

EVANGEL

U N I V E R S I T Y

A CHRISTIAN LEARNING-CENTERED UNIVERSITY

Master of Science in Counseling

COUN 610 Assessment 3 credits

University Mission

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally.

Counseling Program Mission Statement:

The Evangel University Counseling Program trains graduate students to become professional counselors who integrate their Christian faith while providing holistic and ethical counseling services to diverse individuals and groups across the lifespan.

Bible Verse:

"Let us examine our ways and test them, and let us return to the Lord." Lam. 3:40

Teaching Philosophy and Methods

As an experienced clinician who maintains a private practice I believe in relating the classroom teaching to practical implications in our field. These topics often include, ethical dilemmas, legal statutes, board rules, best practices for treatment, and research findings. I never assume anything about what a student should know, because students of all ages have different educational experiences, interests, and learning preferences. Learning should be enjoyable, contagious, and life-long. Learning does not have to be difficult even though it can be challenging.

This course will be conducted as a seminar in which all students participate and contribute ideas and concepts. My approach to teaching is facilitative in nature and involves engagement of the learner enhanced by independent and cooperative learning activities. To achieve the objectives of this course and address the course content, a variety of teaching methods are utilized including small group discussions, Socratic questions, individual projects, case presentations, lectures, role plays, facilitated reflection, and simulated activities.

Course Catalogue Description:

This course is an overview of assessment procedures commonly used in counseling. This include a review of the historical basis for assessment, test statistics, cultural factors related to assessment, test selection, ethical considerations, and the relationship of assessment procedures to diagnosis and treatment.

Required Text(s):

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

American Psychiatric Association. (2013). Section III: Emerging measures and models. *In Diagnostic and statistical manual of mental disorders* (5th). pp. 729-748.

Neukrug, E. S. & Fawcett, R. C. (2015). *The essentials of testing and assessment: A practical guide to counselors, social workers, and psychologists*. (3rd ed.). Los Angeles, CA: Sage.

Recommended Text(s):

American Association for Marriage and Family Therapy. (2015). *AAMFT code of ethics*. Alexandria VA: Author.

Hays, D. G. (2015). *Assessment in counseling: A guide to the use of psychological assessment procedures*, (5th ed.). ACA/Wiley.

Hodge, D. R. (2015). *Spiritual assessment in social work and mental health practice*. New York, NY: Colombia University Press.

Murphy, J. J (2015). *Solution-focused counseling in schools*, (3rd. ed.). ACA/Wiley.

Naugle, K. A. (April 2009). Counseling and testing: What counselors need to know about state laws on assessment and testing. *Measurement and Evaluation in Counseling and Development*, 42(1). 31-45.

Course Objectives:			
2016 CACREP STANDARD	OBJECTIVE	LEARNING EXPERIENCE	ASSESSMENT
2. F. 7. a	Discuss the historical perspectives concerning the nature and meaning of assessment and testing in counseling;	Lecture Reading Discussion Experiential Activity & Assessment (EAA) Group Discussion Journaling	Exam EAA Journal
2. F. 7. b 2. F. 7. e	Describe the appropriate use of assessment measures for conducting initial assessments, diagnosis and interventions;	Lecture Reading Discussion EAA	Exam EAA Resource Manual
2. F. 7. b 2. F. 7. e	Demonstrate the ability to identify and utilize the major spiritual assessment procedures that are available for clinical practice in a theistic model of counseling;	Lecture Reading Discussion EAA	Exam EAA Resource Manual
2. F. 7. f	Explain basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments;	Lecture Readings Discussions EAA Video Small group discussion	Exam EAA
2. F. 7. g 2. F. 7. h	Demonstrates one's understanding of statistical concepts including: reliability and validity, scales of measurement, measure of central tendency, indices of variability, shapes and types of distributions, and correlations;	Reading Lecture Readings Small group discussions Video EAA	Exam (Pretest & Posttest) EAA (In class activity) Resource Manual Journal Questions
			Exam EAA

2. F. 7. i 5. C. 1. e 5. G. 1. e	Identify assessments relevant to academic/educational, career, personal, and social development;	Lecture Readings Discussions/Dyads EAA	Resource Manual Written Assessment Report
2. F. 7. j 2. F. 7. k	Describe the use of environmental, personality and psychological assessments, systematic behavioral observations, and symptom checklists;	Lecture Readings Discussions EAA Case study Take & Score WOHDAS 2	Exam EAA Resource Manual
2. F. 7. m 5. C. 3. a	Summarize the ethical and cultural principles and strategies for selecting, administering, and interpreting assessment and test results.	Lecture Readings Discussions EAA	Exam EAA (Journal Questions) Presentation Resource Manual

Grading Scale:

A*	94 -100%	B-	80 – 82%
A-	90 – 93%	C+	77 – 79%
B+	87 - 89%	C	73 - 76%
B	83 – 86%	F	Less than 73%

***An “A” grade will only be awarded to individuals who earn 94% of total points available plus no more than a single absence.**

Course Assignments: Please see assignment details at the end of the syllabus or Course Commons

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Assignment	Points	% of Grade
In class experiential activities and assessments (EAA) (15 @ 5 pts each)	75	10%
Weekly Quizzes on required reading 11 quizzes @ 15 pts each	150	20%
Assessment Written Report	75	10%
Presentation of Ethical & Cultural Test Selection, Administration and Interpretation	50	6.6%
Take NEO and PAI and Interaction Paper	25	3.3%
Midterm Examination	150	20%
Resource Manual	75	10%
Final Examination	150	20%
Total Points	750	100%

Tentative Course Schedule:				
<i>Date</i>	<i>Lecture/ Activity</i>	<i>Reading</i>	<i>Assignments</i>	<i>Due Date</i>
Week 1	Introduction to course; Objectives and principle of assessment; Pretest		Syllabus (EAA)	
Week 2	History of Testing and Assessment; Ethical, Legal and Professional Issues in Assessment	Ch. 1 & 2	Quiz 1 & 2 (EAA)	
Week 3	Diagnosis in the Assessment Process;	Ch. 3	Quiz 3 (EAA) Ethical Vignettes	
Week 4	The Assessment Report Process: Interviewing the Client and Writing the Report	Ch. 4	Quiz 4 (EAA) Interview client for Report	
Week 5	Test Worthiness: Validity, Reliability, Cross-Cultural Fairness, and Practicality;	Ch. 5	Quiz on Ch. 5 will be next week	
Week 6	Continue Ch. 5 Test Worthiness (Students will take NEO and PAI Assessments in class for use in future classes)	Ch. 5 continued	Quiz 5 (EAA) Take NEO & PAI Assessments	
Week 7	Statistical Concepts: Making Meaning Out of Raw Scores	Ch. 6	Quiz 6 (EAA)	
Week 8	Statistical Concepts: Creating New Scores	Ch. 7	Quiz 7	

	to Interpret Test Data		(EAA)	
Week 9	<i>Midterm</i>	<i>Midterm Ch. 1-7</i>		
Week 10	Spring Study Break	NO CLASS	NO CLASS	NO CLASS
Week 11	Assessment of Educational Ability: Survey Battery, Diagnostic, Readiness, and Cognitive Ability Tests	Ch. 8	Quiz (EAA)	
Week 12	Intellectual and Cognitive Functioning: Models of Intelligence Neuropsychological Assessment	Ch. 9	Quiz (EAA) Take Bender Gestalt & KBI II	
Week 13	Career and Occupational Assessment	Ch. 10	Quiz (EAA) Review MBTI & Strong Career Test	
Week 14	Clinical Assessment: Objective Personality Assessment Clinical Assessment: Projective Personality Assessment	Ch. 11	Quiz (EAA) Review NEO-PI PAI HTP	
Week 15	Informal Assessment: Records and Personal Documents; Test Worthiness of Informal Assessment	Ch. 12	Quiz (EAA)	
Week 16	Final Examination (Chapters 8-12)	Final Examination Ch. 8-12		

EU ACADEMIC AND COUNSELING PROGRAM POLICIES

Academic Integrity Policy

Students are expected to maintain high levels of academic honesty as people of Christ. By virtue of your integrity, you signify that all work submitted is your original work completed by you. Submitting someone else's work as your own (without proper citations, identifying particular research) is dishonest and is not congruent with a Christian life. Furthermore, the use of published study guides, solution manuals, or test banks not offered by the text's publisher will be deemed cheating. If you have questions as to the legitimacy of a study resource, consult your course professor. The program faculty and coordinator will handle incidents of academic dishonesty (plagiarism and cheating). If warranted, offenses will be reported to the Academic Affairs and the Student Development divisions. Consequences may include but not limited to grade adjustment, academic probation, withdrawal of candidacy, or dismissal. Please see the Graduate Studies catalog:

<http://web.evangel.edu/apps/mastercatalog/view/view.asp?CatalogID=2&Section=36>

Attendance Policy

Students are asked to participate in class, volunteer for demonstrations, and come to class fully prepared. As this course only meets once a week, attendance at all sessions is critical. In order to maintain in good standing, a student must attend 75% of the scheduled class time. Students missing more than 3 classes will be dropped from the class. Students who miss class because of illness, participation in authorized co-curricular activities, or for other unavoidable reasons will be given the opportunity to complete missed assignments or the equivalent. Students who miss class for other reasons may only make up work at the discretion of the individual instructor as stated in the course syllabus.

Disability Accommodations

Evangel University is committed to the provision of reasonable accommodations for students with disabilities, as defined in Section 504 of the Rehabilitation Act of 1973. If you think you may qualify for accommodations, notify me as soon as possible. You will be required to have appropriate documentation on file with Academic Support in the Center for Student Success (Zimmerman Hall 208).

Note: If you are disabled or are attending college under extenuating circumstances and require special consideration, *it is your obligation to notify your instructor* before the end of the first week of classes. If we do not hear from you, we assume you do not need special consideration. See the following for more information:

<http://web.evangel.edu/community/?p=ASC&i=1437&t=>

Policy Regarding Electronic Devices In Class

The use of electronic devices in the classroom is intended to enhance the learning experience for you and your classmates. Any use of technology that substantially degrades the learning environment, distracts you and/or your classmates, promotes dishonesty or illegal activities is prohibited. Be sensitive to this temptation to mentally leave the class using your device. It is recommended that cellular phones be silenced during class.

Course Commons (Canvas):

This course will be conducted through the CANVAS LMS (learning management system) generally referred to as *Course Commons*. All information needed to access and interact with the LMS can be found on the CANVAS login page using the link <https://courses.Evangel.edu>. Course content (example: PPTs, Projects, data, Assignment details, etc.) will be located within modules at the course site. The course calendar will also direct students to the assignments.

Access to Canvas Before the Class Begins. Students who have academically registered will have access to CANVAS and this course seven (7) days before the official beginning of the semester. Students have until seven (7) days after the semester begins to complete financial registration. If financial registration is not completed by the seventh day, CANVAS access will be revoked and all submitted work will be lost. When financial registration is then completed, CANVAS access will be granted, again. Make-up work for items lost will be at the discretion of the professor. Please contact the Registrar's office with questions about your registration status: (417) 865-2815 x7203.

Access to *Course Commons* After the Class Ends. At the end of a semester, students will have access to *Course Commons* for seven (7) days after the last official day of class. After the seven (7) days, students will not have access to the course or *Course Commons* until next semester's financial registration is complete. If you have questions about work submitted after course access is withdrawn, please contact the instructor directly.

Statement Regarding Risks and Benefits of Counselor Education

Pursuing a graduate education in counseling can facilitate meaningful professional and personal growth opportunities via insight and increased awareness. Nevertheless, material covered in any counseling course, various experiential exercises, assignments, and/or field based experiences, may facilitate intense, negative, and even emotionally overwhelming responses. Consequently, such responses may inhibit the student's functioning, academic performance, and fit for field work. Students are encouraged to be candid about the impact of such experiences and address any concerns about present functioning with their instructor. If an instructor or staff member (in conjunction with the Program Coordinator) observes evidence of problematic functioning, he/she will bring it to the student's attention. Students

may be advised in one or more of the following directions:

1. Enter personal counseling while remaining in the program and report back to their Academic Advisor or Program Coordinator.
2. Take a leave of absence from the program, with conditions specified by the program.
3. Follow a remediation plan that may include additional coursework or supervisory experiences.
4. Withdraw from the program.

The intent of the above directives is to help students address and resolve psychological material that may impact their future work as mental health care providers. Final determinations for continued progression through the Counseling program will be at the sole discretion of the program faculty and will be made with the utmost care and student's best interest in mind.

Any decision regarding a student's matriculation through the program may be appealed by following procedures in the *Student Handbook*.

SAMPLE