



EDCG 5324_600_201910 (CRN 11415): Assessment

(Subject to revision)

Online format

College of Education and Human Performance

Department of Educational Leadership and Counseling

Instructor:

Course: Online Format (3 credit hours)

Location: Blackboard

<https://blackboard.tamuk.edu/>

Office:

Email:

Phone:

Office hours:

I am further available to meet students online through *Blackboard Collaborate* beyond my office hours by appointments. Feel free to send me an email request to meet at *Blackboard Collaborate*.

Hi, everyone! I am here to support your success in the graduate program. You will enjoy the fun learning experience of comprehending and administering assessments. Welcome to send me an email whenever you have questions or need help. You can expect a response to your TAMUK student e-mail Monday through Friday, usually within 24 hours. I may not reply emails on weekends and holidays. **It is crucial that you check your TAMUK student email and Blackboard Course Message on a weekly basis** because I will be communicating with you through your TAMUK email and blackboard announcements/course messages. Remember to use your TAMUK student email to communicate with me because emails sent from your personal email accounts would most likely be screened to spam emails by the system. If you do not receive a reply from me after 24 hours, use your TAMUK email to send me another email. Remember that I am here to support your success!

Rigor Statement: This course is designed to--

- provide content knowledge beyond the undergraduate level,
- make maximum use of modern technology and other available resources,
- emphasize the analysis and synthesis of information and should expand the student's knowledge base and prepare the student for the job market at a more advanced level than those with baccalaureate degree.
- provide knowledge of scholarly writing techniques and of research methodologies appropriate to the discipline, and
- prepare the student for pursuing more advanced degrees.



Required Textbooks: (purchase or rental):

You need the required edition of the textbooks to prepare for the course and complete assignments.

(1) Drummond, R., Sheperis, C., & Jones, K. (2016). *Assessment procedures for counselors and helping professional* (8th Ed.). Up Saddle River, NJ: Pearson. (ISBN-13: 978-0132850636;

ISBN-10: 013285063X) https://www.amazon.com/Assessment-Procedures-Counselors-Professionals-Counselling/dp/013285063X/ref=sr_1_1?ie=UTF8&qid=1515992321&sr=8-1&keywords=Assessment+procedures+for+counselors+and+helping+professional

- (2) American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC:
 Author. https://www.amazon.com/Publication-Manual-American-Psychological-Association/dp/1433805618/ref=sr_1_1?ie=UTF8&qid=1516038108&sr=8-1&keywords=Publication+manual+of+the+American+Psychological+Association+%286th+ed.%29
- (3) American Counseling Association (2014). *ACA Code of Ethics*. Alexandria, VA: Author.
 Free for downloading at <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Course Requirements:

- **Professionalism policy:** All students should act in accordance with university policies and in accordance with the American Counseling Association 2014 Code of Ethics. <https://www.counseling.org/resources/aca-code-of-ethics.pdf> Students are to treat faculty and colleagues/peers with respect.

Technology requirements

- This class will be taught through an Online Course Delivery. You will need access to BlackBoard, which is the Online Teaching Format for TAMUK. You are responsible for your access to (a) a reliable computer, (b) internet service, and (c) Microsoft Word software, PowerPoint, and Adobe Reader for 16 weeks.
- You must activate your TAMUK student email. Use your TAMUK email to communicate with your course instructor. Your instructor will not be contacting you through your personal/private email addresses.
- If you encounter problems in accessing your TAMUK email account or blackboard, visit the "help desk" located in the Jernigan Library or contact **iTech Support at 361-593-HELP (24 hours a day and 7 days a week).**

Course Description:

EDCG 5324 is a core course which meets state and professional licensing degree requirements. This graduate course is designed to increase counseling students' knowledge of principles, procedures, ethics, cultural diversities, evaluations, and interpretations of assessments. Throughout the course students will be familiar with widely used assessment instruments.

Course Content:

This 5000-level course:

1. Provides content knowledge beyond the undergraduate level
2. Makes maximum use of modern technology and other available resources,
3. Emphasizes the analysis and synthesis of information and expands the student's knowledge base and prepares the student for the job market at a more advanced level than those with baccalaureate degree.
4. Provides knowledge of scholarly writing techniques and of research methodologies appropriate to the discipline, and
5. Prepares the student for pursuing more advanced degrees.

Matrix

Expected Student Learning Outcomes for this Course <i>The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key learning activities in this course.</i> Content covered includes:	SLO	Learning activities that facilitate development of knowledge, skills, and/or practices of this content:	SLO Assessment Point <i>By Rubric or Exam Score</i>
2.F.7.a. Historical perspectives concerning the nature and meaning of assessment and testing in counseling	SLO	Share history, nature, meaning, and types of assessments as well as personal experiences of administrating or participating in assessments. Mid-term and Final assessment papers. Assigned reading and blackboard materials. Blackboard scenario reactions/group discussions	Discussion Board Reactions and Responses. Instrument Reviews. Assessment Administrations.
2.F.7.b. Methods of effectively preparing for and conducting initial assessment meetings	SLO	Share history, nature, meaning, and types of assessments as well as personal experiences of administrating or participating in assessments. Mid-term and Final assessment papers. Assigned reading and blackboard materials. Blackboard scenario reactions/group discussions	Discussion Board Reactions and Responses. Instrument Reviews. Assessment Administrations.
2.F.7.c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	SLO	Share history, nature, meaning, and types of assessments as well as personal experiences of administrating or participating in assessments. Mid-term and Final assessment papers. Assigned reading and blackboard materials. Blackboard scenario reactions/group discussions	Discussion Board Reactions and Responses. Instrument Reviews. Assessment Administrations.
2.F.7.d. Procedures for identifying trauma and abuse and for reporting abuse	SLO	Share history, nature, meaning, and types of assessments as well as personal experiences of administrating or participating in assessments. Mid-term and Final assessment papers. Assigned reading and blackboard materials. Blackboard scenario reactions/group discussions	Discussion Board Reactions and Responses. Instrument Reviews. Assessment Administrations.

2.F.7.e. Use of assessments for diagnostic and intervention planning purposes	SLO	Share history, nature, meaning, and types of assessments as well as personal experiences of administrating or participating in assessments. Mid-term and Final assessment papers. Assigned reading and blackboard materials. Blackboard scenario reactions/group discussions	Discussion Board Reactions and Responses. Instrument Reviews. Assessment Administrations.
2.F.7.f. Basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	SLO	Share history, nature, meaning, and types of assessments as well as personal experiences of administrating or participating in assessments. Mid-term and Final assessment papers. Assigned reading and blackboard materials. Blackboard scenario reactions/group discussions	Discussion Board Reactions and Responses. Instrument Reviews. Assessment Administrations.
2.F.7.g. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	SLO	Share history, nature, meaning, and types of assessments as well as personal experiences of administrating or participating in assessments. Mid-term and Final assessment papers. Assigned reading and blackboard materials. Blackboard scenario reactions/group discussions	Discussion Board Reactions and Responses. Instrument Reviews. Assessment Administrations.
2.F.7.h. Reliability and validity in the use of assessments	SLO	Share history, nature, meaning, and types of assessments as well as personal experiences of administrating or participating in assessments. Mid-term and Final assessment papers. Assigned reading and blackboard materials. Blackboard scenario reactions/group discussions	Discussion Board Reactions and Responses. Instrument Reviews. Assessment Administrations.
2.F.7.i. Use of assessments relevant to academic/educational, career, personal, and social development	SLO	Share history, nature, meaning, and types of assessments as well as personal experiences of administrating or participating in assessments. Mid-term and Final assessment papers. Assigned reading and blackboard materials. Blackboard scenario reactions/group discussions	Discussion Board Reactions and Responses. Instrument Reviews. Assessment Administrations.
2.F.7.j. Use of environmental	SLO	Share history, nature, meaning, and	Discussion Board

assessments and systematic behavioral observations		types of assessments as well as personal experiences of administrating or participating in assessments. Mid-term and Final assessment papers. Assigned reading and blackboard materials. Blackboard scenario reactions/group discussions	Reactions and Responses. Instrument Reviews. Assessment Administrations.
2.F.7.k. Use of symptom checklists, and personality and psychological testing	SLO	Share history, nature, meaning, and types of assessments as well as personal experiences of administrating or participating in assessments. Mid-term and Final assessment papers. Assigned reading and blackboard materials. Blackboard scenario reactions/group discussions	Discussion Board Reactions and Responses. Instrument Reviews. Assessment Administrations.
2.F.7.l. Use of assessment results to diagnose developmental, behavioral, and mental disorders	SLO	Share history, nature, meaning, and types of assessments as well as personal experiences of administrating or participating in assessments. Mid-term and Final assessment papers. Assigned reading and blackboard materials. Blackboard scenario reactions/group discussions	Discussion Board Reactions and Responses. Instrument Reviews. Assessment Administrations.
2.F.7.m. Ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	SLO	Share history, nature, meaning, and types of assessments as well as personal experiences of administrating or participating in assessments. Mid-term and Final assessment papers. Assigned reading and blackboard materials. Blackboard scenario reactions/group discussions	Discussion Board Reactions and Responses. Instrument Reviews. Assessment Administrations.
2.F.4.e. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	SLO	Share history, nature, meaning, and types of assessments as well as personal experiences of administrating or participating in assessments. Mid-term and Final assessment papers. Assigned reading and blackboard materials. Blackboard scenario reactions/group discussions	Discussion Board Reactions and Responses. Instrument Reviews. Assessment Administrations.
2.F.4.i. Methods of identifying and using assessment tools and	SLO	Share history, nature, meaning, and types of assessments as well as	Discussion Board Reactions and

techniques relevant to career planning and decision making		personal experiences of administrating or participating in assessments. Mid-term and Final assessment papers. Assigned reading and blackboard materials. Blackboard scenario reactions/group discussions	Responses. Instrument Reviews. Assessment Administrations.
2.F.5.g. Essential interviewing, counseling, and case conceptualization skills	SLO	Share history, nature, meaning, and types of assessments as well as personal experiences of administrating or participating in assessments. Mid-term and Final assessment papers. Assigned reading and blackboard materials. Blackboard scenario reactions/group discussions	Discussion Board Reactions and Responses. Instrument Reviews. Assessment Administrations.
2.F.5.i. Development of measurable outcomes for clients	SLO	Share history, nature, meaning, and types of assessments as well as personal experiences of administrating or participating in assessments. Mid-term and Final assessment papers. Assigned reading and blackboard materials. Blackboard scenario reactions/group discussions	Discussion Board Reactions and Responses. Instrument Reviews. Assessment Administrations.
2.F.8.j. Ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	SLO	Share history, nature, meaning, and types of assessments as well as personal experiences of administrating or participating in assessments. Mid-term and Final assessment papers. Assigned reading and blackboard materials. Blackboard scenario reactions/group discussions	Discussion Board Reactions and Responses. Instrument Reviews. Assessment Administrations.
5.C.1.c. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	SLO	Share history, nature, meaning, and types of assessments as well as personal experiences of administrating or participating in assessments. Mid-term and Final assessment papers. Assigned reading and blackboard materials. Blackboard scenario reactions/group discussions	Discussion Board Reactions and Responses. Instrument Reviews. Assessment Administrations.
5.C.1.e. Psychological tests and assessments specific to clinical mental health counseling	SLO	Share history, nature, meaning, and types of assessments as well as personal experiences of	Discussion Board Reactions and Responses. Instrument

		administrating or participating in assessments. Mid-term and Final assessment papers. Assigned reading and blackboard materials. Blackboard scenario reactions/group discussions	Reviews. Assessment Administrations.
5.C.3.a. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	SLO	Share history, nature, meaning, and types of assessments as well as personal experiences of administrating or participating in assessments. Mid-term and Final assessment papers. Assigned reading and blackboard materials. Blackboard scenario reactions/group discussions	Discussion Board Reactions and Responses. Instrument Reviews. Assessment Administrations.

Course Objectives	Activities/Assignments	Measurement	2016 CACREP Standards
1. Demonstrate knowledge of the historical perspectives regarding the nature and meaning of assessments	<ul style="list-style-type: none"> • Share history, nature, meaning, and types of assessments as well as personal experiences of administrating or participating in assessments • Mid-term and Final assessment papers • Assigned reading and blackboard materials • Blackboard scenario reactions/group discussions 	<ul style="list-style-type: none"> • Blackboard scenario reactions (See appendix A with grading rubric.) • Blackboard group discussions (See appendix B with grading rubric.) • Assessment interpretation and evaluation paper (See appendix D with grading rubric.) 	II.F.7.a.
2. Demonstrate ability to assess and interpret measurement error, and statistical concepts including scales of measurement, measures of central tendency, measures of variability, shapes and types of distributions and correlations	<ul style="list-style-type: none"> • Demonstrate understanding of norm group, central tendency, variability, and correlations through case scenario • Use scales of measurement to design an assessment for facilitating diagnostic checklist for a DSM 5 disorder • Use scales of measurement to design an assessment and explain reasons for the selection of the scale • Assigned reading and blackboard materials • Blackboard scenario reactions/group discussions 	<ul style="list-style-type: none"> • Blackboard scenario reactions (See appendix A.) • Blackboard group discussions (See appendix B.) 	II.F.7.b. II.F.7.g
3. Comprehend reliability and validity in assessment and research	<ul style="list-style-type: none"> • Demonstrate understanding of reliability, validity, and interrater reliability through case scenario • Discuss how reliability and validity affect assessment and research • Mid-term and Final assessment papers • Assigned reading and blackboard materials • Blackboard scenario reactions/group discussions 	<ul style="list-style-type: none"> • Blackboard scenario reactions (See appendix A.) • Blackboard group discussions (See appendix B.) • Assessment interview paper (See appendix C with grading rubric.) 	II.F.7.h

4. Comprehend basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments and other assessments, including technology-assisted methods	<ul style="list-style-type: none"> • Demonstrate comprehension and applications of formal and informal assessments, including technology-assisted methods • Share how neurodevelopmental, mental, behavioral, and environmental factors affecting selections and applications of assessments • Assigned reading and blackboard materials • Blackboard scenario reactions/group discussions 	<ul style="list-style-type: none"> • Blackboard scenario reactions (See appendix A.) • Blackboard group discussions (See appendix B.) 	II.F.7.b. II.F.7.e. II.F.7.f.
5. Demonstrate knowledge of ethical and legal considerations related to assessments and evaluations	<ul style="list-style-type: none"> • Discuss ethical and legal issues through case scenario • Mid-term and Final assessment papers • Assigned reading and blackboard materials • Blackboard scenario reactions/group discussions 	<ul style="list-style-type: none"> • Blackboard scenario reactions (See appendix A.) • Blackboard group discussions (See appendix B.) • Assessment interview paper (See appendix C.) • Assessment interpretation and evaluation paper (See appendix D.) 	II.F.7.b.
6. Demonstrate knowledge of using environmental assessments and systematic behavioral observations to examine ethical and cultural factors such as age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality...etc., influencing strategies for selecting, administering, and interpreting assessments and evaluations of individuals, groups, and specific populations	<ul style="list-style-type: none"> • Discuss interpretation of assessment results from norm group to diverse populations • Discuss multicultural issues affecting selection and interpretation of assessment results • Mid-term and Final assessment papers • Assigned reading and blackboard materials • Blackboard scenario reactions/group discussions 	<ul style="list-style-type: none"> • Blackboard scenario reactions (See appendix A.) • Blackboard group discussions (See appendix B.) • Assessment interview paper (See appendix C.) • Assessment interpretation and evaluation paper (See appendix D.) 	II.F.7.b. II.F.7.j. II.F.7.m.
7. Demonstrate knowledge and strategies of selecting, administering, interpreting, and evaluating assessments	<ul style="list-style-type: none"> • Identify information for assessment • Use SDS and sixteen personality test to practice administering, interpreting, and evaluating assessment • Discuss selection of the use of intelligence, achievement, and aptitude tests through case scenario • Mid-term and Final assessment papers • Assigned reading and blackboard materials • Blackboard scenario reactions/group discussions 	<ul style="list-style-type: none"> • Blackboard scenario reactions (See appendix A.) • Blackboard group discussions (See appendix B.) • Assessment interview paper (See appendix C.) • Assessment interpretation and evaluation paper (See appendix D.) 	II.F.7.b. II.F.7.e.
8. Demonstrate appropriate procedures for assessing risks, self-harm, and trauma and reporting harming and abuse issues	<ul style="list-style-type: none"> • Use case scenario and checklist to assess self-harm and trauma • Share procedures of reporting harming and abuse issues • Assigned reading and blackboard materials • Blackboard scenario reactions/group discussions 	<ul style="list-style-type: none"> • Blackboard scenario reactions (See appendix A.) • Blackboard group discussions (See appendix B.) 	II.F.7.b. II.F.7.c. II.F.7.d. II.F.7.e.

9. Understand the area of assessment in NCC and LPC examination	<ul style="list-style-type: none"> • Review samples of assessments questions in NCC and LPC examination • Assigned reading and blackboard materials • Blackboard scenario reactions/group discussions 	<ul style="list-style-type: none"> • Blackboard scenario reactions (See appendix A.) • Blackboard group discussions (See appendix B.) 	
10. Use and develop assessments such as checklists, personality assessments, and psychological assessments for assessing statistical concepts, interpreting results, and facilitating diagnostic interventions for academic/educational, career, personal, and social development	<ul style="list-style-type: none"> • Design a checklist for assessing a DSM 5 disorder • Use a standard test to facilitate diagnostic interventions • Discuss applications of assessments in clinical, educational, personal, and community settings • Discuss importance of communicating results and seeking feedback in assessments • Mid-term and Final assessment papers • Assigned reading and blackboard materials • Blackboard scenario reactions/group discussions 	<ul style="list-style-type: none"> • Blackboard scenario reactions (See appendix A.) • Blackboard group discussions (See appendix B.) • Assessment interview paper (See appendix C.) 	II.F.7.b. II.F.7.e. II.F.7.i. II.F.7.k. II.F.7.l.

Technical Requirements

For you to successfully navigate and be successful in this graduate course, here are some tips to help your success:

- Be familiar with the internet for browsing and emailing. Know how to use search engines. The following video clip provides an example of using google scholar search engine: www.youtube.com/watch?v=5h9E6B9Emgk (1:49 mins)
- Know how to do basic word processing, including cutting, pasting, and spell-check. The following video clip provides an example of basic word processing: <https://www.youtube.com/watch?v=6iuERoIhEzU> (6:36 minutes)
- Have good reading comprehension and written communication skills. The following video clip provides strategies to master reading comprehension skills: https://www.youtube.com/watch?v=w_N2-366hL4 (3:18 minutes)
- Organize your time well. The following video clip provides an example, “How to get organized for college”: (5:53 minutes) <https://www.youtube.com/watch?v=g1ibzxwhyCM>

UNIVERSITY POLICIES:

Student Observances for Religious Holy Days

In accordance with Texas Education Code §51.911(b): Attendance, students shall be excused from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. For more information about excused absences due to religious holy days, please visit the website at <http://policies.tamus.edu/31-04-01.pdf>

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center (DRC) as early as

possible in the term at (361) 593-2904. DRC is located in the Life Service and Wellness building at 1210 Retama Drive. If you require special services because of a disability, please notify the Office of Student Relations so that the University may provide appropriate support services to facilitate your learning. Refer to the Student Handbook (Student Relations section, Students with Disabilities subsection). After contacting DRC, please submit your *accommodation letter* to your instructor within the first three weeks of the course so that your instructor can better accommodate your needs.

Academic Honesty

Students are expected to read, understand, and abide by the University's policy on Academic Dishonesty. The policy is published in the Student Handbook (in hardcopy).

Academic Misconduct:

You are expected to adhere to the highest academic standards of behavior and personal conduct in this course and all other courses. Students who engage in academic misconduct are subject to university disciplinary procedures. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct, which discusses conduct expectations and academic dishonesty rules. You are expected to practice academic honesty in every aspect of this course and all other courses. Please make certain that you are familiar with you Student Handbook, as students who engage in academic misconduct are subject to University disciplinary procedures. Forms of academic dishonesty include:

1. Cheating: Using unauthorized notes or study aids, allowing another party to do one's work/exam and turning in that work/exam as one's own; submitting the same or similar work in more than one course without permission from the course instructors; deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Aid of academic dishonesty: Intentionally facilitating any act of academic dishonesty. Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: Falsification or creation of data, research or resources, or altering a graded work without the prior consent of the course instructor.
4. Plagiarism: Portrayal of another's work or ideas as one's own. Examples include unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.
5. Lying: Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.
6. Bribery: Providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.
7. Threat: An attempt to intimidate a student, staff or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code violation.

Please be aware that the University subscribes to the Turnitin plagiarism detection service. Your paper may be required to submit to this service at the discretion of the instructor.

Other Forms of Academic Misconduct:

1. Failure to follow published departmental guidelines, professor's syllabi, and other posted academic policies in place for the orderly and efficient instruction of classes, including laboratories, and use of academic resources or equipment.

2. Unauthorized possession of examinations, reserved library materials, laboratory materials or other course related materials.
3. Failure to follow the instructor or proctor's test-taking instructions, including but not limited to not setting aside notes, books or study guides while the test is in progress, failing to sit in designated locations and/or leaving the classroom/ test site without permission during a test.
4. Prevention of the convening, continuation or orderly conduct of any class, lab or class activity. Engaging in conduct that interferes with or disrupts university teaching, research or class activities such as making loud and distracting noises, repeatedly answering cell phones/text messaging or allowing pagers to beep, exhibiting erratic or irrational behavior, persisting in speaking without being recognized, repeatedly leaving and entering the classroom or test site without authorization, and making physical threats or verbal insults to the faculty member, or other students and staff.
5. Falsification of student transcript or other academic records; or unauthorized access to academic computer records.
6. Nondisclosure or misrepresentation in filling out applications or other university records.
7. Any action which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

Non-academic Misconduct:

The university respects the rights of instructors to teach and of students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with these rights will not be tolerated; examples include:

1. interfering with the instructor's ability to conduct the class,
2. causing inability of other students to profit from the instructional program, or
3. any interference with the rights of others.

An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures. Ongoing behaviors or single behaviors considered distracting (e.g., coming late to class, performing a repetitive act that is annoying, sleeping or reading a newspaper in class, etc.) will be addressed by the faculty member initially either generally or individually. Cases in which such annoying behavior becomes excessive and the student refuses to respond to the faculty member's efforts can be referred to the Dean of Students. In the case of serious disruptive behavior in a classroom the instructor may first request compliance from the student and if it is not received, an instructor has the authority to ask the student to leave the classroom. If the student fails to leave after being directed to do so, assistance may be obtained from other university personnel, including University Police Department. An individual engaging in such disruptive behavior is subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures to determine if the student should be allowed to return to the classroom.

Harassment and Discrimination:

Texas A&M University-Kingsville will investigate all complaints that indicate sexual harassment, harassment, or discrimination may have occurred by the facts given by the complainant. Sexual harassment of anyone at Texas A&M University-Kingsville is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action. A person who believes he/she has been the victim of sexual harassment, harassment, or discrimination may pursue either the informal or the formal complaint resolution procedure. A complaint may be initially made to the complainant's immediate supervisor, a

department head, a supervisory employee, the Dean of Students at (361)-593-3606 or the Office of Compliance at (361) 593-4758. Regardless of who the complaint is filed with, the Compliance Office will be notified of the complaint so it can be investigated.

Six-Drop Policy:

The following provision does not apply to students with Texas public college or university credits prior to Fall 2007. The Texas Senate Bill 1231 specifies the number of course drops allowed to a student without penalty. After a student has dropped six courses, a grade of QF will normally be recorded for each subsequent drop. Additional information on Senate Bill 1231 is available at the Registrar's Office at (361) 593-2811 and at http://www.tamuk.edu/registrar/drop_policy.html. Should you have questions about these policies, please refer to the Student Code of Conduct section of the Student Handbook (http://www.tamuk.edu/dean/dean_files/studenthandbook.pdf). Descriptions of the policies are available at the website of the Center for Teaching Effectiveness at <http://www.tamuk.edu/cte/docs/sample-tamuk-syllabus.pdf>

COURSE POLICIES:

Attendance Policy:

This is an online class. Attendance is calculated through participation in assignments.

Late Assignment Policy: All submissions are due on the date specified (See Appendix E for specific due dates). Extra time may be “purchased” at the rate of 10% off the perfect score per week after the assignment is due and bought at an additional 10% weekly up to four weeks. **In order to pass this course, all late submissions must be turned in “complete” to the blackboard by December 5th, 2018.** In the event of extenuating circumstances, a student may request an extension without penalty. Students must submit to the instructor a copy of the *Request for Extension* explaining the extenuating circumstance. Examples of acceptable requests include: A doctor note from a physician, a discharge summary from an emergency room or hospital, or a proof of a family crisis.

Assignments and Submissions:

All assignments must be submitted to the blackboard “complete”.

- Your initial post of reaction is due by midnight (11:59 PM) on each Sunday following each of the weeks we post. **See Appendix E for the specific due dates.**
- Your responses to two peers’ posts are due by midnight (11:59 PM) on Tuesday, two days after your initial reaction is due. **See Appendix E for the specific due dates.**
- **Your syllabus exam is due on January 21st.**
- **The mid-term paper (due on October 21, 2018) and final paper (due on December 3, 2018) have to be submitted to the Blackboard in Microsoft Word format. A copy of the assessment results can be scanned and submitted in pdf format.**

Grades for the course will be based upon the following:

1. **Online Syllabus Quiz: 100 points, the 10% of your grade**

2. **Online Discussion Board: 400 points, the 40% of your grade**

For ten weeks, students will respond to a specific topic which I will post on Blackboard. The purpose of the Discussion Board (DB) is to reinforce and articulate your knowledge of various theories, their components, and how you will incorporate them into your professional identity and practice. **Because your DB posts are one way for me to measure attendance for this online course, you may not opt out of doing a DB. Each DB that you do not participate in is considered an absence. Three “0” grade entries under the DB count as three absences and equate to a letter grade drop.**

Your DB posts should include (1) your own reactions/reflections and ideas (I do not give grades for work that is unbecoming of a graduate student), (2) insightful responses to peer reactions/responses, (3) attempts to create a flowing discussion with your colleagues/peers in the class, (4) respect of your colleagues/peers with courtesy and thoughtfulness when responding, and (5) thorough despondences addressing the topic – as well as integration of information from readings. Abbreviations are not helpful, please spell out all words. **See points-based rubrics of DB posts in Appendix A and Appendix B.**

Each of your initial DB posts of **reactions should be at least 10 complete sentences. You must respond to at least two colleagues/peers** in a way that indicates your investment in the discussion. **Each response should be at least three complete sentences** and must be thoughtful, respectful, and in-depth enough to allow for reflection and continued

conversation. All posts should be free of spelling and grammatical errors. You will be graded on content, presentation, and professionalism. Responses to colleagues/peers are due within 48 hours of the deadline for the initial post. **See Appendix E for specific due dates.**

3. **Mid-Term Paper: Standardized Instrument Review/Critique**

This paper will count as 200 points (20% of your grade).

The due date for submitting this double-space APA style paper in Microsoft Word format to “Assessment Paper” on the blackboard will be October 21st, 2018, 11:59 PM.

It might take you 15 to 20 hours to conduct a face-to face interview for the assessment and write paper. If you prefer me to review your paper prior to your submission to the blackboard, email your "complete" paper to me (ya-wen.liang@tamuk.edu) one week before the due date. When I receive your paper prior to October 14th 2018, I will review and edit your paper within one week. See the rubric and guidelines of the mid-term paper in Appendix C.

4. **Final Paper: Final Case Study of the Assessment Administration Report**

This paper counts as 300 points (30% of your total grade).

The due date for submitting this paper in Microsoft Word format to “Assessment Paper” on the blackboard will be December 3rd, 2018.

It might take you 15 to 20 hours to conduct the assessments and write the case study report. Start conducting the assessments and writing the paper as soon as you can would be a wise decision. If you prefer me to review your paper prior to your submission to the blackboard, email your "complete" paper to me (ya-wen.liang@tamuk.edu) one week before the due date. When I receive your paper prior to November 26th, I will review and edit your paper within in five days. See the rubric and guidelines in Appendix D.

Grading – perfect score: 1000 points Total

- Syllabus Exam: 100 points
- Blackboard Discussions: 400 points
- Mid-term Paper: 200 points
- Final Paper: 300 points

A = 900 – 1000 points

B = 800 – 899 points (A student needs a GPA of 3.0 to stay in the graduate program.)

C = 700 – 799 points

F = 699 points and below

Miscellaneous

Incompletes must be completed in the semester following the one in which they are received. In accordance with the University policy, if this is not done, the grade reverts to Failure. Incompletes in this class are discouraged. Assignments may be difficult to “make-up.”

“I” Assignment: Incomplete: given to a student who is passing but has not completed a term paper, examination or other required work. The instructor and the student are required to complete the standard university contract form for each course in which the temporary grade of I has been assigned. The grade of I will be used only to allow a student who has encountered some emergency such as illness or an accident an opportunity to complete the requirements for a course. A grade of I reverts to a grade of F one year from the close of semester/term in which the

grade was originally recorded if the course requirements have not been satisfied. Not valid for Research/Project/Thesis/Dissertation courses. (Graduate Faculty Handbook, p. 82).

NOTE: An "I" cannot be given to a student who has simply fallen behind, had some personal issues, got busy at work or home, etc. Additionally, the student must be "Passing" which is a total of 70 (C) or above.

DB Reaction Rubric

Superior (90-100% of the assigned points): 27-30 points (a minimum of 10 sentences)

- Discussion contributions are submitted according to the specifications of the assignments and are posted by the due date.
- Language is clear, concise, and easy to understand. Uses terminology appropriately, is logically organized, and adapts APA format.
- Discussion contributions provide evidence that the learner has read the assigned readings thoroughly and has considered a sampling of colleagues' postings by synthesizing key comments and ideas when applicable.

Sufficient (80-89% of the assigned points): 24-26 points (a minimum of 10 sentences)

- Discussion contributions are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are adequately written, but some content may be inaccurate. Discussion contributions demonstrate some depth of understanding of the issues and show that the learner/trainee has absorbed general principles and ideas presented in the course, although viewpoints and interpretations are not always thoroughly supported.
- Discussion contributions provide evidence that the learner/trainee has considered at least some colleagues' postings and synthesized key comments and ideas when applicable, but it appears as though all postings have not been reviewed.

Minimal (70-79% of the assigned points): 21-23 points (a minimum of 10 sentences)

- Discussion contributions are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are not adequately written and/or APA format is not used.
- Discussion contributions do little to enhance the quality of interaction and rarely include questions or comments that stimulate critical thinking and learning.
- Discussion contributions demonstrate a minimal understanding of concepts presented, tend to address peripheral issues, and are somewhat accurate but with some omissions and/or errors. Key principles are not integrated into the response, or if key principles are presented, there is no evidence the learner/trainee understood the core ideas.
- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials and postings do not incorporate key comments and ideas presented by colleagues.

Inadequate (60-69% of the assigned points): 18-20 points

No credit will be awarded if some or all of the following conditions apply:

- Discussion contributions are posted over three weeks late and/or do not address the requirements of the discussion prompts.
- Discussion contributions contain only nine sentences or less than nine sentences.
- Discussion contributions are poorly written, terms are used incorrectly; and/or APA format is not used.
- Discussion contributions do not contribute to the quality of interaction and do not include questions or comments that stimulate critical thinking and learning.
- Discussion contributions do not demonstrate an understanding of the concepts presented in the course, do not address relevant issues, and/or are inaccurate.
- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials and/or considered colleagues' postings.

DB Response Rubric

Superior (9-10 points; a minimum of three sentences per post; a minimum of two peer responses)

- Responses are submitted according to the specifications of the assignments and are posted by the due date.
- Responses significantly enhance the quality of peer interactions (e.g., illustrate a point with personal/professional examples demonstrating application of principles from readings, suggest new perspectives on an issue, and pose thought-provoking questions), provide constructive feedback to colleagues, and raise opposing viewpoints in a polite manner.
- Responses contribute to the quality of interaction (e.g., illustrate a point with personal/professional examples, suggest new perspectives on an issue, pose relevant questions), provide constructive feedback to colleagues, and raise opposing viewpoints in a polite manner but response is not well developed or integrated.

Sufficient (8 points) (a minimum of three sentences per post; a minimum of two peer responses)

- Responses are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Responses are adequately written, but the content does not adequately address peer posts or does not promote peer interactions (e.g., not adequately respond to peer reactions), provide criticism instead of constructive feedback to colleagues, and raise opposing viewpoints in an impolite manner.

Minimal (7 points) (a minimum of three sentences per post; a minimum of two peer responses)

- Responses are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Responses are not adequately written and/or APA format is not used.
- Responses degrade peer sharing, disrespect peer interactions, or raise opposing viewpoints in an offensive manner.

Inadequate (6 Points)

No credit will be awarded if some or all of the following conditions apply:

- Responses are posted over three weeks late and/or do not address the requirements of the discussion prompts.
- A response contains only two sentences or less than two sentences.
- Do not respond to a minimum of two peers.
- Responses are poorly written, terms are used incorrectly; and/or APA format is not used.
- Responses negatively affect the quality of peer interactions or professionalism.

Appendix C - Rubric and Guidelines of the Mid-Term Paper: Standardized Instrument Review/Critique

The purpose of this assignment is to give you experience in evaluating assessment instruments. Below is an outline to assist you with this project. If you go to <http://aarc-counseling.org/test-reviews> you will see many examples of this type of evaluation. By choosing an instrument not on the website, you have an opportunity to publish a test review for the Association for Assessment in Counseling and Education, a national division of the American Counseling Association.

- The student will administer both (a) a biopsychosocial assessment and (b) one of the five standard tests/assessments (OQ-45, BAI, BDI, SLS, DAST) to a volunteer/classmate.
- The student will score and summarize the results. The student will submit a completed biopsychosocial assessment and the chosen standard tests/assessments.
- The student will write the Standardized Instrument Review/Critique addressing the following four elements:
 - I. General Information
 - II. Practical Evaluation
 - III. Technical Evaluation
 - IV. Application of Instrument

The following outline of each element is provided

I. General Information

- A. Title:
- B. Authors of the Instrument:
- C. History of the Instrument:
- D. Forms, groups to which applicable:
- E. Time Required for Administration:
- F. Cost:
- G. Publisher:

II. Practical Evaluation

- A. Features of Assessment Materials:
- B. Ease of Administration:
- C. Scoring Procedures:
- D. Qualifications for Administrators:
- E. Use in Counseling:

III. Technical Evaluation:

- A. Norms:
- B. Validity and Reliability:
- C. Generalizability:

IV. Application of Instrument

- A. Major Strengths and Limitations of the Assessment:
- B. Multicultural Considerations of Instrument:
- C. Recommendations for Use:

Rubric for Standardized Instrument Review/Critique					
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Rubric Ratings	30/25 Proficient	24/20 Well done	18/15 Good	6/5 Fair	2/1 Poor
Student demonstrates the philosophical underpinnings of assessment (5 points)	25	20	15	5	1
Student demonstrates the role of assessment as an integral component of counseling and provides sufficient answers for each major section (I-IV).	30	24	18	6	2
<i>I. General Information</i> A. Title: B. Authors of the Instrument: C. History of the Instrument: D. Forms, groups to which applicable: E. Time Required for Administration: F. Cost: G. Publisher:	30	24	18	6	2
<i>II. Practical Evaluation</i> A. Features of Assessment Materials: B. Ease of Administration: C. Scoring Procedures: D. Qualifications for Administrators: E. Use in Counseling:	30	24	18	6	2
<i>III. Technical Evaluation:</i> A. Norms: B. Validity and Reliability: C. Generalizability:	30	24	18	6	2
<i>IV. Application of Instrument</i> A. Major Strengths and Limitations of the Assessment: B. Multicultural Considerations of Instrument: C. Suggestions for Use:	30	24	18	6	2
APA Style: Well organized, follows a logical flow, and has evidence of original and critical thinking and synthesis of psychosocial interview and assessment results and from grammatical errors, includes appropriate references and citations (5 points)	25	20	15	5	1

Appendix D

Rubric and Guidelines of Final Case Study of the Assessment Administration Report

Assessment Administrations

The assessment administrations for this class will consist of the following three measurements:

1. a biopsychosocial assessment
2. a standardized test of your choice from one of the five assessments (OQ-45, BAI, BDI, SLS, DAST)
3. the assessment report

The student will turn in a case study with the following information in the Assessment Report:

Identifying Information:

- Client's name
- Date of Examination
- Date of Birth
- Chronological Age
- Date of Report
- Grade (If applicable)
- Examiner's name
- Tests administered

Reason for Referral:

Background Information and Presenting Problem:

Behavioral Observations:

Assessment Results and Interpretations:

Summary:

Signature:

Recommendations:

A copy of the biopsychosocial assessment:

A copy of the instrument:

There is a rubric provided.

Excellent 30	Good 23	Fair 15	Poor 8
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Student demonstrated understanding in each of the following areas:

Identifying Information: This section of the report provides some demographic information on the client. It is often done in outline format and includes the following information:

30	23	15	8
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Client's name

Date of Examination

Date of Birth

Chronological Age

Date of Report

Grade (If applicable)

Examiner's name

Tests administered

Reason for Referral: This section typically addresses the reason for the referral for testing. Another label often used is “Reason for Counseling” in order to broaden the focus.

30 23 15 8

Background Information and Presenting Problem: This section provides the reader with an overview of relevant information regarding the client. Much of this information can come from the Bio psychosocial assessment or from interviews. This section should include significant past events related to the assessment purpose.

30 23 15 8

Behavioral Observations: This is a section that informs the reader what was observed during the assessment process. This section gives a report of the client’s behaviors while taking the instruments and during the interview process.

30 23 15 8

Assessment Results and Interpretations: This is the heart of the psychological report and is usually the longest section. Included in this section are the assessment findings, the meaning of the results, and the clinical and diagnostic impressions. The focus should be on the pertinent findings and interpreting rather than simply reporting the findings.

30 23 15 8

Recommendations: The recommendations section extends the material presented in the report into future actions that will be beneficial to the client. The recommendations should be realistic, with consideration to the client’s resources and situation. There needs to be sufficient detail so that the recommendations can be easily implemented. This may require the clinician to have information about community resources.

30 23 15 8

Summary: This section is a succinct summarization of the entire report, with a focus on the results and interpretation. The summary is usually one or two paragraphs, but contains the major aspects of the report. Write the summary as if it will be the only thing anyone reads. The summary provides an opportunity to reiterate and emphasize important results.

30 23 15 8

Signature: This section includes the report writer’s name, degree, and professional title (such as Student Clinician). **The signature sections should be typed at the end of the report.** The writer then signs his or her name above the typewritten line.

30 23 15 8

Copy of Biopsychosocial included:

30 23 15 8

Copy of Instrument included:

30 23 15 8

Appendix E

Tentative Course Schedule: (Subject to revision)

<i>Week</i>	<i>Office hours</i>	<i>Topics and Assigned readings (Posted by Monday)</i>	<i>Assignment Due Dates</i>	<i>DB - Discussion Board All DB initial posts and papers are due on Sundays by 11:59 pm.</i>
#1: 8/20-8/26 (odd week)	8/24 Fri 12-5	Introduction & review syllabus	8/26/2018	Syllabus Quiz (100 points)
#2: 8/27-9/02 (even week)	8/27 Mon 8-1	Get to know your classmates and fun assessments	9/02/2018 9/04/2018	DB 1 Reaction: 30 points DB 1 Responses to 2 peers: 10 points
#3: 9/03-9/09	9/07 Fri 12-5	Chapters 1-2	9/9/2018 9/11/2018	DB 2 Reaction: 30 points DB 2 Responses to 2 peers: 10 points
#4: 9/10-9/16	9/10 Mon 8-1	Chapter 3	9/16/2018 9/18/2018	DB 3 Reaction: 30 points DB 3 Responses to 2 peers: 10 points
#5: 9/17-9/23	9/21 Fri 12-5	Chapter 4	9/23/2018 9/25/2018	DB 4 Reaction: 30 points DB 4 Responses to 2 peers: 10 points
#6: 9/24-9/30	9/24 Mon 8-1	Chapters 5-6	9/30/2018 10/02/2018	DB 5 Reaction: 30 points DB 5 Responses to 2 peers: 10 points
#7: 10/01-10/07	10/05 Fri 12-5	Chapter 7	10/07/2018 10/09/2018	DB 6 Reaction: 30 points DB 6 Responses to 2 peers: 10 points
#8: 10/08-10/14	10/08 Mon 8-1	Biopsychosocial Assessment	10/14/2018 10/16/2018	DB 7 Reaction: 30 points DB 7 Responses to 2 peers: 10 points
#9: 10/15-10/21	10/19 Fri 12-5	Mid-Term Paper: Standardized Instrument Review/Critique	10/21/2018	The perfect score is 200 points.
#10: 10/22-10/28	10/22 Mon 8-1	Chapters 8, 9, 10	10/28/2018 10/30/2018	DB 8 Reaction: 30 points DB 8 Responses to 2 peers: 10 points
#11: 10/29-11/04	11/02 Fri 12-5	Chapters 11 & 12	11/04/2018 11/06/2018	DB 9 Reaction: 30 points DB 9 Responses to 2 peers: 10 points
10/29/2018 by 5:00 P.M.		Last day to drop a course or withdraw from the university. Course dropped will receive a grade of Q. Last day for faculty to drop for non-attendance.		
#12: 11/05-11/11	11/05 Mon 8-1	Chapters 13, 15	11/11/2018 11/13/2018	DB 10 Reaction: 30 points DB 10 Responses to 2 peers: 10 points
#13: 11/12-11/18	11/12 Mon 8-1	Chapters 14, 16		
#14: 11/19-11/25		Thanksgiving Holiday		
#15: 11/26-12/02	11/30 Fri 12-5	Use your time wisely to write the Final Case Study (It would take you 15-20 hours to write the final paper.)		
#16: 12/03-12/09	12/03 Mon 8-1	Final Case Study of the Assessment Administration Report	12/03/2018	The perfect score is 300 points.
		In order to pass this course, the student needs to submit all late assignments, including DB posts by 12/05/2018.		

I am here to support your success. Feel free to contact me via ya-wen.liang@tamuk.edu if you have any questions about this course or assignments. I am further available to meet with you online through "Blackboard Collaborate" by your email request beyond following office hours:

Office hours: The odd weeks of the semester: Friday noon - 5 PM

The even weeks of the semester: Monday 8 AM - 1 PM

Due to my presentation at the 62nd Annual Texas Counseling Association Professional Growth Conference, my week #13 office hours will be swapped to November 12th from 8 a.m. to 1 p.m.

Ya-Wen Liang, Ph.D., LPC, NCC, Humanistic Sandtray Therapist