



DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING
ASSESSMENT, EDCG5324, 3 CREDITS, ONLINE FORMAT
 COURSE SYLLABUS: SPRING 2021

INSTRUCTOR INFORMATION

Instructor: Ya-Wen Melissa Liang, Assistant Professor, Ph.D., LPC-S, NCC, Certified Humanistic Sandtray Therapist

Office Location: Rhode Hall 136, **Office Phone:** 3615934265, **Email:** ya-wen.liang@tamuk.edu

My office phone is not answered after office hours ends or during other times other than office hours. If I do not answer my phone during my office hours, please leave a voice mail message and I will get back with you when I get back to the office. Sending an email is the best way to get a hold of me.

Office Hours: The odd weeks of the semester: Friday noon - 5 PM (See Appendix E for dates.)

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

Response Time: Generally, I will respond to emails within 24-48 hours during the work hours (Monday-Friday, 8 am to 5 pm) of receiving them. Emails sent during the weekends (including holidays) may not be answered until Monday. Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call, blackboard collaboration session, or meeting. Any technical questions can be referred to Blackboard Support at (361) 593-4357.

COURSE INFORMATION

TEXTBOOK(S) REQUIRED:

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, ebook \$29.99, rental \$64, used \$110, new \$128

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (7th ed.).

Washington, DC: Author. ISBN-13: 978-1433805615, used \$23.99, new \$28.45

American Counseling Association (2014). *ACA Code of Ethics*. Alexandria, VA: Author.

Free for downloading at [ACA Code of Ethics](#)

Texas LPC Board Rules (Current Rules, effective February 28, 2019)

Free for downloading at [https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=4&ti=22&pt=30&ch=681](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=22&pt=30&ch=681)

TECHNOLOGY REQUIREMENT(S):

- This class is taught through an online format. Students need access to Blackboard, which is an online teaching format. You are responsible for your access to (a) a reliable computer, (b) stable internet service to review videos and to post blackboard assignments, and (c) Microsoft Word, PowerPoint, and Adobe Reader for 15 weeks.
- All TAMUK students can download free Microsoft Office 365. After accessing your TAMUK email, you may install it by clicking on the "Brady Bunch" square and selecting Office 365". Click the Install Office button, and then click on Office 365 apps. If you encounter challenges accessing office 365, call iTech at 361-593-HELP.
- When you submit your paper through the Blackboard Assignment, please make sure they are in Microsoft Word document format only. Please do not use Apple Pages to submit your documents.
- You will need a computer equipped with a webcam and speakers for online communication via Blackboard.
- Make sure you are using your TAMUK email for course correspondence with the Instructor. Please do not use your personal email (Hotmail, Yahoo, or Gmail account) for course correspondence.
- Make sure you can log into Blackboard with your user ID and password. If you are experiencing problems logging into your TAMUK email or Blackboard please call ITech at (361) 593-4357 (24 hours a day & 7 days a week).
- Computer lab locations: Jernigan Library-First floor by the ITech Help Desk (361) 593-2916 & Rhode Hall-Room 244

COURSE DESCRIPTION

This is a core course meeting state licensing requirements. Students will increase their knowledge of principles, procedures, evaluations, and interpretations of assessments in research and counseling.

The syllabus and schedule are subject to change.

STUDENT LEARNER OUTCOMES

Learning Objectives	SLO	Activities/Assignments	Measurement	CACREP Standards
1. Demonstrate knowledge of the historical perspectives regarding the nature and meaning of assessments	7	<ul style="list-style-type: none"> Share history, nature, meaning, and types of assessments as well as personal experiences of administering or participating in assessments Final assessment interpretation and evaluation paper Assigned reading and blackboard materials Blackboard scenario reactions/group discussions 	<ul style="list-style-type: none"> Blackboard scenario reactions (See appendix A with a grading rubric.) Blackboard group discussions (See appendix B with a grading rubric.) Assessment interpretation and evaluation paper (See appendix D with a grading rubric.) 	II.F.7.a.
2. Demonstrate the ability to select and design a checklist as an effective research assessment to diagnose, measure, and evaluate developmental, behavioral, and mental disorders. 3. Demonstrate the ability to apply psychological tests and assessments specific to clinical mental health counseling	7, 8	<ul style="list-style-type: none"> Read a case scenario and using the criteria of ADHD of DSM 5 to design a Likert scale for a research survey Use DSM 5 criteria to design research surveys to assess Autism or ADHD symptoms 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.l. II.F.8.g II.F.7.k. V.C.1.e
4. Demonstrate the ability to select and design assessments for program evaluations	7, 8	<ul style="list-style-type: none"> Read a case scenario and discuss strategies of choosing intelligence, achievement, aptitude, and other assessments to select candidates for the counseling program Practice NCE assessment questions Student evaluations of the course instructor 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.) University online course evaluation 	II.F.8.g II.F.7.b
5. Demonstrate the 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	7	<ul style="list-style-type: none"> Demonstrate ability to understand norm group, central tendency, variability, and correlations through case scenarios Use scales of measurement to design an assessment for facilitating a diagnostic checklist for a DSM 5 disorder Use scales of measurement to design a research assessment and explain reasons for the selection of items on 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.g
6. Comprehend reliability and validity in assessment and research	7	<ul style="list-style-type: none"> Use the case of a farmer's scale and dissertation defense to demonstrate an understanding of reliability, validity, and interrater reliability through case scenarios Discuss how reliability and validity affect assessment and research Standardized instrument review/critique 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.) Standardized instrument review/critique paper (See appendix C.) 	II.F.7.h 2.F.8.c
7. Comprehend basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, including technology-assisted methods 8. Demonstrate the ability to analyze data in counseling	7, 8	<ul style="list-style-type: none"> Demonstrate comprehension and applications of formal and informal assessments, including technology-assisted methods Critique one standard assessments and non-standard assessments in counseling 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.) Standardized instrument review/critique paper (See appendix C.) 	II.F.7.f. II.F.8.i.
9. Demonstrate knowledge and strategies of using environmental assessments and systematic behavioral observations to ethically examine individuals academic performance and cultural factors for selecting, administering, and interpreting assessments and evaluations	7, 8	<ul style="list-style-type: none"> Identify information for assessment Discuss interpretations of assessment results from the norm group to diverse populations Discuss how individual, environmental, and multicultural factors would affect the selection, analysis, and interpretation of assessments between students at TAMUK and the A&M system Use the example of an immigrant child to examine how language issues and environmental changes would affect assessments results and clinical diagnoses Standardized Instrument Review/Critique Assessment interpretation and evaluation paper 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.) Standardized instrument review/critique paper (See appendix C.) Assessment interpretation and evaluation paper (See appendix D.) 	II.F.7.j. II.F.7.m. II.F.8.j II.F.8.i.
10. Demonstrate appropriate procedures for assessing risks, self-harm, and trauma and reporting harming and abuse issues	7	<ul style="list-style-type: none"> Read a case scenario and use the suicide status form (SSF II-R) to assess and manage self-harm risks Read a case scenario, analyze risks, and share procedures to report trauma 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.c.
11. Demonstrate the ability to use assessments for diagnostic and intervention planning	7	<ul style="list-style-type: none"> Use an assessment to examine a DSM 5 diagnosis and facilitate interventions Discuss checklists 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.e. II.F.7.k.

* Program Student Learning Outcomes (SLO) Core Areas:

- 4. Career Development
- 7. Assessment and Testing
- 8. Research and Program Evaluation

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MARKETABLE SKILLS

This course is designed to increase students' abilities to comprehend, select, apply, and develop assessments for research, diagnosis, and treatment planning in the field of educational settings and counseling practice.

COURSE ASSIGNMENTS & ASSESSMENT

All assignments must be submitted to the blackboard "complete". The initial post of the DB reaction is due each Sunday. See Appendix E for specific dates. Two peer responses are due by Tuesday, two days after your initial reaction is due. Your syllabus exam is due on January 24.

I will update the online grades each time a grading session has been completed---typically seven days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

1. **Online Syllabus Quiz (100 points, 10% of your grade)**

The purpose of the Syllabus Exam is to help you become familiar with course requirements.

2. **Online Discussion Board (400 points, 40% of your grade)**

The purpose of the Discussion Board (DB) is to reinforce and demonstrate your ability to apply assessments. Applying assessments is crucial for clinical diagnosis and your future practice.

For ten weeks, students will respond to the specific topic(s) on the blackboard. I will post the Blackboard materials three weeks before the assignment due day. Because your DB posts are used to measure the 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 with a grade of "zero" for that DB. Your DB posts should include (1) your original reflections and ideas addressing the topic as well as integration of information from the assigned readings and blackboard materials, (2) insightful responses to peer reactions, (3) attempts to create a flowing discussion with your peers, and (4) respect of your classmates with courtesy and thoughtfulness when responding. Abbreviations are not helpful, please spell out all words. Each of your initial DB posts of reactions should be at least 10 complete sentences. Each sentence should include at least 15 words. You must respond to at least two peers in a way that indicates your investment in the discussion. Each response should be at least three complete sentences. Each sentence should be at least 15 words. You will be graded on content, presentation, and professionalism. See points-based rubrics of DB posts in Appendices A and B. See Appendix E for specific due dates.

3. **Mid-term Paper: Standardized Instrument Review/Critique (200 points, 20% of your grade)**

The purpose of this assignment is to demonstrate your ability to evaluate standardized assessments. The due date for submitting this double-spaced APA style paper in Microsoft Word format to "Assessment Paper" on the blackboard is March 28. It would take 15 to 20 hours to conduct an assessment interview and write the paper. See the rubric and guidelines of the mid-term paper in Appendix C. If you prefer me to review your paper before your submission to the blackboard, email your "complete" paper to me (ya-wen.liang@tamuk.edu) 10 days before the due date.

4. **Final Paper: Case Study of the Assessment Administration Report (300 points, 30% of your grade)**

The purpose of this paper is to enhance your ability to administer instruments and report results, which is crucial for diagnosis and communication with clients.

The due date for submitting this paper in Microsoft Word format to "Assessment Paper" on the blackboard is May 02. It would take 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 is a wise decision. See the rubric and guidelines in Appendix D. If you prefer me to review your paper before your submission to the blackboard, email your "complete" paper to me (ya-wen.liang@tamuk.edu) 10 days before the due date.

GRADING

Final grades in this course will be based on the following manner:

A = 90% - 100%; 900 – 1000 points

B = 80% - 89%; 800 – 899 points; *Students need a GPA of 3.0 to stay in the graduate program.

C = 70% - 79%; 700 – 799 points

F = 69% or Below; 699 points and below

COURSE AND UNIVERSITY PROCEDURES/POLICIES

INSTRUCTOR'S POLICIES

Attendance

This is an online class. Attendance is calculated through participation in assignments, including Blackboard Discussions.

Late/Missing Work

All submissions are due on the date specified (See Appendix E). Extra time may be "purchased" at the rate of 10% off after the assignment is due and bought at an additional 10% weekly up to three weeks. (eg: If the submission is late for 1-7 days, the student receives 90% of the points. If the submission is late for 8-14 days, the student receives 80% of the points. If the submission is late for 15-21 days, the student receives 70% of the points. If the submission is late for 22 days or after May 03, the student receives 0 point.) To pass this course, all late submissions (including DB reactions and peer responses) must be turned in "complete" to the blackboard by May 02, 2021. In the event of extenuating circumstances,

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a student may request an extension without penalty. Students must submit to the instructor a Request for Extension explaining the extenuating circumstance. Examples of requests include a doctor note from a physician, a discharge summary from an emergency room or hospital, or a proof of a family crisis.

Other Course Policies

Incompletes must be completed in the semester following the one in which they are received. Under the University policy, if this is not done, the grade reverts to *Failure. "Incomplete" in this class is discouraged. Assignments may be difficult to make-up. The student who is passing (above 70% of the semester points) but has not completed a term paper, examination, or other required work may email the instructor to request an *incomplete*. 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.

UNIVERSITY POLICIES

SIX DROP POLICY

The following provision does not apply to students with Texas public college or university credits before Fall 2007. The Texas Senate Bill 1231 specifies the number of courses 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 [Academic Procedure: Drop Policy](#).

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 accommodations 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.

CLASSROOM CONDUCT EXPECTATIONS

Students are referred to the *Student Code of Conduct* section of the [Student Handbook](#). Students are expected to assume individual responsibility for maintaining a productive learning environment and conduct themselves with the highest regard for the response and consideration of others. Ongoing or single behaviors considered distracting will be addressed by the faculty member initially, but if the behavior becomes excessive and the student refuses to respond to the faculty member's efforts, the issue will be referred to the Dean of Students. In the case of a serious disruptive behavior in a classroom, the instructor will first request compliance from the student and if the student fails to comply, the instructor has the authority to ask the student to leave the classroom. The student is expected to comply with the instructor's request and may subsequently contest this action using procedures established by the department. If the student fails to leave after being directed to do so, assistance may be obtained from other university personnel, including the University Police Department. The incident shall be handled as an academic misconduct matter using established departmental procedures for academic misconduct to determine if the student should be allowed to return to the classroom.

ACADEMIC MISCONDUCT

Students 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. Students are expected to be familiar with the current Student Handbook, especially the section on academic misconduct, which discusses conduct expectations and academic dishonesty rules. Academic dishonesty includes but is not limited to:

1. Cheating: deception in which the 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 professor on assignments or examinations.
2. The 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: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation, and/or paraphrase of someone else's work, 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. Please be aware that the University subscribes to the Turnitin plagiarism detection service. Your paper may be submitted to this service at the discretion of the instructor.
5. Lying: deliberate falsification with the intent to deceive in a 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.

Other forms of academic misconduct included but are not limited to:

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

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- 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 a student transcript or other academic records; or unauthorized access to academic computer records.
 6. Nondisclosure or misrepresentation in filling out applications of other university records.
 7. Any action which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

HARASSMENT/DISCRIMINATION

Texas A&M University-Kingsville does not tolerate discrimination based on race, color, religion, national origin, age, disability, genetic information, gender, gender identity or sexual orientation (or any other illegal basis) and will investigate all complaints that indicate sexual harassment, harassment, or discrimination may have occurred. Sexual harassment and sexual assault are types of sex discrimination. Such sexual misconduct 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 or unlawful discrimination may pursue either the informal or the formal complaint resolution procedure. A complaint may be initially made to the Office of Compliance at (361) 593-4758, complainant's immediate supervisor, a department head, a supervisory employee, or 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 Officer will be notified of the complaint so it can be investigated.

REQUIREMENTS DURING THE COVID-19 PANDEMIC

Students must report test results to the Dean of Students (Kirsten.Comparv@tamuk.edu), and employees must report positive results to the Chief Human Resources Officer (Henry.Burgos@tamuk.edu).

In order to keep themselves and others safe and healthy during the pandemic, students attending class face-to-face are required to (1) wear face coverings over the nose and mouth and (2) scan the QR Code posted in the classroom/teaching location to log their attendance to assist in contact tracing, if needed. For information on the use of face coverings, see <https://www.tamuk.edu/return/facecoveringsfaq.html>. For information on the Face Covering Policy, see: <https://www.tamuk.edu/finance/hr/compliance/FaceCoverings.html>. Students are responsible for staying informed on the latest updates regarding the university's response to COVID-19 by checking their TAMUK email regularly and accessing information at <https://www.tamuk.edu/return/> and <https://www.tamuk.edu/coronavirus/>.

FACE COVERING POLICY

Face coverings must be worn on the Texas A&M-Kingsville campus inside all public buildings, including lobbies of buildings, restrooms, classrooms, hallways, and stairwells. Face coverings should also be worn in any outdoor space where 6 feet of physical distancing cannot be reliably maintained. Faculty working alone in their offices can remove their face covering. For more information on the use of face coverings, please refer to <https://www.tamuk.edu/return/facecoveringsfaq.html>.

CLASSROOM POLICY REGARDING FACE COVERINGS

In the event of a student who does not wear a face covering in the classroom/teaching space, the instructor should first request the student to put on a face covering. If the student does not comply, the instructor can dismiss the student from the classroom for that class period. If the student refuses to leave, the instructor may immediately dismiss the class and continue the class period online. The instructor may elect to discuss the matter in private with the student later and follow-up with a memo to the Dean of Students (Kirsten Comparv, Kirsten.Comparv@tamuk.edu) documenting the incident, or the faculty member may make a written referral to the Dean of Student's Office reporting the student for disturbing the class by refusing to comply with the instructor's request. In both instances, the documentation provided should include the name of the student, student ID number, other contact information if known, class/section, date/time of the interaction, and a summary of the concern and the outcome. The Dean of Students or designee will inform the student, through their official university email address, of the face covering policy and that he/she may not return to the classroom without a face covering. Continued disregard for the policy will be handled through the university's Student Disciplinary Code of Conduct. Possible sanctions for a disciplinary violation of the Student Code of Conduct range from a warning to expulsion from the university. For information on the Face Covering Policy, see <https://www.tamuk.edu/finance/hr/compliance/FaceCoverings.html>

FACE SHIELDS

A faculty member may wear a face shield without a mask only during lecturing in the classroom, as long as an appropriate social distance (6 feet) can also be maintained between the faculty member and the students. At all other times (when not lecturing), even if a face shield is used, a face mask must also be worn. For more information on the Face Covering Policy, see <https://www.tamuk.edu/finance/hr/compliance/FaceCoverings.html>

CONTACT TRACING

To assist with contact tracing in the event of a positive COVID-19 case on campus, each classroom/teaching space will have its unique QR Code which will be posted inside each classroom. When the faculty member and students enter the classroom for a face-to-face class, they all will scan the QR code using their phones. Most smartphones can scan a QR code from the phone camera or by downloading a free QR Code Reader app. After scanning the QR code, they will be prompted to enter their TAMUK email and password, then select "Yes" to the question "Present?" and then select Submit. The information (name, email, location, date, and time) will go directly to a database managed by the Enterprise Risk Management Office. Students who do not have a phone will have to log in from another device at the URL provided below the QR code and follow the same process.

RECORDING LIVE LECTURES

All live class lectures, as in face-to-face class meetings, must be recorded on Blackboard Collaborate. This will allow students access to the information, in the event that they miss class due to an excused absence. The recordings must be made available to the class on the Blackboard course site.

FLEXIBILITY REGARDING FACE TO FACE ATTENDANCE

It is possible that a student who is in a class requiring face-to-face meetings may request permission to attend the class virtually via Blackboard Collaborate. Granting such permission is at the discretion of the faculty member; however, given the precarious times, faculty are strongly encouraged to be flexible in their face-to-face class attendance requirements and allow the student, for example, to attend the

class virtually at the regular class time. The faculty member should email the student of the decision of whether or not such permission is granted, for the faculty member's records and the student's documentation of the decision.

APPENDIX A - DB REACTION RUBRIC

The purpose of the Discussion Board (DB) is to reinforce and demonstrate your ability to apply assessments. Applying assessments is crucial for clinical diagnosis and your future practice.

Superior (90% and above of the assigned points, 27 points and above, a minimum of 10 sentences, a minimum of 15 words per sentence)

- Discussion contributions are submitted according to the specifications of the assignments and are posted by the due date.
- Language is clear and easy to understand and logically organized.
- Discussion contributions provide evidence that the learner has read the assigned readings thoroughly and synthesize key comments and ideas when applicable.

Proficient (80-89% of the assigned points, 24-26 points, a minimum of 10 sentences, a minimum of 15 words per sentence)

- Discussion contributions are not posted by the due date 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.

Minimal (70-79% of the assigned points, 21-23 points, a minimum of 10 sentences, a minimum of 15 words per sentence)

- Discussion contributions are posted 8-14 days after the due day or are not submitted according to the specifications of the assignments.
- Discussion contributions are not adequately written or fail to address a part of the DB questions.
- Discussion contributions do little to enhance the quality of interaction or fail to address key concepts of the DB questions.
- 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.

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 15-21 days after the due day or do not address the requirements of the discussion prompts.
 - Discussion contributions contain only nine or less than nine sentences.
 - One or more than one sentences of the discussion contributions contain less than 15 words.
 - Discussion contributions are inadequately written and terms are used incorrectly.
 - Discussion contributions do not contribute to quality interactions and barely respond to questions.
- 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.

If the submission is late for 22 days or after May 3rd, 2021, the submission receives 0 point.

APPENDIX B - DB RESPONSE RUBRIC

The purpose of DB responses is to enhance your professionalism through group discussions and incorporate peers' experiences into your practice.

Superior (90% and above of the assigned points, 9 points and above, a minimum of two peer responses, a minimum of three complete sentences per response, a minimum of 15 words per sentence)

- 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 applications of principles from readings, suggest new perspectives on an issue, and pose thought-provoking questions), provide constructive feedback to peers.
- If an opposing viewpoint is raised, it is articulated politely and respectfully.
- Responses contribute to the quality of peer interactions, provide constructive and respectful feedback to peers.

Proficient (80-89% of the assigned points, 8 points, a minimum of two peer responses, a minimum of three complete sentences per response, a minimum of 15 words per sentence)

- Responses are not posted by the due date 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
- Responses do not reflect on peers' posts.

Minimal (70-79% of the assigned points, 7 points, a minimum of two peer responses, a minimum of three complete sentences per response, a minimum of 15 words per sentence)

- Responses are posted 8-14 days after the due day or are not submitted according to the specifications of assignments.
- Responses are not adequately written.
- Responses do not incorporate key comments and ideas presented by peers.
- Responses degrade peer sharing, disrespect peer interactions, or offensively raise opposing viewpoints.

Inadequate (60-69% of the assigned points, 6 Points, No credit will be awarded if some or all of the following conditions apply:

- Responses are posted 15-21 after the due day or do not address the requirements of the discussion prompts.
- A response contains only two sentences or less than two sentences.
- A sentence contains less than 15 words.
- Do not respond to a minimum of two peers.
- Responses are inadequately written; responses do not reflect peer posts, or terms are used incorrectly.
- Responses negatively affect the quality of peer interactions or professionalism.
- Responses do not provide evidence that the learner/trainee has read course learning materials or considered peers' postings.

If the response is late for 22 days or after May 3rd, 2021, the submission receives 0 point.

APPENDIX C - RUBRIC AND GUIDELINES OF THE MID-TERM PAPER: STANDARDIZED INSTRUMENT REVIEW/CRITIQUE

The purpose of this assignment is to demonstrate your ability to evaluate assessments.

The student will administer one of the five standard assessments (OQ-45, BAI, BDI, SLS, DAST) to a volunteer. Visit <http://aarc-counseling.org/test-reviews>; you may acquire examples of evaluations.

Introduce the following statement to the person who will take the assessment:

I am practicing to administer assessment tools, and I have not achieved competence in administering assessments. Therefore, the test results should not be considered conclusive as they may or may not be an accurate reflection of you. Additionally, the results should not be used for making any diagnoses or treatment decisions.

*Note: The student can choose the same mocked client for the mid-term and final paper.

The student will score and critique one of the five assigned standardized assessments. The student will write the Standardized Instrument Review/Critique addressing the following required headings: Please separate each of the following headings. Do not put all the headings into a long paragraph.

General Information

Title of the instrument (5 points) and the author(s) of the instrument (5 points)

History and Development of the Instrument (20 points)

Forms of the instrument and groups to which applicable (20 points)

Time Required for Administration (10 points)

Cost for Taking the Instrument and the Publisher (10 points)

Practical Evaluation

Features of Assessment Materials (Introduce the assessment.) (20 points)

Scoring Procedures (10 points)

Qualifications for Administrators (10 points)

Use in Counseling (10 points)

Technical Evaluation:

Norms (10 points)

Validity, Reliability, and Generalizability (20 points)

Application of Instrument

Major Strengths and Limitations of the Assessment (20 points)

Multicultural Considerations of Instrument (30 points)

*Qualification levels for administrators are addressed in week #7 course content. See the following examples, such as level A, B, or C.
QUALIFICATION LEVEL A: There are no special qualifications to purchase these products.

QUALIFICATION LEVEL B: Tests may be purchased by individuals with:

- A master's degree in psychology, education, speech language pathology, occupational therapy, social work, counseling, or in a field closely related to the intended use of the assessment, and formal training in the ethical administration, scoring, and interpretation of clinical assessments. or

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- Certification by or full active membership in a professional organization (such as ASHA, AOTA, AERA, ACA, AMA, CEC, AEA, AAA, EAA, NAEYC, NBCC) that requires training and experience in the relevant area of assessment. or
- A degree or license to practice in the healthcare or allied healthcare field. or
- Formal, supervised mental health, speech/language, occupational therapy, social work, counseling, and/or educational training specific to assessing children, or in infant and child development, and formal training in the ethical administration, scoring, and interpretation of clinical assessments. Or Work for an accredited institution

QUALIFICATION LEVEL C: Tests with a C qualification require a high level of expertise in test interpretation, and can be purchased by individuals with:

- A doctorate in psychology, education, or a closely related field with formal training in the ethical administration, scoring, and interpretation of clinical assessments related to the intended use of the assessment. or
- Licensure or certification to practice in your state in a field related to the purchase. or
- Certification by or full active membership in a professional organization (such as APA, NASP, NAN, INS) that requires training and experience in the relevant area of assessment.

RUBRIC FOR STANDARDIZED INSTRUMENT REVIEW/CRITIQUE (200 POINTS)

Rubric Ratings	Superior A	Proficient B	Fair C	Inadequate D
Apply to all The following headings are required for this paper.	<ul style="list-style-type: none"> • Submission meets the guidelines and specifications of the assignment and is posted by the due date • Submission is well written and provides sophisticated depictions of the required topics 	<ul style="list-style-type: none"> • Submission is not posted by the due date or does not meet the guidelines or specifications of the assignments • Submission is adequately written but lacks in-depth depictions of the requirements 	<ul style="list-style-type: none"> • Submission is posted 8-14 days after the due day or does not meet the guidelines or specifications of the assignments • Submission does not contain or address all the required headings • Submission is inadequately written 	<ul style="list-style-type: none"> • Submission is posted 15-21 after the due day • Submission does not meet all the required guidelines • Submission barely addresses the required headings or demonstrates competency in understanding the instrument.
I. General Information Title of the instrument (5 points) Authors of the Instrument (5 points) History and Development of the Instrument (20 points) Forms, groups to which applicable (20 points) Time Required for Administration (10 points) Cost for Taking the Instrument and the Publisher (10 points)	63-70	56-62	49-55	42-48
II. Practical Evaluation Features of Assessment Materials (Introduce the assessment.) (20 points) Scoring Procedures (10 points) Qualifications for Administrators (10 points) Use in Counseling (10 points)	45-50	40-44	35-39	30-34
III. Technical Evaluation: Norms (10 points) Validity, Reliability, and Generalizability (20 points)	27-30	24-26	21-23	18-20
IV. Application of Instrument Major Strengths and Limitations of the Assessment (20 points) Multicultural Considerations of Instrument (30 points)	45-50	40-44	35-39	30-34

APPENDIX D - FINAL PAPER: CASE STUDY OF THE ASSESSMENT ADMINISTRATION REPORT

The purpose of this paper is to enhance your ability to administer instruments and report results, which is crucial for assessment and communication with clients.

Rubric and Guidelines of Final Case Study of the Assessment Administration Report (300 points)

The assessment administrations for this final paper will consist of the following measurements:

1. a **biopsychosocial assessment** (130 points)
2. an **assessment report of a standardized test**
 - An assessment report (160 points)

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- A copy of the results of a completed standardized test in pdf file (10 points) - a standardized test of your choice from one of the five assessments (OQ-45, BAI, BDI, SLS, DAST)

The format of the Final Paper is available for you to download at "Final paper guidelines and submission" under "Assessment Papers" on the left of your blackboard screen.

Introduce the following statement to the person who will be taking the assessment:

I am practicing to administer assessment tools, and I have not achieved competence in administering assessments.

Therefore, the test results should not be considered conclusive as they may or may not be an accurate reflection of you. Additionally, the results should not be used for making any diagnoses or treatment decisions.

RUBRICS OF BIOPSYCHOSOCIAL ASSESSMENT WITH RESULTS (135 POINTS)

Rubric Ratings	Superior A	Proficient B	Fair C	Inadequate D
Apply to all	<ul style="list-style-type: none"> • Submission meets the guidelines and specifications of the assignment and is posted by the due date • Submission is well written and provides sophisticated depictions of the required topics 	<ul style="list-style-type: none"> • Submission is not posted by the due date or does not meet the guidelines or specifications of the assignments • Submission is adequately written but lacks in-depth depictions of the requirements 	<ul style="list-style-type: none"> • Submission is not posted by the due date or does not meet the guidelines or specifications of the assignments • Submission does not contain or address all the required headings • Submission is inadequately written 	<ul style="list-style-type: none"> • Submission is not posted by the due date or does not meet all the required guidelines • Submission barely addresses the required headings or barely demonstrates competency in understanding the instrument.
<ul style="list-style-type: none"> • Demographics (5 points) • Family Relationships (5 points) • Critical Population (5 points) • Client's/Family's Presentation of the Problem (5 points) • Physical Functioning (5 points) • Pain Questionnaire (5 points) • Social (5 points) • Living Situation (5 points) • Employment: Currently Employed (5 points) • Financial Situation (5 points) • Legal Status Screening (5 points) • Education (5 points) • Leisure & Recreation (5 points) • Psychological (5 points) • Bereavement/Loss (5 points) • Behavioral and Risk Assessment (5 points) 	4.5-5	4	3.5	3
• Preliminary Treatment Plan & Referrals (50 points)	45-50	40-44	35-39	30-34

Rubrics of Final Case Study of a Standardized Test (165 POINTS)

Rubric Ratings	Superior A	Proficient B	Fair C	Inadequate D
Apply to all	<ul style="list-style-type: none"> • Submission meets the guidelines and specifications of the assignment and is posted by the due date • Submission is well written and provides sophisticated depictions of the required topics 	<ul style="list-style-type: none"> • Submission is not posted by the due date or does not meet the guidelines or specifications of the assignments • Submission is adequately written but lacks in-depth depictions of the requirements 	<ul style="list-style-type: none"> • Submission is not posted by the due date or does not meet the guidelines or specifications of the assignments • Submission does not contain or address all the required headings • Submission is inadequately written 	<ul style="list-style-type: none"> • Submission is not posted by the due date or does not meet all the required guidelines • Submission barely addresses the required headings or barely demonstrates competency in understanding the instrument.

Rubric Ratings	Superior A	Proficient B	Fair C	Inadequate D
The following headings are required for this paper.				
Client Presenting Problems (40 points)	36-40	32-35	28-31	24-27
Behavioral Observations (40 points)	36-40	32-35	28-31	24-27
Assessment Results and Interpretations (40 points)	36-40	32-35	28-31	24-27
Recommendations (40 points)	36-40	32-35	28-31	24-27
A copy of the Standardized Instrument (10 points)	9-10	8	7	6

APPENDIX E: TENTATIVE COURSE SCHEDULE: (SUBJECT TO REVISION)

WEEK	Office Hours	Topics and Assigned Readings	Assignment Due Date	Assignments DB refers to Discussion Board
Week 1: 1/19-1/24	Fri. 1/22, 12-5 pm	Introduction & review syllabus	1/24	Syllabus Quiz (100 points)
Week 2: 1/25-1/31	Mon. 1/25, 8am-1pm	Get to know your classmates and experience assessments	1/31 2/02	DB 1 Reaction: 30 points DB 1 Responses to 2 peers: 10 points
Week 3: 2/01-2/07	Fri. 2/05, 12-5 pm	Chapters 1-2	2/07 2/09	DB 2 Reaction: 30 points DB 2 Responses to 2 peers: 10 points
Week 4: 2/08-2/14	Mon. 2/08, 8am-1pm	Chapter 3	2/14 2/16	DB 3 Reaction: 30 points DB 3 Responses to 2 peers: 10 points
Week 5: 2/15-2/21	Fri. 2/19, 12-5 pm	Chapter 4	2/21 2/23	DB 4 Reaction: 30 points DB 4 Responses to 2 peers: 10 points
Week 6: 2/22-2/28	Mon. 2/22, 8am-1pm	Chapters 5-6	2/28 3/02	DB 5 Reaction: 30 points DB 5 Responses to 2 peers: 10 points
Week 7: 3/01-3/07	Fri. 3/05, 12-5pm	Chapter 7	3/07 3/09	DB 6 Reaction: 30 points DB 6 Responses to 2 peers: 10 points
Week 8: 3/08-3/14	Mon. 3/08, 8am-1pm	Review Standardized Instruments on Blackboard	3/14 3/16	DB 7 Reaction: 30 points DB 7 Responses to 2 peers: 10 points
Week 9: 3/15-3/21	Fri. 3/19, 12-5 pm	Conduct assessments with your participant		Use the time wisely to write the term paper
Week 10: 3/22-3/28	Mon. 3/22, 8am-1pm	Mid-Term Paper: Standardized Instrument Review/Critique	3/28	Standardized Instrument Review/Critique (200 points)
3/25 5:00 pm		Last day to drop or withdraw a course		
Week 11: 3/29-4/04	Fri. 4/02, 12-5 pm	Chapters 8, 9, 10	4/04 4/06	DB 8 Reaction: 30 points DB 8 Responses to 2 peers: 10 points
Week 12: 4/05-4/11	Mon. 4/05, 8am-1 pm	Chapters 11 & 12	4/11 4/13	DB 9 Reaction: 30 points DB 9 Responses to 2 peers: 10 points
Week 13: 4/12-4/18	Fri. 4/16, 12-5 pm	Chapters 13, 15	4/18 4/20	DB 10 Reaction: 30 points DB 10 Responses to 2 peers: 10 points
Week 14: 4/19-4/25	Mon. 4/19, 8am-1 pm	Welcome your questions for the final paper		Use the time wisely to write the final paper
Week 15: 4/26-5/02		Final Case Study of the Assessment Administration Report	5/02	Final Case Study of the Assessment Administration Report (300 points)
		Submit all late assignments	5/02	Submit all late assignments

To pass this course, the student needs to submit all late assignments, including DB reactions and responses by 5/02/2021. I am here to support your success. Should you have any problems or concerns regarding assignments or the course, please contact me immediately. My email address is ya-wen.liang@tamuk.edu. According to the University policy, the instructor will only communicate with the student through the student's TAMUK email for course correspondence. Be aware that an email sent from a personal email (Hotmail, Yahoo, or Gmail account) would most likely be screened as spam by the system. If you do not receive a reply after 48 hours (Monday-Friday), use your TAMUK email to send me another email.

To protect online students' health and safety, I am available to meet virtually via Blackboard Collaborate from my office during office hours. If you prefer to meet with me in person, it is appreciated that you send me an email in advance so that we can better arrange to meet one student at a time at a conference room or a classroom to keep 6-feet social distance. Please wear a mask to meet in-person. Thank you! Dr. Liang Ya-Wen Melissa Liang, Ph.D., LPC-S, NCC, Certified Humanistic Sandtray Therapist, Assistant Professor

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