i>Clinical Assessment</i></p> <ul style="list-style-type: none"> Fundamentals of Clinical Assessment Observation and Clinical Assessment Neuropsychological Assessment Cultural Considerations in Clinical Assessment 	<p><i>Chapter 13:</i></p> <p>Drummond, R., Sheperis, C., & Jones, K. D. (2015). <i>Assessment procedures for counselors and helping professionals</i> (8th ed.). Pearson.</p> <p>Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)</p>	<p>DQ11: From your Christian worldview (if applicable), what are the advantages and disadvantages of using behavioral observation in clinical assessment. In what types of situations would observation be more appropriate than standardized test?</p> <p>(300-400 words).</p>

	<ul style="list-style-type: none"> During the intake and assessment processes, the professional counselor strives to understand a client's spiritual and/or religious perspective by gathering information from the client and/or other sources. 	<i>Competencies for Addressing Spiritual and Religious Issues in Counseling.</i>	Utilize at least 2-3 different academic sources. <p style="text-align: right;">10 pts.</p> <p>Chapter Presentation</p> <p><i>Chapter 13: Clinical Assessment</i> <p style="text-align: right;">15 pts.</p> <p>Class Participation <p style="text-align: right;">10 pts.</p> </p></p>
Break Date: 3/29/18 – 4/4/18			
Week 12	CO 10: Topics	Academic Resources	Learning Activities and Assessments
Date: 4/5/18 – 4/11/18	<i>Assessment in Education</i> <ul style="list-style-type: none"> School Assessment Program Assessment Activities of School Counselors Environmental Assessment in the Schools Competencies in Assessment and Evaluation for School Counselors Assessment Issues in Education Test Preparation and Performance 	<i>Chapter 14:</i> Drummond, R., Sheperis, C., & Jones, K. D. (2015). <i>Assessment procedures for counselors and helping professionals</i> (8 th ed.). Pearson.	DQ12: Should intelligence tests be given to students every 2 to 3 years along with achievement tests? Why or why not? Should all students be required to take some type of personality test, such as the Myers-Briggs Type Indicator? Why or why not? (300-400 words) Utilize at least 2-3 different academic sources. <p style="text-align: right;">10 pts.</p> <p>Chapter Presentation</p> <p><i>Chapter 14: Assessment in Education</i> <p style="text-align: right;">15 pts.</p> <p>Class Participation <p style="text-align: right;">10 pts.</p> </p></p>
Week 13	CO 13: Topics	Academic Resources	Learning Activities and Assessments
Date: 4/12/18 – 4/18/18	<i>Assessment Issues with Diverse Population</i>	<i>Chapter 15:</i> Drummond, R., Sheperis, C., & Jones, K. D. (2015).	DQ13: Compare and contrast your culture and belief system with that of another culture. What are

	<ul style="list-style-type: none"> • Multicultural Assessment • Assessment of Individuals with Disabilities • Standards for Assessment with Diverse Populations • The professional counselor can describe the similarities and differences between spirituality and religion, including the basic beliefs of various spiritual systems, major world religions, agnosticism, and atheism • The professional counselor recognizes that the client's beliefs (or absence of beliefs) about spirituality and/or religion are central to his or her worldview and can influence psychosocial functioning. 	<p><i>Assessment procedures for counselors and helping professionals</i> (8th ed.). Pearson.</p> <p>Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC) <i>Competencies for Addressing Spiritual and Religious Issues in Counseling.</i></p>	<p>the similarities? What are the differences? What are the different dimensions of bias that an examiner must be alert to?</p> <p>(300-400 words).</p> <p>Utilize at least 2-3 different academic sources.</p> <p style="text-align: right;">10 pts.</p> <p>Chapter Presentation</p> <p><i>Chapter 15: Assessment Issues with Diverse Population</i></p> <p style="text-align: right;">15 pts.</p> <p>Class Participation</p> <p style="text-align: right;">10 pts.</p>
Week 14	CO 12: Topics	Academic Resources	Learning Activities and Assessments
<p>Date: 4/19/18 – 4/25/18</p>	<p><i>Communicating Assessment Results</i></p> <ul style="list-style-type: none"> • Feedback Session • Assessment Reports • Communicating Assessment Results to Other Professionals • Communicating Assessment Results to the Public 	<p><i>Chapter 16:</i></p> <p>Drummond, R., Sheperis, C., & Jones, K. D. (2015). <i>Assessment procedures for counselors and helping professionals</i> (8th ed.). Pearson.</p>	<p>DQ 14: Do you agree that professionals should be extremely careful about interpreting test results for individuals from diverse backgrounds? Why or why not?</p> <p>(300-400 words).</p> <p>Utilize at least 2-3 different academic sources.</p> <p style="text-align: right;">10 pts.</p> <p>Chapter Presentation</p> <p><i>Chapter 16: Communicating Assessment Results</i></p>

			15 pts.
			Class Participation
			10 pts.
Week 15	CO 13: Topics	Academic Resources	Learning Activities and Assessments
<p>Date: 4/26/18 – 4/29/18</p>	<p><i>Ethical and Legal Issues in Assessment</i></p> <ul style="list-style-type: none"> • Professional Standards and Codes of Ethics • Ethical Issues in Assessment • Legal Issues in Assessment 	<p><i>Chapter 17:</i></p> <p>Drummond, R., Sheperis, C., & Jones, K. D. (2015). <i>Assessment procedures for counselors and helping professionals</i> (8th ed.). Pearson.</p>	<p>DQ15: What position would you take if your code of professional ethics conflicted with a recent court ruling?</p> <p>(300-400 words)</p> <p>Utilize at least 2-3 different academic sources.</p> <p style="text-align: right;">10 pts.</p> <p>Chapter Presentation</p> <p><i>Chapter 17: Ethical and Legal Issues in Assessment</i></p> <p style="text-align: right;">15 pts.</p> <p>Class Participation</p> <p style="text-align: right;">10 pts.</p> <p>LASA: Professional Report</p> <p><u>Due Date: 4/29/18 at 11:59 PM (EST)</u></p> <p style="text-align: right;">300 pts.</p>

Week 1:

DQ1: Do you believe assessment is an integral part of the counseling process/ Why or why not? (300-400 words)

Utilize at least 2-3 different academic sources.

Class Participation/Activities

Week 2:

DQ2: How does the use of multiple assessment instruments and strategies (as opposed to using just one method) benefit the assessment process?

(300-400 words)

Utilize at least 2-3 different academic sources.

Chapter Presentation

Chapter 2:

Drummond, R., Sheperis, C., & Jones, K. D. (2015). *Assessment procedures for counselors and Helping professionals* (8th ed.). Pearson.

Class participation/Activities

Week 3:

DQ3: What are the four scales of measurement, and what are the advantages and disadvantages of each? Give examples of each type of scale.
(300-400 words)

Utilize at least 2-3 different academic sources.

Chapter Presentation

Chapter 3 & 4:

Drummond, R., Sheperis, C., & Jones, K. D. (2015). *Assessment procedures for counselors and Helping professionals* (8th ed.). Pearson.

Class Participation/Activities

Week 4:

DQ4: Define reliability/precision and describe its importance in assessment.
(300-400 words)

Utilize at least 2-3 different academic sources.

Chapter Presentation

Chapter 5

Drummond, R., Sheperis, C., & Jones, K. D. (2015). *Assessment procedures for counselors and Helping professionals* (8th ed.). Pearson.

Class Participation/Activities

Week 5:

DQ 5: Why is it important to follow the directions strictly when administering a standardized test?
(300-400 words).

Utilize at least 2-3 different academic sources.

Required Assignment (RA): Written report of depression and anxiety inventories (100 pts.)

This is a two-part assignment. It includes test report and reaction paper. The purpose of this assignment is to apply the concepts related to clinical interviewing, further understand the benefits of the multimodal, multidimensional approaches, become more familiar with anxiety and depression inventories, and to gain experience scoring, and interpreting test results,

1. Complete The Burns Depression and The Burns Anxiety Inventories. Both measures and their scoring charts can be found in Moodle.
2. Synthesize the material and produce a written test report.
3. Complete a reaction paper noting your experience administering, scoring, and interpreting the assessments.

The test report must include:

- Identifying information (age, gender, ethnicity, other relevant factors)
- Reason for Referral
- Evaluation of Instruments and Sources of Information
- Narrative of depression test results including score and qualitative description
- Narrative of anxiety test results including standards scores, percentiles, and qualitative description

Summary of all test results

- Impressions: Include a discussion of your perception about the accuracy of the results; discuss other variables that could be explored (multidimensional approach) and other sources (multi-method approach) than can be used to collect data.
- The test report should be written in APA style and include appropriate test citations and references.
- In 1-3 typed double spaced pages discuss your experience taking the tests and writing the report. What did this experience inform you about testing? Discuss an ethical issue that may arise when relying on testing instead of assessment.

The reaction paper should be a 1-3 page-paper, written in a clear concise, and organized manner. Demonstrate ethical scholarship in accurate representation and attribution of sources, and display accurate spelling, grammar, punctuation, and reference page.

RA Grading Criteria:

CO: 11, 13

MACMHC Program Outcomes: 1, 4, 7

PLO: 1, 2, 10

CACREP Core: 2.F1.b; 2.F4.e; 2.F4.j; 2.F7.k; 2.F7.m

CMHC Standards: 5.C2.1; 5.C3.b

Assignment Components	Proficient	Max Points
Complete the Burns Depression and the Burns Anxiety Inventories	The response included all required components of the test reports. Further, the information included in each section was sufficiently detailed, providing descriptions typically found in professional assessment reports	/30
Synthesize the material and produce a written test report	The results were synthesized sufficiently, providing a clear cohesive description of the individual based upon assessment results	/18
Complete a reaction paper noting your experience administering, scoring, and interpreting the assessments	The reaction paper included all components. Further, the reaction paper was sufficiently detailed and included thought provoking material	/30
Academic Writing		
Write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources (i.e. APA); and display accurate spelling, grammar, and punctuation.	Written in clear, concise, and organized manner; demonstrated ethical scholarship in appropriate and accurate representation and attribution sources; and displayed accurate spelling, grammar, and punctuation. Use of scholarly sources aligns with specified assignment requirements.	/22
Total		/100pts.

Chapter Presentation

Chapter 7:

Drummond, R., Sheperis, C., & Jones, K. D. (2015). *Assessment procedures for counselors and helping professionals* (8th ed.). Pearson.

Class Participation/Activities

Week 6:

DQ6: Compare the different theories of intelligence. Which theory do you find most acceptable, and why?
(300-400 words)

Utilize at least 2-3 different academic sources.

Chapter Presentation

Chapter 8:

Drummond, R., Sheperis, C., & Jones, K. D. (2015). *Assessment procedures for counselors and Helping professionals* (8th ed.). Pearson.

Class Participation/Activities

Week 7:

DQ7: Describe the major categories of standardized achievement tests, and explain their differences
(300-400 words).

Utilize at least 2-3 different academic sources.

Chapter Presentation

Chapter 9:

Drummond, R., Sheperis, C., & Jones, K. D. (2015). *Assessment procedures for counselors and Helping professionals* (8th ed.). Pearson.

Class Participation/Activities

Week 8:

DQ8: When would you use specialized aptitude tests, and why? What are the advantages and disadvantages of such tests?
(300-400 words).

Utilize at least 2-3 different academic sources.

Chapter Presentation

Chapter 10:

Drummond, R., Sheperis, C., & Jones, K. D. (2015). *Assessment procedures for counselors and Helping professionals* (8th ed.). Pearson.

Class Participation/Activities

Week 9:

DQ9: What do you think is the best way to find out someone's interests: (a) using an interest inventory or (b) asking the person, "What are you interested in, or what would you like to do or be?" Explain your position.
(300-400 words).

Utilize at least 2-3 different academic sources.

Chapter Presentation

Chapter 11

Drummond, R., Sheperis, C., & Jones, K. D. (2015). *Assessment procedures for counselors and Helping professionals* (8th ed.). Pearson.

Required Assignment (RA): Assessment Instrument Analysis (200 pts.)

Description of RA:

You will select a standardized assessment tool that you could administer as a licensed counselor in your state, review the empirical literature on this instrument, and thoroughly explore it in order to understand how it is used, what its strengths and weaknesses are, and who uses it and why. You will then complete an Assessment Instrument Analysis.

Scenario:

You have been hired as a consultant for clinical practice. Your responsibility is to critique assessment instruments. You will write an analysis of a standardized instrument of your choice. The administrator of the clinical practice will review your report and decide if the assessment instrument is appropriate for the practice.

Instructions:

1. Search <http://aac.ncat.edu/notes.html#reviews> website and locate test reviews provided by the Association for Assessment in Counseling and Education (AACE).
2. Explore the search results and select at least three titles of instruments that are of interest to you. Narrow this down to one instrument.
3. Provide an overview of the test. Using the following questions as a guide, you should include the following points:

Describe the historical/theoretical origins of the instrument:

List the title, author(s), publisher, date and place of publication, forms available, and the cost of the test. Discuss the history of the test. What population was the test originally developed to assess? What was the demographic makeup of the population used to standardize the original instrument? Include all demographic characteristics such as sample size, age, gender, socioeconomic status (SES), education, and diagnosis. How was the sample selected (such as systematic, random, cluster, and so on)? If the measure has been modified, discuss the reasons for changing the measure for each version.

4. Describe the type and purpose of test:

Does the test provide an objective or subjective measure of the construct(s)? What are the advantages and disadvantages? Does the test provide self-report or other report data? Is the test standardized or are there many ways to score and interpret data?

5. Describe the instrument (you may not be able to access a copy of the actual instrument, but should be able to find the information required below):

Give a brief description of the sections of the test and include sample test items. Provide information about administration and scoring. Describe any special instructions, whether the test is timed, and if so the time limits. Give details concerning scoring: as a whole (for example, total score), by sections (for example, index scores), and by subscales (for example, subscale scores). Indicate whether the directions for administration and scoring are clear.

6. Identify and explain the requirements for administration:

What training or skills are needed to administer this test? Can it be administered by a master's level counselor without supervision? How might counselors use this instrument as a part of assessment? What level (A, B, or C) is this test?

7. Provide a description of the norms:

What is the demographic makeup of the sample used to develop norms for the most updated version of the test? Include all demographic characteristics such as sample size, age, gender, SES, education, and diagnosis. How was the sample selected (for example, systematic, random, cluster, and so on)? Discuss the problems, diagnoses, personalities, emotional states, abilities, strengths, or limitations the test was developed to measure. Discuss available research on its use with special populations? On which population(s) should this measure be used with caution? On which population(s) should this measure not be used? Does the standardization process appear adequate for the recommended uses of the test?

8. Analyze the psychometric properties:

Discuss the psychometric properties of the current version of the test [validity (for example, content, predictive, concurrent, and construct), reliability, (for example, internal consistency, parallel forms, test-retest), measure(s) of variance (for example, range, standard deviation), and type of score used (for example, raw, z-score, t-score)]. Include the reliability and validity coefficients. Does the measure report cutoff scores only or is the confidence interval presented?

What are the advantages and disadvantages for the method of reporting scores? In the discussion of the reliability and validity, be sure to discuss how well the test accurately and consistently measures what it was designed to measure. Also, discuss whether the test has good psychometric properties and why.

9. Analyze and explain ethics and diversity concerns:

What are some ethical/legal considerations that should be addressed when using this measure? What are the relevant cultural diversity issues associated with this measure?

10. Critique the practical applications for the instrument (its usefulness in counseling settings):

Discuss how the measure is currently used. What diagnoses or problems does it currently assess? How does this version compare with the original? What do researchers say about the usefulness of the test? What does the literature say about the strengths and limitations of the test? Who uses this measure (for example, community counselors, school counselors, career counselors, psychologists, or human resource departments)?

What controversies, if any, surround the use of this instrument? What are some limitations of this instrument? In your opinion (but based on all the knowledge you acquired during your review of the literature), what modifications or changes can be made to improve the measure in the future? For what reasons? What information or variables should be taken into consideration when using this measure?

Your final product will be 5-7 pages (not counting title and reference pages), in a Word document, and utilize at least 5 scholarly sources. Your paper should be written in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources; and display accurate spelling, grammar, and punctuation.

RA Grading Criteria:

CO: 1, 7, 8, 11, 13

MACMHC Program Outcomes: 1, 4, 7

PLO: 1, 2, 10

CACREP Core: 2.F1.b; 2.F4.e; 2.F4.j; 2.F7.a; 2.F7.f; 2.F7.g; 2.F7.h; 2.F7.m

CMHC Standards: 5.C1.c; 5.C1.e; 5.C2.m; 5.C3.a

Assignment Components	Proficient	Max Points
Describe the historical origins of the test.	Identification of all the historical or theoretical origins for the test is accurate and clear. The counseling theory the test is based on or the historical events that resulted in the assessment were noted and discussed thoroughly. The student also accurately described the revision process.	/20 pts.
Describe the type and purpose of test.	Description of the type of test and its purpose is accurate and clear.	/20 pts.

	The type of test (written, verbal, visual, etc.) was described thoroughly and accurately, along with the intended use of the test.	
Describe the instrument.	Description of the instrument is accurate and clear. Description includes item count and question type.	/20 pts.
Identify and explain the requirements for administration.	Identification and explanation of the requirements for administration is thorough and complete. The student described the setting, physical requirements, time requirements, personal training, and any other necessities for test administration	/20 pts.
Provide a description of the norms	Description of the norms is accurate. The student thoroughly described the population the test was initially normed on including size, any homogeneous qualities, or other sample qualities worth noting.	/20 pts.
Analyze the psychometric properties.	Analysis of the psychometric properties is accurate. The student accurately described the reliability and validity forms, reliability and validity scores, and how those scores were established	/28 pts.
Analyze and explain ethics and diversity concerns.	Analysis and explanation of ethics and diversity concerns is thorough and complete. The student noted any relevant ethical or legal issues related to the use, administration, scoring, or interpretation of this measure.	/24 pts.
Critique the practical applications of the instrument.	Critique justifies the credibility/relevance of the instrument in counseling settings. The student noted the strengths and limitations of this measure, along with any controversies or suggested modifications for use.	/24 pts.
Academic Writing		
Write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources (i.e. APA); and display accurate spelling, grammar, and punctuation.	Written in a clear, concise, and organized manner; demonstrated ethical scholarship in appropriate and accurate representation and attribution of sources; and displayed accurate spelling, grammar, and punctuation. Use of scholarly sources aligns with specified assignment requirements.	/24 pts.
Total		/ 200 pts.

Class Participation/Activities

Week 10:

DQ10: How important are the various approaches to developing personality tests? Does one approach have advantages over others? Explain your answer. (300-400 words).

Utilize at least 2-3 different academic sources.

Chapter Presentation

Chapter 12:

Drummond, R., Sheperis, C., & Jones, K. D. (2015). *Assessment procedures for counselors and Helping professionals* (8th ed.). Pearson.

Class Participation/Activities

Week 11:

DQ11: From your Christian worldview (if applicable), what are the advantages and disadvantages of using behavioral observation in clinical assessment. In what types of situations would observation be more appropriate than standardized test? (300-400 words)

Utilize at least 2-3 different academic sources.

Chapter Presentation

Chapter 13:

Drummond, R., Sheperis, C., & Jones, K. D. (2015). *Assessment procedures for counselors and Helping professionals* (8th ed.). Pearson.

Class Participation/Activities

Week 12:

DQ12: Should intelligence tests be given to students every 2 to 3 years along with achievement tests? Why or why not? Should all students be required to take some type of personality test, such as the Myers-Briggs Type Indicator? Why or why not? (300-400 words).

Utilize at least 2-3 different academic sources.

Chapter Presentation

Chapter 14:

Drummond, R., Sheperis, C., & Jones, K. D. (2015). *Assessment procedures for counselors and Helping professionals* (8th ed.). Pearson.

Class Participation/Activities

Week 13:

DQ 13: Compare and contrast your culture and belief system with that of another culture. What are the similarities? What are the differences? What are the different dimensions of bias that an examiner must be alert to? (300-400 words).

Utilize at least 2-3 different academic sources.

Chapter Presentation

Chapter 15:

Drummond, R., Sheperis, C., & Jones, K. D. (2015). *Assessment procedures for counselors and Helping professionals* (8th ed.). Pearson.

Class Participation/Activities

Week 14:

DQ 13: Do you agree that professionals should be extremely careful about interpreting test results for individuals from diverse backgrounds? Why or why not? (300-400 words).

Utilize at least 2-3 different academic sources.

Chapter Presentation

Chapter 16:

Drummond, R., Sheperis, C., & Jones, K. D. (2015). *Assessment procedures for counselors and Helping professionals* (8th ed.). Pearson.

Class Participation/Activities

Week 15:

DQ 15: What position would you take if your code of professional ethics conflicted with a recent court ruling?

(300-400 words)

Utilize at least 2-3 different academic sources.

Chapter Presentation

Chapter 17:

Drummond, R., Sheperis, C., & Jones, K. D. (2015). *Assessment procedures for counselors and Helping professionals* (8th ed.). Pearson.

Class Participation/Activities

LASA: Professional Report (300 pts.)

Description of LASA:

In this assignment, you will develop a professional intake report of a theoretical client. You will review the case of *Jennifer* located below. You will then develop an intake report based upon the *psychosocial template* also located below.



Case of Jenn.doc



LASA_Template2017.doc

Scenario:

You have been hired to provide an initial assessment of a client based upon comments made during her intake session. After reviewing a report of her statements, you will complete a psychosocial intake report. Detailed section descriptions can be found in the template.

Typical psychosocial categories include:

1. Identifying information
2. Presenting problem/symptoms/history
3. Psychosocial history
4. Medical/mental health history
5. Mental status exam
6. Diagnostic impressions
7. Interpretation of test scores
8. Treatment plan
9. Summary

Instructions:

1. Review Jennifer’s case file.
2. Complete all sections of the psychosocial template.
3. Report the crucial components of Jennifer’s information in the psychosocial report.
4. Interpret test scores.
5. Provide a diagnosis based upon history, mental status exam, and test scores.
6. Develop a treatment plan appropriate for her diagnoses and history.

Your final product will be 7-10 pages (not counting title and reference pages), in a Word document, and utilize at least 7-8 scholarly sources. Your paper should be written in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources; and display accurate spelling, grammar, and punctuation.

LASA Grading Criteria

Assignment Components	Proficient	Max Points
Psychosocial template completion: Complete all sections of the psychosocial template. CO:5 MACMHC PO: 7 PLO: 8, 10 CACREP Core: 2.F7.e CMHC Standards: 5.C1.e	All sections of the psychosocial template including major sections and sub sections are complete. Further, the student reported material in the correct sections.	/52 pts.
Report Accuracy/Completeness: Report the crucial components of Jennifer’s information in the psychosocial report. CO: 5 MACMHC PO: 7 PLO: 8, 10 CACREP Core: 2.F7.g CMHC Standards: 5.C1.c	All of the clinically significant information from Jennifer’s self-report is accurate. Further, the information was appropriately related to understanding her overall condition.	/64 pts.
Test Score Interpretation Interpret test scores. CO: 3 MACMHC PO: 5, 7 PLO: 10 CACREP Core: 2.F5.j; 2.F7.l CMHC Standards:5.C3.a	Interpretation of Jennifer’s test scores is appropriate. Further, the student related the test scores to Jennifer’s clinical diagnoses.	/52 pts.
Diagnosis: Provide a diagnosis based upon history, mental status exam, and test scores. CO: 5 MACMHC PO: 7 PLO: 8, 10	Diagnosis provided is accurate based upon her test scores, mental status exam, and application of her report of symptoms to the current <i>Diagnostic and statistics manual</i> .	/52 pts.

CACREP Core: 2.F7.e CMHC Standards: 5.C2.d		
Treatment Planning: Develop a treatment plan appropriate for her diagnoses and history. CO: 5 MACMHC PO: 5 PLO: 8, 10 CACREP Core: 2.F5.h CMHC Standards: 5.C3.a	Treatment plan developed is an appropriate treatment plan including modality, theoretical orientation, target behavior or symptoms, and outcome goals.	/52 pts.
Academic Writing		
Write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources; and display accurate spelling, grammar, and punctuation.	Written in a clear, concise, and organized manner; demonstrated ethical scholarship in accurate representation and attribution of sources; and displayed accurate spelling, grammar, and punctuation. Use of scholarly sources aligns with specified assignment requirements.	/28 pts.
Total		/300 pts

LASA Grading Rubric – CN604

Assignment Components	Unsatisfactory	Emerging	Proficient	Exemplary	Score
Complete all sections of the psychosocial template. CO:5 MACMHC PO: 7 PLO: 8, 10 CACREP Core: 2.F7.e CMHC Standards: 5.C1.e	Omits key sections of the template. Information included is extremely vague or unclear.	All major sections of the template are complete. Information included may be vague or unclear.	All sections of the psychosocial template including major sections and sub sections are complete.	All sections of the psychosocial template including major sections and sub sections are complete. Further, all material is reported in the correct sections.	/52
Report the crucial components of Sara’s information in the psychosocial report. CO: 5	Key issues of the self-report are omitted. No attempt to relate the information to her overall condition is made.	Key issues from the self-report are mentioned. An attempt to relate the information to her overall condition is made.	All of the clinically significant information from Jennifer’s self-report is accurate. Further, the information was appropriately related to	Examination of all significant information is complete and accurate. The effect of each component to her overall condition is clear.	/64

<p>MACMHC PO: 7</p> <p>PLO: 8, 10</p> <p>CACREP Core: 2.F7.g</p> <p>CMHC Standards: 5.C1.c</p>			<p>understanding her overall condition.</p>		
<p>Interpret test scores.</p> <p>CO: 3</p> <p>MACMHC PO: 5, 7</p> <p>PLO: 10</p> <p>CACREP Core: 2.F5.j; 2.F7.1</p> <p>CMHC Standards: 5.C3.a</p>	<p>Ignores or misrepresents the meanings of the test results. No attempt to relate the scores to Jennifer's diagnoses is made.</p>	<p>Identifies potential meanings of the test results. An attempt to relate the scores to Jennifer's diagnoses is made.</p>	<p>Interpretation of Jennifer's test scores is appropriate. Further, the student related the test scores to Jennifer's clinical diagnoses.</p>	<p>Scrutinizes the meaning of all test scores. Further, the effect that each score has on the overall diagnoses is clear.</p>	/52
<p>Provide a diagnosis based upon history, mental status exam, and test scores.</p> <p>CO: 5</p> <p>MACMHC PO: 7</p> <p>PLO: 8, 10</p> <p>CACREP Core: 2.F7.e</p> <p>CMHC Standards: 5.C2.d</p>	<p>Does not mention evidence for making diagnosis.</p>	<p>Mentions evidence for making diagnosis. Evidence may include test scores, mental status exam, and application of her report of symptoms to the current <i>Diagnostic and statistics manual</i>.</p>	<p>Explains evidence for making diagnosis. Diagnosis provided is accurate based upon her test scores, mental status exam, and application of her report of symptoms to the current <i>Diagnostic and statistics manual</i>.</p>	<p>Examines evidence for making diagnosis. Diagnosis provided is accurate based upon test scores, mental status exam, and application of her report of symptoms to the current <i>Diagnostic and statistics manual</i>.</p>	/52
<p>Develop a treatment plan appropriate for her diagnoses and history.</p> <p>CO: 5</p>	<p>Suggests a weak or unstructured treatment plan.</p>	<p>Suggests potential steps for development of a treatment plan. Steps may include modality, theoretical orientation, target</p>	<p>Treatment plan developed is an appropriate treatment plan including modality, theoretical orientation, target</p>	<p>Explains why the treatment plan developed is optimal based on specifics of the case study.</p>	/52

MACMHC PO: 5 PLO: 8, 10 CACREP Core: 2.F5.h CMHC Standards: 5.C3.a		behavior or symptoms, and outcome goals.	behavior or symptoms, and outcome goals.		
Academic Writing					
Write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources (i.e. APA); and display accurate spelling, grammar, and punctuation.	Writing is unclear and disorganized and rereading to solidify understanding is frequently necessary. Although an attempt at ethical scholarship is attempted, it is sloppy or incomplete throughout. Spelling, grammar, or punctuation errors severely interfere with readers' comprehension. Citations in text and at the end of the document are not in the correct APA format.	Writing is somewhat clear and is somewhat organized, although rereading to solidify understanding is occasionally necessary. It demonstrates an attempt at ethical scholarship in accurate representation and attribution of sources, but errors are occasional or minor. Writing has good spelling, grammar, and punctuation, but errors somewhat interfere with readers' comprehension. Citations in text and at the end of the document are mostly in the correct APA format.	Writing is generally clear and in an organized manner. It demonstrates ethical scholarship in accurate representation and attribution of sources; and generally displays accurate spelling, grammar, punctuation. Errors are few, isolated, and do not interfere with reader's comprehension. Citations in text and at the end of the document are in correct. Many useful ideas are present. APA format.	Writing is clear, concise, and in an organized manner; demonstrates ethical scholarship in accurate representation and attribution of sources; and displays accurate spelling, grammar, and punctuation. Citations in text and at the end of the document are in correct APA format.	/28
Total					/ 300 pts

LASA Alignment Table:

Assignment	Course Objectives	CMHC Program Outcomes	PLO	CACREP Core	CACREP CMHC Standards	Assessment Type	Scoring Tool
Professional Report	3, 5	5, 7	8, 10	2.F5.h; 2.F5.j; 2.F7.e; 2.F7.g; 2.F7.1	5.C1.c; 5.C1.e; 5.C2.d; 5.C3.a	Written Analysis	Rubric

Weekly Modules: There is a module for each week of the course. Learning activities and assignments need to be completed and posted by midnight Monday unless otherwise indicated. Each module has two or more learning objectives, activities and assignments. You will be assessed points for the quality of your work on each of the assignments.

Grading Scale:

A	95 – 100%	C	75 – 78%
A-	92 – 94%	C-	72 – 74%
B+	89 – 91%	D+	69 – 71%
B	85 – 88%	D	65 – 68%
B-	82 – 84%	D-	62 – 64%
C+	79 – 81%	F	61% and below

Final course grades of C- or lower are not acceptable and the course will need to be repeated.

LASA Course

Class Participation (15x10)	150 pts.	16.39 %
Discussion Questions (15x10)	150 pts.	16.39 %
Chapter Presentations (1x15)	15 pts.	1.64 %
RA 1	100 pts.	10.93 %
RA 2	200 pts.	21.86 %
LASA	300 pts.	32.79 %
	915 pts.	100 %

Grading Rubric for Discussion Questions	Points Available
Thoughtfulness of student’s reflection; writing flow or verbal expression; thorough inclusion of each required component, per forum instructions.	6
Correct use of the following: APA-style formatting (defined as: correct grammar, punctuation, and error-free spelling); references and citations, if required for post	2
Respectful and engaging response posts to peers and “closure” in the initial conversation, per discussion forum instructions.	2
Total:	10

Right of Revision: While the assignments are connected to assessment the facilitating instructor has the authority to change an assignment to better fulfill the objectives of the class if in her estimation it is believed that the assignment will better accomplish that objective. No advanced notice is required and those students who work ahead may find that they will have an extra assignment to complete this class.

Work Turned in Policy: All work assigned must be turned in for a student to successfully complete this course. Each assignment is tied to the course objectives and assessment of this class and therefore needs to be completed to comply with assessment requirements of our regional accrediting body. Should a student fail to turn in an assignment, the professor decides if that student may pass the course.

Missed and Late Assignments Policy: All paperwork and assignments must be completed in order to pass this class. There is no exception to this policy. Late assignments reflect on a student's developing professionalism as a mental health counselor. If you know in advance that you cannot turn an assignment in on time, an alternate due date *may* be negotiated without penalty if you make arrangements with me before the date the assignment is due. Three late assignments will result in remedial work (e.g., five-page paper). Discussion assignments must be completed in the week due unless student has discussed the reason for the delay with the professor prior to the end of the grading period. Late posting after the week closes will not be graded.

Writing Expectations: Graduate students are expected to submit written work that reflects personal engagement and cognitive, affective and skill based learning. Papers will be graded for content that analyzes, evaluates and synthesizes, spelling, grammar, and style. The APA format is expected for writing assignments unless otherwise indicated. The elements of APA that typically apply are the following: Title Page, Running Head, Content Heading if applicable, in paper citation of references used and list of all References at the end of the paper. You may want to purchase: *The Publication Manual of the American Psychological Association*, Sixth Edition. Each course web site has "Citation Help" which provides helpful links and tutorials.

Formatting File Names: When saving files to your computer, and submitting for a grade, be sure to name the file according to these conventions: the assignment name followed by one's first and last name (e.g., "Integration of Faith and Counseling Statement – Robert Gregory"). This allows your files to be downloaded by the grading instructor and prevents the loss of files that do not reflect the student, course, or project.

Email Communication: Students are expected to check their Huntington University email address on a regular basis throughout the week to access course information and updates. To facilitate efficient email communication, the subject line of all email messages to the Instructor related to this course should include the course number and the name of the student (e.g., SUBJECT: CN 500 - AaronBeck: question or comment). Email messages should include students' first and last names in the signature.

Attendance Policy: Residential students - Students who have been absent from as many as one-third of the total class sessions for a course are considered to have failed the course. Faculty members have the ability to grant exceptions for extenuating circumstances (i.e. death, illness, work, etc.). See the Student Handbook on the Huntington University portal for additional details. <http://my.huntington.edu>

Plagiarism and Cheating: Plagiarism is the use of the ideas, information, or wording of another without proper acknowledgement, leaving the false impression that the material is original with the student. Students will be held responsible for knowing the difference between legitimate and illegitimate use of source material. The academic community places high value on intellectual honesty. Representation of work as one's own but taken from another source by plagiarism or

cheating is a serious offense, the penalty for which will result in failure for the paper or exam and may result in failure for the course.

Disability and Accessibility: In compliance with Section 504 of the Rehabilitation Act of 1973, Huntington University makes reasonable accommodations for students with disabilities. The director of the Academic Center for Excellence (ACE) is the advocate and coordinator of services for students with disabilities at the University. Any student who has a learning, orthopedic, sensory or psychiatric condition that substantially limits one or more major life activities and who would benefit from accommodations may be eligible for assistance. Students may contact the ACE in person, by phone at 260-359-4290 or by e-mail at kchafin@huntington.edu for more information.

Technology Support: If you have any technical questions or problems with Moodle, Zoom, or other technology, you can email moodlehelp@huntington.edu or call phone support at 260-359-4357. Phone support hours are: Monday – Friday 8:00 AM to 5:00 PM

Library Services: You will see a Library Guide that will connect you to all the library services available to you from Huntington University.

Websites with Online Tests

(some with tests of unreported or unknown reliability/validity; some require a fee)

- 4therapy.com: <http://www.4therapy.com/consumer/assessment/>
- The ACT: <http://www.actstudent.org/sampletest/index.html>
- AllTheTests.com
- Eq.org: www.eq.org/EQ_Tools/Assessment/
- HelpSelf.com: <http://www.helpself.com/quiz.htm>
- HumanMetrics: <http://www.humanmetrics.com/>
- IQ and Personality Tests: <http://www.davideck.com/>
- List of links to online personality tests: <http://www.2h.com/personality-tests.html>
- Mental Health Net: http://mentalhelp.net/poc/view_index.php?idx=83
- MindMedia: <http://www.mindmedia.com>
- My Skills Profile: <http://www.myskillsprofile.com/>
- New York University, Psychiatry: <http://www.med.nyu.edu/Psych/public.html>
- Online psych: <http://www.allhealth.com/onlinepsych/>
- Personality Page: www.personalitypage.com
- Psychological Assessment Online: <http://wso.net/assessment/index.htm>
- Psychology Today online tests: http://www.psychologytoday.com/HTDocs/prod/ptoselftest/self_test.asp
- Psych-Central: <http://www.psych-central.com/online1.htm>
- Queendom: <http://www.queendom.com/tests/alltests.html>
- Shrinktank: <http://www.shrinktank.com/testing.htm>
- SelfAssessmentCenter.com: <http://www.selfassessmentcenter.com/>
- SelfGrowth.com: <http://www.selfgrowth.com/test.html>
- Test Prep Review: <http://www.testprepreview.com/>
- Tickle: <http://www.tickle.com/>
- VALS (Values and Lifestyles Survey): <http://www.sric-bi.com/VALS/presurvey.shtml>

Approved Tests/Assessments for Review and Presentation – List One

ADHD Specific Measures
Adult & Adolescent Projective Incomplete Sentences
Assessment of Spiritual and Religious Sentiments
Beck Anxiety Inventory (BAI)
Beck Depression Inventory II (BDI-II)
Child Abuse Potential Inventory (CAPI)
Children's Depression Inventory 2 (CDI-2)
Daily Spiritual Experiences Scale (DSES)
Faith Maturity Scale
Massachusetts Youth Screening Inventory 2
Millon Clinical Multiaxial Inventory - III
Parent Stress Inventory
Personal Experience Questionnaire
Personality Assessment Inventory
Post Traumatic Growth Inventory
Problem Oriented Screening Inventory for Teenagers
Religious Coping
Religious Life Inventory
Revised Children Manifest Anxiety Scale
Revised Children's Manifest Anxiety Scale
Rorschach Inkblot Test
Shipley Institute of Living Scales
Spiritual Well-Being Scale
Suicide Probability Scale
Tennessee Self-Concept Scale
Thematic Apperception Test (TAT)
Trauma Symptom Checklist for Children
Trauma Symptom Inventory (Adult)
Youth Level of Services Inventory/Case Management Inventory

Approved Tests/Assessments for Review and Presentation – List Two

Acceptance and Action Questionnaire [short version] (AAQ)
ADHD Self-Report Scale v1.1 (ASRS-v1.1)
Alcohol Use Disorders Identification Test (AUDIT)
Bender Gestalt Test-2 (BGT-2)
Borderline Symptom List-23 (BSL-23)
Brief Symptom Inventory (BSI)
CAGE [Acronym for alcohol abuse] (CAGE)
Center for Epidemiological Studies Depression test (CESD)
Checklist – Civilian Version (PCL-C PTSD)
Clinical Exam for Aphasia [Gregory, p. 450] (CEA)
Clinical Outcomes in Routine Evaluation-O/M (CORE-OM)
Clock Drawing Test (CDT)
Comprehensive Coping Inventory (CCI)

Dissociative Experiences Scale
Five Facets of Mindfulness Questionnaire (FFMQ)
Generalized Anxiety Disorder, 7-item (GAD-7)
Geriatric Depression Inventory (GDI)
Greek Cross (GC)
Internet Addiction Test (IAT)
Mindful Attention Awareness Scale (MAAS)
Mini-Mental State Exam, online version (MMSE)
Outcome Rating Scale, Session Rating Scale (ORS, SRS)
Patient Health Questionnaire, 9-item (PHQ-9)
Pennebaker Inventory of Limbic Languidness (PILL)
Pleasant Events Schedule (PES)
Positive Affect Negative Affect Schedule (PANAS)
Rey Auditory Verbal Learning Test (RAVLT)
Schizophrenia Test and Early Psychosis Indicator (STEPI)
SCOFF [Eating Disorder Screener] (SCOFF)
State-Trait Anxiety Inventory (STAI)
Substance Abuse Subtle Screening Inventory-3 (SASSI-3)
Telephone Interview for Cognitive Status (TICS)
Trail Making Test, part A, part B (TMT)
TWEAK [Acronym for alcohol abuse] (TWEAK)
WHO Quality of Life-Brief Version-26 (QOL)